

EVALUATION OF D. T. ED. CURRICULUM IN RELATIONS WITH THE FACTORS OF TRAINING ENVIRONMENT, CLASSROOM MANAGEMENT BELIEFS & TEACHING PERFORMANCE

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Abstract

The purpose of this study was to evaluate D. T. Ed. curriculum regarding status of factors of Training Environment (TE), Classroom Management Beliefs (CMB) and Teaching Performance (TP) in D. T. Ed. curriculum. For evaluation researcher prepared the categorization sheet related to factors of TE, CMB and TP and evaluated D. T. Ed. curriculum.

Evaluation and analysis of D. T. Ed. curriculum related to TE shows that the most of the factors are related to TE4 and TE2. The factors like TE1, TE3 and TE5 are not taken in to consideration.

The conclusions related to CMB in analysis of D. T. Ed. curriculum reveals that the status of CMB development in the curriculum of D. T. Ed. course. It is observed that maximum weightage is given to CMB5=13, then CMB1=12, then CMB2=08, then CMB4=07 and least weightage is given to CMB3=05. In D. T. Ed. curriculum the units related to CMB are not directly related to formation or development of beliefs but there is probability for some extent to develop it because the objectives are organized for cognitive competencies.

Evaluation of D. T. Ed. course reveals that the status of TP development as- that maximum weightage is given to TP2=18, then TP5=14, then CMB2=13, then TP=12 and least weightage is given to TP=10. The units related to TP provide the rationale and directions for modification of behavior, skills and competencies of teaching. The theoretical aspects of teaching process are linked with real classroom teaching by the Microteaching, practice teaching and various workshops etc.

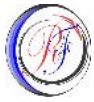
Keywords

Training Environment, Classroom Management Beliefs, Teaching Competencies, D.

T. Ed. curriculum

Introduction

Nowadays Education and training of student-teacher's has become an important issue in India (NCERT, 2001) by this way we come to know a teacher can play a vital role in country's development. For this apex bodies of education in India like MHRD, NCERT, SCERT, UGC, NCTE and DIET should concentrate on quality enhancement in teacher education institutes. Researcher thought that the existing D.T.Ed curriculum may not be competent in linking the personal context of student teachers with the process of classroom



teaching due to heavy theoretical components and overcrowded curricular and co curricular activities in the stipulated course duration which may leads to inadequacy to develop beliefs, attitude and performance.

Definitions of Terms

The conceptual and operational definitions of the terms and variables involved in the study are explained as follows:

Training Environment (TE)

TE can be defined as “...the creation of virtual space where learning, assessment and interaction can take place in very manageable way”

The TE is a system of physical and human components which mediate the training. In present study the set of perceptions about following factors is termed as TE- (i) Relations amongst Teachers (TE1) (ii) Teachers Quality (TE2) (iii) Relations amongst Students & Teachers (TE3) (iv) Infrastructure (TE4) and (v) Ethos (TE5).

Classroom Management Beliefs (CMB)

CMB is a proposition which may be consciously or unconsciously held, which is accepted as true by the individual, and it serves as a guide to thought and behavior related to Classroom Management.

In present study the set of perceptions about following factors is termed as CMB- (i) Planning (CMB1) (ii) Instruction (CMB2) (iii) Control (CMB3) (iv) Organization (CMB4) and (v) Evaluation (CMB5).

Teaching Performance (TP)

The observable behavior of teacher to attempt the predetermined goal of lesson in classroom setting is called TP.

In present study the set of perceptions about following factors is termed as TP- (i) Introduction (TP1) (ii) Presentation (TP2) (iii) Use of Teaching aids (TP3) (iv) Use of different methods (TP4) and (v) Evaluation (TP5).

D. T. Ed. Curriculum

The curriculum constructed under NCERT’s suggestions and by Maharashtra State Council of Educational Researches & Training, Pune (MSCERT, Pune) BOS for student-teachers training after 10+ 2.

Objectives of the Study

The study has been leded the following objectives:

1. To Study the norms and regulations regarding TE in Teacher Education Institutes for D.T. Ed. course.
2. To study the Curriculum of D.T. Ed. course regarding CMB and TP.

Method and procedure

The evaluative analysis of D. T. Ed. curriculum has been done in this research to explore the status of factors of TE, Classroom Teaching Management beliefs and TP.

For evaluation researcher prepared the categorization sheets as per the operational definitions of the regarding TE, CMB and TP and also in accordance of their factors. Later he communicated to Teacher Educators of related subject experts and after an in-depth discussion with them this categorization was finalized and evaluated D. T. Ed. curriculum.

Limitations of the study

1. The study is restricted to factors of TE, CMB & TP.
2. The study is limited to D.T.Ed. Curriculum w. e. f. 2005 in Maharashtra.

Delimitations of the study

1. Findings will be applicable to the D. T. Ed. colleges.
2. Results will be use full for the D. T. Ed. colleges.

Results**1. Review of National Council for Teacher Education, New Delhi norms and regulations for D.T. Ed. regarding TE**

This part presents the overall scenario of norms and regulations of NCTE for D. T. Ed. program regarding the TE in the Teacher Education Institutes. The purpose of this part is to extract the requirements related to Infrastructure, staff, learning resources etc. as per norms & regulations of NCTE. The following table presents the summary of this.

