CHAPTER VII

CONCLUSION AND SUGGESTIONS

For the better administration and governance of the teacher training programme and also for a better standard of education of quality, the Study Group on Education of Secondary Teachers in India, which met in Baroda in March, 1964, recommended the establishment of State Councils for Teacher Education in different states and a National Council for Teacher Education at the centre. The study group enlisted functions of such councils as, "to prepare programmes for the development of teacher education and supervise their implementation, to set standard in teacher education, to accredit training institutions and confer recognition on them, to initiate the preparation of curriculum and syllabus for training programmes and coordinate standards and training programmes."

The comprehensive objective as outlined in the above seems to be supporting the view that the responsibility of such programming and execution should be vested on the autonomous
bodies, the councils of education, at the same time
the role of Universities in giving leadership to
decision making, deploying expertise to strengthen
the curricular programming is fully maintained.

(1) CRITERIA FOR SELECTION AND ADMISSIONS

The selection of candidates is done
on the basis of either tests as in Madhya Pradesh
or on the basis of merit-cum-experience-cum-interview.
In Madhya Pradesh admissions to the Secondary Teacher
Training Institution is centralised and the State
University Grants Commission has laid down the following
criteria for admission:

   (i) Written test          100 Marks.
   (ii) Academic Records     30 Marks.
   (iii) Interview           10 Marks.
   (iv) Co-curricular       10 Marks.
       activities

ACTION PLAN

The study team is of the opinion
that for admission to various teacher training
institutions the following procedure/criteria may be adopted.

(1) Written test to assess candidates aptitude and attitude towards teaching may be introduced and the weightage for this test is to be kept high, say 50 percent.

(2) Academic record be considered with 25 percent weightage.

(3) Co-curricular activities be given weightage to the extent of 5 percent.

(4) Previous teaching experience be given 5 percentage weightage.

(5) Interview be given 5 percent weightage.

In addition to this the criteria suggested by the Nagpur University may also be taken for consideration. Subject-wise percentage as under:

(a) Science Group (Phy., Chem., Biology, Maths.) - 35%

(b) Language Groups (Eng., Mar., Hindi) with Social Sciences (Geo., Hist., Civics.) - 30%

(c) Other optional subjects (Sanskrit, Home Science, Music, Psychology, Philosophy, Agriculture, Econ. and Commerce.) - 15%
If enough number is wanting in a particular category, the Selection Committee is allowed to admit the students from the next category as and when vacancies occur in the category.

For the teacher candidate the weightage of experience may also be given as under:-

<table>
<thead>
<tr>
<th>Experience as a Teacher</th>
<th>Maximum Years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) College Teacher</td>
<td>-2½ marks per year</td>
</tr>
<tr>
<td>(2) High School Teacher (VIII to X)</td>
<td>-2 marks per year</td>
</tr>
<tr>
<td>(3) Primary School (I to VII)</td>
<td>-1 Mark per year</td>
</tr>
</tbody>
</table>

Minimum qualifying examination for admission to B.Ed. Course will be B.A., B.Sc., B.Com., B.Sc.(Agri.) or equivalent to these degrees. Additional marks will be given for post graduate degrees. The percentage of marks of both examination may be taken into consideration as follows:-

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Marks + Post Graduate Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 to 44 Percent</td>
<td>10 + 2.5</td>
</tr>
<tr>
<td>45 to 54</td>
<td>20 + 5.00</td>
</tr>
</tbody>
</table>
Graduates Marks + Post Graduate Examination
55 to 64 Percent 25 + 7.5
65 to 74 ,,, 30 + 10.0
75 and above 35 + 12.5

Curricular activities 10 (4+3+3)
(Games, Cultural, Social ) (Principal's Certificate)
Other academic qualifications 10
(Dip.T.,D.Ed.,S.T.C.,T.D.,
Diploma Courses, Hindi & Sanskrit. of B.A.
Standard.

