CHAPTER I

NEED AND IMPORTANCE OF TEACHER AND
TEACHER EDUCATION

The teachers play an important role in developing and making character of future citizens. A good teacher is a powerful and abiding influence in the formation of character. Therefore the provision of a proper education in any secondary school is an important consideration for more important than five buildings, rich curricula and expensive equipments. The influence of a great teacher indirectly extends over many generations. Sir John Adams describes the Teacher as "a maker of men." He rightly believes that no one exercises a greater influence upon the mind of young persons than a teacher. This means we need a teacher who is very ideal and practical in the life situations.

Teaching as Joad says "is not every body's cup of tea."

The success of reshaping of education depends upon the professional quality of education. The quality of teachers depends upon the criteria of teachers
selected for Teacher Training Institutions. In the same way the success of any policies obviously depends in part upon the possibilities of recruiting enough teachers to staff the school.

Nadliar Commission has expressed that the programmes of teacher education may be good but intelligent teachers can only be prepared if they have proper attitudes towards teaching profession. The comparative study of teacher education programmes of Madhya Pradesh and Maharashtra will help in finalising common pattern for both the states.

Teachers have to play a pivotal role in reforming education at all levels. In order that they can play this role they should be inspired by creative idealism and feel pride in their profession. Suitable steps should be taken to improve professional competence of teachers at all levels.

The teaching community should be come increasingly aware of the crucial importance of their role in moulding the lives and character of the future citizens of the country. They should themselves be model citizens, committed to the task of national and social reconstruction.
Change is perhaps the most significant characteristic of modern times. Changes are visible in almost every sphere of life but we find them very fast in some areas. A number of factors are responsible for this situation such as increase in population, rapidly expanding horizons of knowledge, rising expectations of the people, fast developing technology, political consciousness, to be free from colonial rule, increasing clamour for better living standards, need to promote better international understanding etc. Some of these expressions have been termed as modern explosions, such as population explosion, knowledge explosion, technological explosion and aspiration explosion. These developments are adding new dimensions to our living. The Edgar Feure report visions the future in terms of these challenges in the following words:

"Science and technology have never before demonstrated so strikingly the extent of their power potentials. During this "second twentieth century" knowledge is making a prodigious leap forward. Research and innovations are being institutionalized, while change is accelerating boundlessly, as is the capital of the human knowledge and the number of people working
in science. There is every reason to believe that this progress in human knowledge and power which has assumed dizzying speed over the past twenty years or so, is only in its early stages.

The Education Commission 1964-66 has expressed:

“A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in Teacher Education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. First rate teacher training institutions can thus play a crucial role in the development of education”.

The importance of having well qualified and dedicated teachers to energise the task of education goes without saying. The new demands on secondary school teachers in the perspective of national needs and aspirations bring forth the desirability of orienting teacher education programmes on a new line. This particular aspect never came for major changes as there has been a great dearth of research investigations in this area, in this country. As a result, the experimentation with
teaching-learning techniques, which if practised by teachers from time to time, can yield change and improvement but has a great extent been absent in the teacher institutions.

The omnipresent challenge of change will be more terrifying if we are not able to adjust to it. The process of change has to be understood, and its implications visualised in advance. This will help to prepare the individual to acquire skills to live in new environment which is most important for his happy living. It would also be necessary to draw individual talent to contribute to the progress of accelerating change for the good of humanity.

The rapid changes in the world have naturally out widest implications for the educational systems, which need reshaping as result of the metamorphosis which is taking place in our societies. Educational practices can hardly afford to be static in the midst of the modern advance. The traditional educational system can, in no way, suit the requirements of the modern times.

There is need to bring about fundamental changes in the organisation and administration of educational programmes in view of the emerging social requirements.
Education is a creative force and as such its responsibility is not only to incorporate corresponding changes in its curriculum and operational procedures, but it should also accept responsibility to contribute the emergence of needed changes and new discoveries and inventions. This would require frequent diagnosis of the educational system followed by fundamental reshaping and comparing its with other states.

If education is learning, then what is the role of the teachers? The teachers is a partner in the teaching-learning process and a member of the learning community. This means that teachers have to learn as much as to teach and that the emphasis Colleges of Education should in future be on this important aspect of a teacher's professional life, rather than on methods of teaching as if teaching were the main aspect of education. An emphasis on the need to continue learning will also help eliminate the intellectual stagnation which is the fate of a majority of teachers in Indian Schools and Colleges.

The International Commission in Education observes—

"Both inside and outside the pedagogic universe, there is quite an arsenal of scientific, technological, social, cultural and structural innovations
which could profoundly modify the basic conditions and organisation of educational systems. Recent illuminating research on the brain, progress in the theory of information, systematic work by language and psycho-technical institutes, results obtained in group psychology and by teams of cultural anthropologists, models produced by systems analysts and cyberneticians are among the new acquisitions which often need little more than the appropriate administrative machinery and information transferred in order to increase the efficiency of traditional school systems.

**IMPORTANCE OF TEACHER EDUCATION**

In order to bring about corresponding changes in education, as necessitated by altered social situations, the most important requirement would be to make the programme of teacher education alive to the new advance.

