CHAPTER VI

TEACHER EDUCATION IN MADHYA PRADESH AND EMERGING CONTOURS AND FUTURE TRENDS

(1) THE EXISTING STATUS OF TEACHER EDUCATION IN MADHYA PRADESH

Since there are many limitations which impede the efforts of the Colleges of Education equipping the teachers with adequate knowledge of the profession, the teachers will have to learn more of such literature as would give them the knowledge and set a programme of self development of their individual level.

For the individual and collective development of the teachers, the existing status of Secondary Teacher Education in Madhya Pradesh is as under:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Description</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Number of Secondary Training Institutions and Management</td>
<td>Government= 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private= 15</td>
</tr>
<tr>
<td>S.No.</td>
<td>Description</td>
<td>Remarks</td>
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</tr>
<tr>
<td>(1)</td>
<td></td>
<td>aided N.C.E.R.T. -1 University Deptt.</td>
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<tr>
<td>(2)</td>
<td>Level of Training</td>
<td>B.Ed.</td>
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<tr>
<td>(3)</td>
<td>Duration of Training</td>
<td>One year - but in newly constructed curriculum 1½ years.</td>
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<tr>
<td>(4)</td>
<td>Students intake</td>
<td>B.Ed. 4300</td>
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<tr>
<td>(5)</td>
<td>Degree</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>(6)</td>
<td>Agency awarding Degree</td>
<td>UNIVERSITY</td>
</tr>
<tr>
<td>(7)</td>
<td>Qualifications of the Staff</td>
<td>Principal - M.A./M.Sc./M.Com./ M.Ed.</td>
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<tr>
<td></td>
<td></td>
<td>(2) Lecturer - M.A./M.Sc./M.Com./ M.Ed.</td>
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<tr>
<td></td>
<td></td>
<td>(3) Special Higher Secondary Subject &amp; Diploma in Teachers &amp; Craft.</td>
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<tr>
<td></td>
<td></td>
<td>Instructors</td>
</tr>
<tr>
<td>(8)</td>
<td>Courses</td>
<td>--- Part 4 Theory</td>
</tr>
<tr>
<td></td>
<td>(1) Philosophical and Sociological foundation of Education.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Psychological foundation of Education.</td>
<td></td>
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<td></td>
<td>(3) School Organisation, Administration &amp; Health Education.</td>
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<tr>
<td>S.No.</td>
<td>Description</td>
<td>Remarks</td>
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</tbody>
</table>

(4) Development of Problems of Indian Education.

(5) Methods of teaching of two school subjects.

(NOTE: From 1980: New need-based B.Ed. Curriculum in some of the Universities of Madhya Pradesh have been introduced. University of Saugar, Sagar is pioneer in this respect.)

PART - B

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PRACTICAL

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(1) Practice Teaching.

(ii) Practical and Sessional Work.

(NOTE: From 1980: New need-based B.Ed. Curriculum has been introduced and accordingly there are some changes in Practical work also.)

(9) PRACTICE TEACHING - 20 Lessons each in two subjects.

(NOTE: In New need-based B.Ed. Curriculum some changes have been made.)
According to the University Curriculum, different Universities evaluate the performance of trainees. At this stage written and practical examination evaluation is done. In craft, community life, class teaching, internal assessment is done. Internal and External evaluation is also done on the basis of class-teaching. The University of Sagar, Jabalpur and Raipur evaluate the performance of Sessional Work connected with theory papers of the pupil teacher, through the Principals and the members of the staff of college. There is no provision of Sessional Work in the Vikram University, Ujjain. In this way the evaluation is done according to the rules of the different Universities.

The Constitution of our country is the reflection of people's collective will, and as such, it demands a fundamental change in our outlook, and in ways and means of achieving the goals laid down in the Constitution. If education is meant for national development which in our country can be achieved mainly through rural development, it must become an instrument of transforming the social structure, as envisaged in the constitution.
Education, first of all, must reach all citizens, particularly in the rural areas, irrespective of their caste, creed, class and social status. Universalisation of education, thus has become the most important task to be undertaken by the teaching community. This immediate demands that a fundamental change be effected in all aspect of Teacher Education i.e. Objectives, Structure, Curricula, Methods, Modes and Media, evaluation techniques, staffing pattern, administrative machinery and control of teacher education in the country, so that the objectives spelled out in the documents entitled "The curriculum for the Ten Year School and Higher Secondary Education and its vocationalisation (F.C.E.R.T.)" could be attained.