If hostel facilities, stipend and free training could be provided for them, the number of women candidates which is rapidly increasing has a fair proportion of bright graduates. Most of the Principals felt that it is essential to provide free tuition, if not to all, the trainees, to women candidates at least. There is no doubt that attractive emoluments would draw a larger number of good graduates into the profession of teaching. However the financial difficulties of the candidates during the period of training have also to be solved with substantial assistance from the Government.
While recruiting secondary teachers, preference may be given to the candidates who have specialised in the subjects related to the school curriculum and have a good command over the medium of instruction. As per rules of the University of Nagpur a maximum number of 3% of total seats in a College shall be reserved for widows and direct dependants of military personnel who are killed in action. It is also suggested that widows of teachers, government servants and other members of the public may also be taken for consideration for admission to B.Ed. class.

(2) TEACHER EDUCATION PROBLEMS

At the secondary level, the staff of teachers colleges be categorised as Lecturers/Readers/Assistant Professors and Professors as in other collegiate institutions. Besides, since the supervision of practical work is a very important aspect in teacher education, it should be allotted only to teachers-educators holding high qualifications and substantial experience in solving the problems of class teaching and school organisation. The existing practice of arranging for the supervision of lessons by appointing
Masters of Methods with low qualifications and inadequate experience, needs to be abolished forthwith. Teacher Educators should in future be required to hold special diplomas or certificates of specialisation in the procedures and problems of secondary level. The qualifications of the Principals of Teachers Colleges should be higher than those of the teacher educators and they should be competent to guide experimental work and research.

Every teacher educator at the secondary level should hold a post-graduate qualification in Education.

The Maharashtra Government has suggested the following qualifications at secondary level colleges.

(a) Minimum Qualifications - Secondary Level

(1) Lecturers-

(1) M.A./M.Sc./M.Com. II class or M.A./M.Sc./M.Com. and B.A./B.Sc./B.Com. II class.

(ii) B.T./B.Ed. I class.

(iii) M.Ed. II class.

(iv) Two years experience of teaching in schools.
A lecturer after 5 years of satisfactory service or a Head Master of a secondary school with 5 years' experience will be eligible for being appointed as an Assistant Professor/Reader.

(2) Professors

(i) M.A./M.Sc./M.Com. II class.
(ii) B.T./B.Ed. I class.
(iii) M.Ed. II (or M.Ed. with research)

Preference would be given to persons holding Ph.D. (Education) degree in addition to qualifications mentioned in (i), (ii) and (iii) above.

(iv) Seven years experience as Lecturer.

or

Two years experience as Assistant Professor/Reader.

(b) Status, Salary and conditions of work of teacher educators.

(1) The teacher educators in Government institutions should belong to the Collegiate branch in Maharashtra Educational Service.

(ii) The staffing pattern of Colleges of Education should not be based on the pupil-teacher
ratio as at present but on the number of specialist required for the total -- theoretical and practical curriculum. The staffing pattern should ultimately be decided on three criteria--

(i) Categories of specialists required for the curriculum.

(ii) The hours of attendance and work per week to be prescribed for each and

(iii) The size of the staff should determine the size of student body on the basis of a reasonable per capita expenditure to be allowed per student.

It is strongly recommended that clear-cut service conditions, defining workloads, salary scales etc. should be laid down for the staff.

(3) DEVELOPMENT, ADMINISTRATIVE AND FINANCIAL

ASPECTS OF TEACHER EDUCATION

(1) In order to improve the standards of work in all the colleges and for removing --
imbalances in development, it is essential to study the difficulties, advantages and needs of every single district and institution and plan the development of each separately, though within the framework of certain well defined criteria applicable throughout the state. The report of each institution then be discussed with the Principals of each college. After this the financial and other implications in achieving the development should be discussed with administration and phased programmes should be prepared for immediate as well as long range implementation of the development plans for each college.

(2) The estimates for teacher-educators should be worked out on the basis of requirements of the components of the curriculum.

(3) The Universities in the state should be kept informed of the type and number of secondary teachers and teacher-educators required during every plan period so that co-ordinated plans might be drawn up for increasing the intake of students with suitable incentives, in the degree courses which must be made more popular to remove the shortage of teachers at the secondary stage.
(4) A larger provision of seats should be made immediately in the degree courses in English, Science, Mathematics, History and Geography to meet the growing shortages of these subjects in secondary schools.

