CHAPTER I

1.1 INTRODUCTION:

The formal institutionalized teacher training in India is not more than two centuries old. After independence there has been a large scale of expansion of facilities for teacher education throughout the country. The number of teacher training colleges, enrolment and expenditure on teacher training colleges is ever increasing. The number of teachers and teacher education institutions in the country have grown manifold during, the last few decades.

The University Education Commission 1948-49, under the chairmanship of Dr. Radhakrishnan, the Education Commission 1964-1966, made some suggestions for preparing teachers for their varied responsibilities in an evolving system of education.

National Policy on Education 1986, has observed that the teacher education is a continuous process, its pre-service and in-service components are inseparable. The responsibilities for secondary teachers education would continue to rest with colleges of teacher education affiliated to universities. The University in co-operation with NCTE would ensure quality of secondary teacher education.
The National Policy on Education also thinks that it needed “overhauling”. Efforts were immediately undertaken to suggest a revised version of teacher education, 1988. But it was not taken seriously. Again NCTE in August 1998 published another ‘Frame Work’ which was received with greater attention. But the document published in January 1998 by NCTE, viz., “Competency Based and Commitment Oriented Teacher Education for Quality School Education” is unique one in the sense that it, for the first time in our country, discusses all the three aspects of teacher education, i.e. Cognitive, Affective and Psychomotor. The cognitive domain gets its due under the ‘competency area’, Psychomotor domain is given its share under ‘performance area’, and affective domain is given recognition under the ‘commitment area’.

To ensure this qualitative improvement with NCTE, NCERT, University Grants Commission, S. C. E. E. R. T., S. C. E. E. R. T. Extension Service of Education made strenuous efforts to chalk out important programmes regarding teacher education.
Inspite of these efforts the contemporary model of teacher education of one-year duration has failed to reflect the changes taking place in other spheres of our national life. Through the need of qualitative improvement in the field of teacher education alternative models have been emerged which are different both in structure and function. The Four-Year Integrated Teacher Education Course is one of the alternative models in this field. This model was experimented at College of Education, Kurukshetra in 1960, Rural Institute of Sardar Patel University in Gujrat, and at Regional Colleges of Education of NCERT located at Ajmer, Bhubaneshwar, Bhopal and Mysore in 1963.

B.Ed. through correspondence of distance education mode of two years duration, B.Ed. vocational these are some variations present in the field of teacher education. NCTE in its frame 1998, has suggested the B.Ed. course of two years duration.

1.2. **NEED AND IMPORTANCE**

1.2.1 **Need**:

To prepare qualitative teachers through the teacher education institutes is a prime responsibility of these institutes. For this sake many
institutions have experimented some alternative models of teacher education. Apart from the models discussed in the introduction, Dr. J.P. Naik an eminent educationist has experimented the integrated model of teacher education at Shri Mouni Vidyapeeth, Gargoti under the title, Diploma in Rural Services (Education) equivalent to B.A. and B.Ed. degrees of the contemporary universities. In 1975 the nature of this course was changed and it became the degree course of four-year duration as B.A.B.Ed. (Special) and was affiliated to Shivaji University, Kolhapur. Again in 1990 it was restructured as B.A.B.Ed. (Integrated). The changes have been done in the course to meet the needs of everchanging society.

The investigator at present is working as a lecturer in this teacher education institute having four-year integrated B.A.B.Ed. Course. This course is planned to impart quality teacher education. But whether the course is succeeded in doing this was always a question in the investigator's mind. While working in the college the investigator came across some biased attitudes towards this course. Many thought that this course is nothing but a mixture of B.A. and B.Ed. course. All the subjects and all the activities of B.A. and B.Ed. degrees are brought together in
this course. But this is not so. It is totally different both in structure and function. The investigator felt it necessary to bring all the facts in light regarding the course. At the same time he also felt it necessary to think about the product of this course. This course is meant for preparing the teachers for secondary stage. Whether these teachers are able to meet the requirements expected from them was a question in investigator's mind. To test this it was necessary to compare these teachers with the teachers prepared by the contemporary model of teacher education of one-year duration. To study the nature of this course it was also necessary to study the syllabus of this course and also it was necessary to see how much it is different from the contemporary model of one-year duration.