The teacher being the linchpin of an educational structure, his education forms one of the rockbottom areas to achieve success in any new educational venture. The Teacher has to be sufficiently equipped to handle the new school curriculum otherwise, there will definitely be a wider gap between the 'Curriculum Planned'
and 'Curriculum had'. In fact, any change in curriculum or procedure of education will be possible only when the teacher is prepared to do the task in the desired way. This would certainly require of him to acquire the necessary knowledge, develop proper understanding and possess the needed skill to carry out any newly planned educational activity. He must also be able to appreciate the social context, due to which the educational change became necessary. Thus, teacher education plays a vital role in successfully achieving the objectives of any educational plan.

Eighteenth principle in the "Elements for contemporary strategies" of 'Learning To Be' points out this fundamental factor as under-

"One of the essential tasks for educators at present is to change the mentalities and qualifications inherent in all professions, thus they should be the first to be ready to rethink and change the criteria and basic situation of the teaching profession, in which the job of educating and stimulating students is steadily superseding that of simply giving instructions."

The sixteenth principle in the suggested strategies in the above report also pleads for "-- modifications in the teacher training programmes in
order to equip the teacher for the different roles and functions imposed by new technologies."

Edgar Faure has underlined four basic assumptions for all educational developments. "First existence of an international community which, amidst the variety of nations and cultures, of political option and degrees of development, is reflected in common aspirations, problems and trends, and in its movement towards one and the same destiny.

The second is belief in democracy, conceived of as implying each man's right to realise his own potential and to share in the building of his own future.

The Third assumption is that the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments as individual, member of a family and of community, citizen and producer, inventor of techniques and creative dreamer.

Last assumption is that only an over all, lifelong education can produce the kind of complete man the need for whom is increasing with the continually
more stringent constraints tearing the individual as under".

As the above authoritative statement highlights, the role of the teacher of tomorrow will be different from what it is to-day.

The two different considerations for teacher preparation, as suggested by International Commission on Education are :-

(i) "Present-day divisions between formal and non-formal, school and out of school, child and adult education are steadily fadding?

(ii) "Teachers trained to-day will still be exercising their profession after the year 2000."

School is the major, if not the only, agency for education of children in the developing countries. But the significance of other agencies is being increasingly realised everywhere. Researches are underway to identify some other institutions, the educational potential of which is, at present -- underutilised or unutilised. The teacher will have to
make use of the services of different institutions in this regard. In our own context, community institutions like temples and mosques, panchayats, Bhajan Mandalies youth associations, the radio and the printed world will assume greater significance. Television programmes will have a distinctive role of their own. Teachers must learn to use their services for educational purposes. Again, they will have to educate the adults and out of school youth also, because the schools of tomorrow will have to be "community schools."

The duty of the teachers will be to plan, support and evaluate the course of progress of students. Self-learning will become an important method of learning and the teachers role will be to indicate sources of learning. He will have to function as the programmer of skills and a resource catalogue to facilitate the process of learning. He has to be a life-long student. Above all, he must be able to realise his own limitations and thus accept his role as a facilitator rather than imparter of education.

In order to prepare suitable teachers for the future, the preservice teacher education programs and substantial modifications will be needed. Unfortunately the training at this level does not have
the desired dynamism to meet even the present needs.
Most of the training colleges follow the routine --
activities of the past in regard to preparation of lesson-
plans, use of teaching methods, organisation of practice-
teaching, coverage of the syllabi and procedure of
evaluation etc. The admission condition of candidates
differ from province to province. These institutions,
in most cases, still remain like ivory towers, detached
and unconcerned with the new developments around. Through
this study a comparative study of Teacher Education of
two provinces Madhya Pradesh and Maharashtra have been
taken.

The programmes of all teacher training
institutions are dominated by the single consideration
that the trainees may pass the external examinations.
This leaves little scope among the prospective teachers
for developing the right attitude to the profession.
The report rightly recommends-

"Conditions in which teachers are trained
should be profoundly changed so that essentially, they
become educators rather than specialists in transmitting
pre-established curricula, the principle of a first,
accelerated training stage, followed by in service
training circles should be adopted".
To quote the Education Commission Report (1964-66) "The essence of a programme of teacher education is a quality and in its absence Teacher Education becomes not only a financial waste, but a source of overall deterioration in educational standards." It is a pity that the Educational Planners because of their over-emphasis on the achievement of targets of enrolment and expenditure have been sadly neglecting the quality in Teacher Education. It is true that expansion was badly needed, but expansion at the cost of quality has adversely affected efficiency in Teacher Education. Nevertheless, some measures aimed at improving the quality of secondary teacher training were taken during the Third Five-Year Plan. Such as-

(i) 4 year integrated course for secondary teachers.
(ii) In service education.
(iii) Summer Science Institute and other related problems.

Though since independence efforts were made to improve teacher education in quantity as well as quality, yet the existing pattern of teacher training is beset with many problems which need immediate attention. These problems are related to material,
equipments, quantity, quality and process of training, etc. Unless these problems are eradicated from approximately 400 Teacher Education Institutions for secondary teachers, one cannot think of any steady improvement in the area of teacher education.