(5) The Universities should also be informed of the estimates for trained secondary teachers in the state regionwise, and the establishment and development of colleges of education should strictly follow these estimates in order to prevent the proliferation of small colleges which are uneconomical and academically inefficient.

(6) In order to prevent an unequal provision of teacher education facilities from district to district and division to division the estimates for trained teachers should be prepared districtwise.

(7) Before planning the establishment of new colleges of education, the availability of suitably qualified staff should invariably be ascertained.

(8) The financial and educational implications of the location and intake capacity of colleges of education should receive very careful attention in the plans.
(9) The maximum utilisation of space, equipments staff and such other factors involved in the teacher education programme, should be ensured while establishing a college, by working out its budget on the basis of approved norms.

(10) The estimates for inspecting staff at every level should be worked out to ensure a proper relationship between the qualifications of the inspectors and the qualifications of the teachers who are to be supervised by them.

(11) The finance and administration of teacher education should be studied in all its aspects, for improving the quality of teacher education.

(12) Administrative measures are essential to ensure that the necessary material facilities and at least the minimum essential equipment are provided to the schools in order to enable the teachers to teach properly and the inspecting officers to offer technical guidance.

In the interest of democratic values, the administration must increasingly work in --
collaboration with the professional organisation of teachers and with the communities which support the schools. The professional growth of teachers and the improvement of schools has now to be considered as a joint enterprise of the educational administrators, teachers, organisations, community leaders and parents.

(4) IN SERVICE EDUCATION OF TEACHERS

Since education is undergoing a very rapid change both in its objectives and procedures it would be essential to include in future a fairly large financial provision on programme of in-service education. Recently, in this area of re-training and extension a careful assessment will have to be made of the felt needs of the personnel in each sector of education in relation to their existing professional problems and further professional development.

For this the following measures may be taken:

(1) For the maintenance of efficiency, participation in in-service education programme should be made obligatory
for teachers, headmasters, teacher-educators, principals, inspectors and administrators at all levels.

(2) In-service education programmes should be directed to assist the readjustment of every functionary in the educational system, to the changing character of his roles and functions.

(3) The felt need of the personnel at each level should invariably be assessed while devising in-service education programmes.

(4) In service education programme should be directed towards (a) general professional development and (b) specialisation in any aspect of professional work.

(5) The organisation of in-service education should take 3 forms:

(a) Institutional courses like summer institutes and workshops.

(b) Field programmes like conferences, seminars study circles.

(c) On the jobs education through extension services.

(6) All institutions specially established
for in-service education should be declared as Non-vacational Departments.

At the secondary level, institutional courses jointly developed by teachers' colleges, professional organisations and universities, should be organised during vacation.

For the professional preparation of collegiate teachers, the State Board of Teacher Education should evolve special programme with the assistance of the Universities and the State Institute of Education.

Teacher Educators at the secondary levels should also be provided with Summer Institute for refreshing their knowledge in the subject of their specialisation.

It was felt that in-service programmes should be a part of the regular teacher education programme of each college. Recently the N.C.E.R.T. in collaboration with the State Government has initiated a scheme of starting centres of continuing education in the two state of the region.
Madhya Pradesh has not yet decided to open these centres. Fifty percent of the grant will be given by the Central Government through the N.C.E.R.T. The remaining amount shall have to be spent by the concerned State Government.

Another experiment in the field of in-service education has been started by the N.C.E.R.T. at the four Regional Colleges, including Regional College of Education, Bhopal which are organising contact-cum-correspondence courses for the secondary school teachers.

(6) PRACTICE TEACHING

Many Principals and teacher-educators have suggested that instead of isolated lessons the practice of block-placement or internship of the trainees should be followed.

School should be selected carefully for such placement, accorded a special status and given some grant-in-aid for buying the educational equipment required for training. Their staff should be given special orientation in guiding the total
work of the trainees in the school. For all practical purposes, the trainees would be considered as supernumerary assistants in such cooperative schools.