Comparatively this four-year integrated course is more expensive than the traditional model of one-year. This is one of the reasons of unfavourable attitude towards these courses. But this is not wisdom to reject these experiments only on the basis of expenses. It is necessary to test these courses on the basis of their utility, effectiveness, competency of the teachers prepared through these courses etc.
National Commission on Teachers-1,1983 suggested, “If teacher education is to be made relevant to the roles and responsibilities of the New Teacher, the minimum length of training for a secondary teacher, in our judgement, should be five years following the completion of class XII. During these five years, the course should be so structured as to enable both general and professional education to be pursued concurrently. Such an integrated programme spread over five years will give the much needed time and sustained intensity of experience to produce the kind of New Teacher this country needs”.

To find out whether the present four-year integrated course fulfils the expectations intended in the above stated document, the investigator has planned this study.

1.2.2 Importance:

The teacher is the backbone of the educational system. To prepare a good teacher is a difficult task. Everybody speaks about quality education. But quality education is not possible without quality teachers. And so the utmost importance is to be given to the training programmes from the teacher education colleges. In the document of National Commission on Teachers-1,1983 it has been said that, ‘the
training of teachers demands our urgent attention. What obtains now in the majority of our Teaching Colleges and Training Institutions are woefully inadequate and in the context of the changing needs of India today'. The document also says about the New Teacher, 'Nothing is more important in educating teachers than to make them imbibe the right attitudes and values besides being proficient in the skills related to teaching'.

In this context the present study seeks to study two different models of teacher education thoroughly. It is quite necessary to study different models of teacher education to decide their efficacy in relation with the other models. It enables different authorities to take decision regarding the teacher education programmes.

The present study is planned to study two different models of teacher education i.e. traditional model of one-year duration and four-year integrated model of teacher education. The investigator has studied the syllabi of both the courses thoroughly. He also has compared the product of both the courses in relation with teaching competence and teaching effectiveness. This comparison will tell us which model is more acceptable to prepare more competent teachers.
The present study is helpful to the universities to plan their courses regarding the teacher education. It is also helpful to educationists, policy makers, the agencies, like NCTE, NCERT, UGC, which work in the field of teacher education to impart quality education through quality teachers prepared by quality teacher education centres.

It is also helpful for the teacher education institutes to plan their courses and the teachers and the students who wish to accept this profession.

1.3 **OBJECTIVES**:

The present study is planned in the light of the following objectives:

1) To study the structure and function of the four-year integrated B.A.B.Ed. course and the one-year B.Ed. course in relation to Professional, Educational Component.

2) To compare the teaching competence of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.
3) To compare the teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

4) To compare teaching competence of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of rural and urban teachers.

5) To compare teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of rural and urban teachers.

6) To compare teaching competence of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of male and female teachers.

7) To compare teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of male and female teachers.

8) To compare teaching competence of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of experienced and inexperienced teachers.
9) To compare teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course in respect of experienced and inexperienced teachers.

1.4 HYPOTHESES:

The hypotheses of the present study are as follows. They are stated in the null form.

1) There is no significant difference in the teaching competence of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

2) There is no significant difference in the teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

3) There is no significant difference in the teaching competence of the male teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

4) There is no significant difference in the teaching effectiveness of the male teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.
5) There is no significant difference in the teaching competence of the female teachers trained through four-year integrated B.A.B.Ed. course and one year B.Ed. course.

6) There is no significant difference in the teaching effectiveness of the female teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

7) There is no significant difference in the teaching competence of the male and female teachers trained through four-year integrated B.A.B.Ed. course.

8) There is no significant difference in the teaching effectiveness of the male and female teachers trained through four-year integrated B.A.B.Ed. course.

9) There is no significant difference in the teaching competence of the male and female teachers trained through one-year B.Ed. course.

10) There is no significant difference in the teaching effectiveness of the male and female teachers trained through one-year B.Ed. course.
11) There is no significant difference in the teaching effectiveness of the inexperienced and experienced teachers of one-year B.Ed. course.