Since it is indeed a question of educating millions, particularly those growing up in the socially and economically deprived communities, a drastic change in the entire existing system of Teacher Education is over due. For this first of all, we will have to consider the objectives of Teacher Education for the secondary stage.
(2) OBJECTIVES OF TEACHER EDUCATION FOR THE
SECONDARY STAGE

The new Ten Year Curriculum necessitates a modification in the objectives of the secondary teacher education programme. The Secondary Teacher-Trainee should:

(i) Possess competence to teach subjects of his specialisation on the basis of accepted principles of learning and teaching in the context of the new school curriculum.

(ii) Develop skills, understanding, interest and attitudes which would enable him to foster all round growth and development of the children under his care.

(iii) Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experience.

(iv) Develop skills in identifying, selecting, innovating and organising learning experiences for teaching the above mentioned general and special subjects.
(v) Develop understanding of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learnings.

(vi) Develop skills in guiding and counselling the children in solving their personal as well as academic problems.

(vii) Understand the role of the home, the peer group and the community in shaping the personality of the child.

(viii) Understand the role of the school in changing the society.

(ix) Undertake investigatory project and action research.

The existing system of Teacher Education appears to be static and rigid to cope up with the new national goals. It provides the student teacher very little awareness of the role education can play in transforming the present Indian society into a truly democratic, socialist and secular society that we wish to built up in this country. As the Education Commission (1964-66)
remarked, vitality and realism are lacking in the curricula, and programmes of work continue to be largely traditional. Even in a limited area like methods of teaching, the teacher-educator fails to impress upon the trainee about their usefulness and applicability as he himself rarely uses any method other than the "talk and chalk" method. Set pattern of lesson planning and rigid techniques of teaching are followed in practice-teaching, regardless of the nature of the subject-matter and the objectives to be achieved in terms of behavioural changes. Evaluation procedures, especially those followed for assessing the competencies of the would-be teachers, are by and large, subjective and unscientific seeking to find out mainly how successfully factual knowledge has been memorised.

Generally, not enough competent people are attracted to teacher-training institutions, nor do the staff attached to those institutions make sufficient and substantial efforts to raise the image of "Education" as a discipline in the eyes of their counterparts working in other institutions.
Whatever be the reasons, as has been observed by the Education Commission, teacher training institutions stand isolated from the main stream of the national life, from the academic life of the University, from schools, from one another, and what is more serious, from the very community which they are supposed to serve. The isolation from the community at once acquires the greatest significance in view of the changed political and socio-economic situation in the country.

In the Colleges of Education of Madhya Pradesh the same drawbacks are there in Teacher Education. The same views were advocated by most of the educationists, administrative officers and members of Board of Teacher Education of Madhya Pradesh.

With a view to improve the Teacher Education in Madhya Pradesh a well planned programme was chalked out and "Need based curriculum for Bachelor of Education Course" have been prepared. This was developed on the basis of "Teacher Education Curriculum" a frame work prepared by N.C.E.R.T.
(3) TEACHER EDUCATION CURRICULUM

By conducting educational conferences at different places, such as Khandua, Prantiya -- Shikshan Mahavidyalaya, Jabalpur, Army Education Core, Pachmarhi, Govt. College of Education, Bilaspur the Need based B.Ed. Curriculum is prepared for all the Colleges of Education and University Colleges of Education of Madhya Pradesh.

The copies of the new B.Ed. Curriculum were sent to the Vice-Chancellors of the Universities of Madhya Pradesh and Deans of Faculty of Education, to implement the curriculum from the year 1980. Some of the Universities have adopted the curriculum with some modifications. This curriculum will certainly meet out the challenges which the country is facing.

The curriculum has pinpointed every aspect of Teacher Education—Qualifications of student teacher, teacher educators, Duration, Sessions, main features, subject of theory papers, scope, methods of different subjects, content-cum-methodology, sessions, coordination of theory with practical aspect pre-internship and internship phase I and II, are some of the special features of the curriculum.
If both the states i.e. Madhya Pradesh and Maharashtra adopt this curriculum in an earliest possible time, the most of the difficulties and problems will be solved and teacher-education will be beneficial to both the States. Moreover, this curriculum will bring a revolutionary change in the Secondary Teacher Education Programme.

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REFERENCE BOOKS

(1) TEACHER EDUCATION CURRICULUM (A FRAMEWORK) 

(2) NEW NEED BASED B.ED. CURRICULUM.-1980. 
    PUBLISHED BY-W.P.GOVERNMENT.

(3) TEACHER EDUCATION IN THE WESTERN REGION, 1978-
    PUBLISHED BY REGIONAL COLLEGE OF EDUCATION, 
    BHOPAL.

(4) MADHYA PRADESH MEWAR SHISHAK PRASHIKSHA-
    BY-SMT. VIDHYAWATI MALIYA.

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