The committee on Teacher Education in the Western Region for achieving the goals of practice teaching and to make it more effective and functional as suggested the following plan of action:

1. A survey of pupils achievement of the school concerned be made first and the units of teaching be decided afterwards in consultation with the teachers who are responsible for respective subjects and the classes.

2. Supervisors should not be asked to supervise more than 6-7 candidates during a year. This will not be possible in a junior college of education taking into consideration the limited number of teacher educators. One solution could be that supervision of some lessons may be done by the cooperating teachers of the school where practice in teaching is being organised.
(3) Sufficient number of demonstration lessons in the form of units of teaching should be given.

(4) Students teachers may work with the community, preferably by teaching the Non-formal and Adult-Education classes.

(5) Student teacher may also be sent to the rural schools for their practice in teaching lessons to be organised in camps of about a weeks duration.

(6) Microteaching under simulated conditions be organised before student teachers take to full size and full period class-room teaching practice.

(6) PROGRAMME OF ACTION FOR OTHER PROBLEMS AND DIFFICULTIES

The study team discussed these and other problems faced by the teacher training institutions and recommends the following measures:
(a) OBJECTIVE OF TEACHER EDUCATION

It present the teacher education institutions are laying too much emphasis on the cognitive development of the trainees with the result that there is more concern for passing the examinations in theory papers of education. As a result of this tendency teaching has become "information oriented". Equal stress should be given on the development of cognitive and effective aspects of trainees personality.

(b) PROGRAMME OF ACTION

(1) Working in laboratories, farms and workshops.

(ii) Exploration of the environment by taking up selected activities in the teaching of environmental studies.

(iii) Community work projects to be undertaken.

(iv) Initiating activities which might lead to the development of a favourable attitude towards the teaching career.
INSTRUCTIONAL METHODOLOGY USED BY TEACHER

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EDUCATORS
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Teachers in the schools do not follow activity methods in their class-rooms. Instead, they tend to follow the lecture or at the most discussion method. This happens mainly because they do not get sufficient grounding in activity based teaching while undergoing teacher training. Moreover, the teacher educators themselves follow lecture method, thus providing a poor model to the trainees.

ACTION PLAN
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It is suggested that the teacher educators be provided proper orientation in the methodology of teaching the student teachers. Sufficient stress should be laid on progressive and dynamic methods of teaching both inside and outside the class-room. The teacher educators be trained not only in skill based teaching but also in promoting attitudes and interests which is possible through in service courses adopting the Micro-Teaching approach.
INTEGRATION BETWEEN SCHOOL AND COLLEGES

The college should have proper coordination between the school and college. Staff of the cooperative schools and college should work together for improving the teaching of the schools. If there is any difficulty in imparting education to the class by the trainees, the cooperative teacher himself teach the class and ask the student teacher to observe the same. Next day the student teacher should teach again the subject to the class. Every activity of the schools is to be observed by the trainees as per schedule prescribed by the college. Pre-internship programme, Internship phase I and Internship phase II have been suggested by the "New need based B.Ed. curriculum for B.Ed. course " of Madhya Pradesh. This will also helpful to the Maharashtra State.

LATE ADMISSIONS AND DROPOUTS

Some student teachers are admitted late to the B.Ed. course. This creates difficulty for the new comers as if they are late by one or
two months their teaching is affected. Their academic achievement is also affected by late admissions.

All the Universities of both the State i.e. Madhya Pradesh and Maharashtra should decide the last date for admission for the fresh and teacher candidates. Some such policy should be framed with the help of Government and University Administration so that the student teacher may join the college in time.

Only those who have proper attitudes towards teaching profession should be admitted for the training. Pre-test is very essential for this. It may be arranged in both the States so that there may not be drop-outs.