Different agencies operating in the field of secondary teacher training have laid down different standards and norms of accreditation for teacher training institutions. In view of the fact that many states have now accepted the new curriculum for the schools, it is desirable that certain kind of uniformity both in matters of standards and norms of accreditation is introduced in the teacher training institutions.

The comparison of two states will bring a common features prevailing in both the states such as admission condition, qualification of teachers, curricula, co-curricular activities, practice-teaching, control, administration, salaries of teachers, their financial, administrative and academic conditions and other activities.

This study will point out weaknesses of deficiencies of the Teacher Education Institutions in both the states i.e. Madhya Pradesh and Maharashtra.
II DELIMITATION OF THE PROBLEM

The study will be limited to Madhya-Pradesh and Maharashtra state Secondary Teacher Education Institutions. This will include Government, Non-Government, Local bodies and Faculty of Education of Universities. The institutions which impart education for middle school teachers will not be included in this study. All aspects regarding Secondary Teacher Education have been studied in this research.

III OBJECTIVE OF THE STUDY

(1) Uptill now no comparative study of these two states i.e. Madhya Pradesh and Maharashtra have been undertaken.

(II) With the proliferation of links schemes of teacher preparation, Secondary Teacher Education in the two states is changing rapidly. There is need to identify the pattern of teacher education in the two neighbouring states.

(III) Furthermore it will be advantageous to highlight the problems that are being faced by secondary teacher-institutions in this Western Region in India.
(iv) Such a study will help in drawing up realistic and sound programmes for improving Teacher Education.

(v) Future plan of action to improve Teacher Education, life centered educational will be suggested.

(vi) This will also help to administration for improving their plan of action for teacher education of their respective states.

(vii) Teaching being an art, the skill of teaching depends on the practice in doing teaching. Different patterns in organizing practice teaching exist in the country. Several different methods of assessment also are in vogue. Through this study an effort will be made to coordinate teachers practice-teaching programme in the two states under study.

IV METHODS, TOOLS AND TECHNIQUES

(1) The method to be adopted will be Historical based on Annual Reports Commissions, Committed News-letters (W.C.E.R.T.), New Frontiers in Education and year to year developmental programmes.
(ii) Relevant Literature received from different educational agencies of Madhya Pradesh and Maharashtra State.

V- PLAN

The chapters will be as under:

CHAPTER-I

(1) Importance of Teacher and Teacher Education.

(2) Importance of Training Programme- Main assumptions of teacher tomorrow.

CHAPTER-II

TEACHER EDUCATION IN INDIA

(1) Origin and Development of Teacher Education.

(2) Ideal Teacher Training College.

(3) Historical background.

(a) Ancient Past.
(b) Medieval Period.

Buddhist Period (500 B.C. to 1200 A.D.),
Muslim Period (1200 to 1700 A.D.)

(c) Teacher Education in early British Period.

(d) Formal Teacher Training Programmes (Early 19th century).

(4) Secondary Teacher Training.

(a) Felt Need-Professional Training.

(b) Forms of Teacher Training.
(a) Comprehensive Teacher Training.
(b) Dynamic changes suggested.
(c) Subjects included in Teacher Training.
(d) Skill in Teaching highlighted.
(e) Teacher Training contemporary scene.
(f) Agencies involved in Teacher Education.

CHAPTER III

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TEACHER EDUCATION IN MADHYA PRADESH.

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(1) Situation of Madhya Pradesh.

(2) General condition of Teacher Education in Madhya Pradesh.

(3) Teacher Education at secondary level.

(4) Criteria for admission as teacher and direct candidates, duration, subjects.

(5) Scheme of Evaluation.

CHAPTER IV

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TEACHER EDUCATION IN MAHARASHTRA STATE

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(1) Introduction.


(3) Existing conditions and problems.

(4) Admission rules of trainees-Medium of instruction and examination, staff, and Curriculum.

(5) Inspection and Supervision of Training Colleges.
CHAPTER V

PROBLEMS AND ISSUES OF TEACHER EDUCATION IN

Madhya Pradesh and Maharashtra.

(1) Selection of candidates (Maharashtra)

(2) Teacher Educators Problem

(3) Development-administration and Supervision

(4) Problems of In-service Education of teachers of Maharashtra State.

(a) Practice-Teaching.

(b) General.

CHAPTER VI

TEACHER EDUCATION IN MADHYA PRADESH AND EMERGING
CONTORS AND FUTURE TRENDS

(1) The existing status of Teacher Education in Madhya Pradesh.

(2) Objectives of Teacher Education for the secondary stage.

(3) "Teacher Education Curriculum."

CHAPTER VII

CONCLUSION AND SUGGESTIONS

(1) Criteria for selection, admissions.

(2) Teacher Education Problems.
(3) Development, administrative and financial aspect of Teacher Education.
(4) In-Service Education Teachers.
(5) Practice-Teaching.
(6) Programmes of action for other problems and difficulties.
REFERENCE BOOKS

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