12) There is no significant difference in the teaching effectiveness of the inexperienced and experienced teachers of four-year integrated B.A.B.Ed. course.

13) There is no significant difference in the teaching effectiveness of the inexperienced teachers of both the courses.

14) There is no significant difference in the teaching effectiveness of the experienced teachers of both the courses.

15) There is no significant difference in the teaching competence of the inexperienced and experienced teachers trained through four-year integrated B.A.B.Ed. course.

16) There is no significant difference in the teaching competence of the inexperienced and experienced teachers trained through one-year B.Ed. course.

17) There is no significant difference in the teaching competence of the inexperienced teachers of both the courses.
18) There is no significant difference in the teaching competence of the experienced teachers trained through both the courses.

19) There is no significant difference in the teaching competence of the rural and urban teachers trained through one-year B.Ed. course.

20) There is no significant difference in the teaching effectiveness of the rural and urban teachers trained through one-year B.Ed. course.

21) There is no significant difference in the teaching competence of the rural and urban teachers trained through four-year integrated B.A.B.Ed. course.

22) There is no significant difference in the teaching effectiveness of the rural and urban teachers trained through four-year integrated B.A.B.Ed. course.

23) There is no significant difference in the teaching competence of the urban teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.
24) There is no significant difference in the teaching competence of the rural teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

25) There is no significant difference in the teaching effectiveness of the urban teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

26) There is no significant difference in the teaching effectiveness of the rural teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

1.5 SCOPE:

Though the study deals with the comparison between four-year integrated B.A.B.Ed. course and one-year B.Ed. course, it is restricted only to the courses run by Shivaji University, Kolhapur. The teachers who have had their secondary teacher education degree through Shivaji University, Kolhapur from these two types of courses are thought of in the present study. Though the teachers are scattered all over Maharashtra the sample is drawn from Kolhapur, Sangli, Solapur, Ratnagiri and Sindhudurg districts only. The sample consists the male as well as female
teachers. The teachers from rural as well as urban area and experienced as well as inexperienced teachers are also included in the study. 800 teachers 400 from each course are chosen for the present study.

1.6 LIMITATIONS:

1) The sample is drawn from those who have undergone the curriculum of the four-year integrated B.A.B.Ed. course of Shivaji University, Kolhapur from 1975 onwards only.

2) The sample of the teachers, who have undergone the one-year B.Ed. course of Shivaji University, Kolhapur from 1975 only, is accepted.

3) The study is restricted to the teacher competence and teaching effectiveness of the teachers trained through four-year integrated B.A.B.Ed. course and one-year B.Ed. course.

4) The sample is drawn only from the teachers who have had their teacher education degree from Shivaji University, Kolhapur.

5) Before 1975 the course B.A.B.Ed. integrated was known as Diploma in Rural Services (Education). The teachers trained through that course are not considered for this study.
6) The environmental factors and other personality components affecting the teaching competence and teaching effectiveness are not considered.

1.7 ORGANIZATION OF WORK:

The entire study is divided into five chapters. The opening introductory chapter is devoted to the present position of teacher education and emergence of different models of teacher education. In this same chapter need and importance, objectives, hypotheses, scope and limitations of the study have also been explained. The organization of the work is also stated in this chapter.

The second chapter deals with the concept of teacher education and the historical perspective of the teacher education. It also points out the different models of teacher education. It also deals with a brief review of the research work done in the area.

The third chapter presents the methodology used in the present research work. It also discusses the tools used to gather data, sample selected for the study and the procedure of the collection of data.
The fourth chapter is regarding the presentation and analysis of data. This chapter is divided into four sections.

Section I deals with the presentation of data gathered through the two standardized tools i.e. General Teaching Competency Scale and Teaching Effectiveness Scale.

Section II interprets the data gathered through the questionnaire used for the teachers related to the syllabi of both the courses.

Section III presents the data gathered through the interview schedule used for the headmasters regarding the teaching competency and teaching effectiveness.

Section IV discusses the comparative excellence regarding the syllabi of both the courses.

The conclusions emerging from the study are presented in the last chapter. (i.e. chapter 8)
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