STAGNATION OF TEACHER EDUCATORS

Most of the teacher-educators stagnate. The range of pay scale should be decided that if some one is not promoted to the higher post, he may continue in the same scale for a longer period. Instead of giving increment after two years in the stagnation, the teacher educator should be given
stagnation allowance every year at the same rate as the yearly increment. This will facilitate the teacher educator to work more enthusiastically in the college. After every ten years of service they should be given one weightage of extra increment. Some more opportunities in the department should be provided to the well educated teacher educators.

FIELD WORK IN B.ED. TRAINING

The trainees after training have will have to serve in both the areas- urban and rural. During training period the student-teacher should be asked to teach in both the institutions urban as well as rural so that they may experience both types of institutions.

They should be sent in such schools where they have to adjust after B.Ed. training. In the same way they must have experience of every aspect of both urban and rural schools.

As has been suggested in the "New need based B.Ed. curriculum" of Madhya Pradesh may be adopted in Maharashtra State also.
Location of the Training Colleges should be in peace area. It should be far from traffic areas so that proper concentration and good atmosphere may prevail around the college campus.

FINANCIAL DIFFICULTIES FACED BY THE TRAINEES

Two types of trainees are admitted in the B.Ed. in both the states: Teacher candidates and fresh candidates. Teacher candidates get stipend or full salary by the Government or by the private management, but freshers do not get any scholarship during training period. For freshers provision should be made by the Universities or Government so that they may study sincerely in the college.

Untrained teacher candidates should also be given other facilities like such as house rent etc. Some of them are married so they have many difficulties to face in respect of children's education etc. During training period they should
be provided some extra allowance to meet out the expenditure of both the establishments.

In addition to the above suggestion New Need Based B.Ed. Curriculum framed by Madhya Pradesh Government may be taken into consideration with some modifications by the Maharashtra State.

One of the important suggestion for strengthening, enriching contents and make the teaching effective the following measures may be taken.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subjects</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Higher Secondary Stage</td>
<td>Pedagogy to be added in IX class to XI class in all the faculties vis. arts, science, commerce and home science.</td>
<td>3 Years.</td>
</tr>
<tr>
<td>(2) B.A. (Practical)</td>
<td>Education is 3 Years. to be added</td>
<td></td>
</tr>
<tr>
<td>B.Sc. (Theory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Com.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.H.Sc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) M.A.</td>
<td>Education</td>
<td>2 Years.</td>
</tr>
</tbody>
</table>
In this way 8 years will be devoted for Education. This will also reveal the interest and aptitudes of future teachers and have a solid basis for becoming a good teacher.

It has been suggested in the "New Frontiers in Education—July—September—1979" that Secondary Education should be comprehensive—both to be terminal for those who do not want or cannot proceed for further education, and to have a strong academic foundation for higher studies for those who show intelligence and aptitude for that education. Besides the system should be so evolved that the students can opt out of one stream to the other as and when they desire.

Next suggestion is the coordination of intake capacity of pupil teachers and their absorption according to the requirement of the schools. The Universities should select such candidates only who would be required to teach the subjects after the B.Ed. training. Coordination between supply and demand of the teachers should be taken into consideration.
OTHER SUGGESTIONS

(1) In this new scheme of work a proper Record of the Student teacher be maintained at all levels. Attempts should be made that this record be maintained with the best amount of subjectivity and consequently maximum objectivity. It is only then that we can have an honest evaluation of the student teachers development as a potential teacher. A tentative proforma for the maintenance of different records of the student teacher is given in Appendix 'A'.

(2) Evaluation procedure received from the Director of Public Instruction, Madhya Pradesh, Bhopal may be taken into consideration which is given in Appendix 'B'.
REFERENCES BOOKS

(1) REPORT OF THE COMMITTEE OF TEACHER EDUCATION IN MAHARASHTRA STATE.

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

(3) THEORY AND PRACTICE OF EDUCATION IN INDIA, BY R.C. SHRIVASTAVA

(4) NEW WEED BASED CURRICULUM FOR BACHELOR OF EDUCATION COURSE-1980
BY GOVERNMENT OF MADHYA PRADESH.

(5) NEW FRONTIERS IN EDUCATION - JULY-SEPTEMBER-1979.