Table 1 - Outline NCTE norms & regulations for D. T. Ed. program

Sr. No.	Norm/ Standard	Explanation of norms/standard	TE related factors
1	Intake Capacity & Admission Eligibility	55 (basic unit), 50% marks in HSC (+2) exam and entrance exam as per rules of government	Relations amongst Students & Teachers (TE3)
2	Staff	01 Principal, 04 lecturers (PG School subject + Education with 55%), Physical Education teacher (M. P. Ed. 55%), Music Teacher (M.F. A., 55%) 01 Office superintendent (UG), 01 Computer operator, 01 store keeper	Teachers' Quality (TE2)
3	Built-up area	1500 sq meters. (out of 2500 sq meters)	Infrastructure (TE4)
4	Infrastructure & Facilities	02 classrooms, Multipurpose Hall, Library –cum-Reading Room, Resource Centre for ET/ICT, Psychology Resource Centre, Arts and Craft Resource centre, Health and Physical Education Resource Centre, Science and Mathematics Resource Centre, Principal's Office, Staff Room, Administrative Office, Store Rooms (Two), Girls Common Room, Canteen, Visitors Room, Separate Toilet Facility for Boys and Girls, Parking Space, Open space for lawns, gardening activities, playground, furniture and musical instruments	Infrastructure (TE4)
5	Learning resources	Books, journals, Educational kits, models, play materials, CD, DVDs, LCD projector, Computers with Internet connectivity	Infrastructure (TE4)

The above table no.1 shows that the most of the factors are related to TE4 and TE2. The factors like TE1, TE3 and TE5 are not taken in to consideration.

2. Review of D.T. Ed. Curriculum regarding CMB and TP

This part of research paper presents the overall scenario of course paper of D. T. Ed. and their size in terms of units and categorization of these units by relating them directly or indirectly with the factors of CMB and TP.

This part is matter of qualitative analysis; therefore, researcher has been focused towards eliciting the weightage of CMB and TP in terms of syllabus and units.

The table no.2 presents the status of CMB in D.T. Ed. Curriculum.

Table 2 - Status of CMB factors in D.T. Ed. Curriculum

Sr. No.	Title of paper	No. of units related to CMB					
		No. of Units	CMB 1	CMB 2	CMB 3	CMB 4	CMB 5
1	Indian Society and Elementary Education	8			1	1	
2	Psychology of Learning-Teaching	7	1		2		
3	Educational Evaluation	5	1				4
4	Educational Management	5	1			2	
5	Regional Language	9	1	1		1	1
6	Second Language	9	1	1		1	1
7	Mathematics	9	1	1		1	1
8	Work Education, Physical Education etc.	5			1		
9	Elementary Education: present Status, Issues and Solutions	8			1		1
10	Information & Communication Technology	7	1	2			1
11	Action Research and Innovation	4	1			1	1
12	Third Language	8	1	1			1
13	Science and Technology	11	1	1			1
14	Social Studies, Health Education etc.	19	2	1			1
15	Total	101	12	8	5	7	13

The table no.2 reveals the status of CMB development in the curriculum of D. T. Ed. course. It is observed that maximum weightage is given to CMB5=13, then CMB1=12, then CMB2=08, then CMB4=07 and least weightage is given to CMB3=05.

The units related to CMB are not directly related to formation or development of beliefs but there is probability for some extent to develop it because the objectives are organized for cognitive competencies.

The status of D.T. Ed. curriculum regarding the TP factors is presented in the table no. 3

Table 3 - Status of TP factors in D.T. Ed. Curriculum

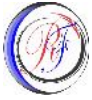
Sr. No.	Title of paper	No. of units related to TP					
		No. of Units	TP 1	TP 2	TP 3	TP 4	TP 5
1	Indian Society and Elementary Education	8	2				
2	Psychology of Learning-Teaching	7	1	2	1		
3	Educational Evaluation	5		1			4
4	Educational Management	5		1			1
5	Regional Language	9	1	2	1	2	1
6	Second Language	9	1	2	1	2	1
7	Mathematics	9	1	2	1	2	1
8	Work Education, Physical Education etc.	5			1		
9	Elementary Education: present Status, Issues and Solutions	8			1		1
10	Information Communication Technology	7	1	2			1
11	Action Research and Innovation	4				1	1
12	Third Language	8	1	2	1	2	1
13	Science and Technology	11	1	2	1	2	1
14	Social Studies, Health Education etc.	19	1	2	1	2	1
15	Total	101	10	18	12	13	14

The table no. 3 reveals the status of TP development in the curriculum of D. T. Ed. course. It is observed that maximum weightage is given to TP2=18, then TP5=14, then CMB2=13, then TP=12 and least weightage is given to TP=10.

The units related to TP provide the rationale and directions for modification of behavior, skills and competencies of teaching. The theoretical aspects of teaching process are linked with real classroom teaching by the Microteaching, practice teaching and various workshops etc.

Conclusions

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