CHAPTER - VI

SUGGESTION

The investigator believes that the study has brought into light some valuable information which deserve consideration of educationist, specially those who are entrusted with the responsibility of selecting candidates for admission into B. Ed Colleges, imparting teachers training and developing the framework of teacher education programme, recruiting teachers, management of schools and arranging and organising programme for professional growth of teachers. On the basis of the present study the following suggestions have been made for qualitative improvement of teachers education programme and also to develop effectiveness of teachers in class-room performance.

1. Selection of trainees: The whole North-eastern region comprising Assam, Meghalaya, Arunachal, Nagaland, Manipur, Mizoram, generally three categories of teacher trainees are found; (a) deputed teachers, (b) Non-deputed teachers, (c) Non-teachers (i.e. fresh graduates). The last two categories of teachers are generally selected on the basis of marks in their degree examination in the Faculties of Arts, Science, Commerce. Secondly, number of private B. Ed Colleges has increased in this region. Specially, in Assam the total number of B. Ed College has come up to about 30 including 13 affiliated Colleges under Gauhati
University. The intake capacity of all the private Colleges is not less than 150. Due to this reason most of the B. Ed Colleges in this region are flooded by trainees of low academic qualities. However, some standard colleges restrict their admission. Almost in all the Colleges, trainees without having required qualities and academic career to become a professional teacher get entry into those Colleges. Not only that, some of those somehow manage to get through the B. Ed Examination. Further, this sort of half-trained teachers manage to get into teaching service by any means. This is also one of the causes of the fall of educational standard at Secondary and other levels too.

In this context it is imperative to take a Policy decision that no individual without having teacher like qualities and academic competency get entry into training Colleges or into the teaching profession. Those who want to enter into the teaching profession should possess knowledge, skill, teacher like personality and desirable attitudes towards teaching profession. In order to materialise this the following selection mechanism may be adopted, particularly by the Colleges of North-East Region, as some other Colleges in other states have already adopted this sort of mechanism :-

(a) Written Test

(i) Intelligence Test (Verbal Group Test)
(ii) Personality test (may be selected according to availability of test and relevancy to teaching profession).

(iii) Attitude test towards teaching profession

(iv) General knowledge test

(v) English language test.

(b) Interview

A selection Board should be constituted for the above purpose and necessary guide lines, norms, policies may be adopted according to needs and situations. English language ability test is suggested as medium of Instruction in all the training Colleges in this region is English. The purpose of interview is to assess about his verbal fluency either in English or mother tongue and expressive power. Marks for the test mentioned above may be allotted as per decisions of selection Committee. A merit list may be prepared with a waiting list.

Marks also may be allotted for academic records. High marks should be given to those who have good academic career from Matric onwards.

2. Teacher Education Programme : The ordinance of B. Ed Colleges under Gauhati University has been amended upto 1968. No further revision is made so far. In 1982 and
1995 B. Ed syllabus under G.U. was revised. According to this there are four general papers and two method papers to be selected by the trainees out of a number of subjects prescribed in it. All the papers carry 100 marks. Besides this, there are some practical papers. So far as staff pattern is concerned every college should have four whole timers including Principal and some part timers or whole timers are to be engaged to teach method papers. In the present practice almost all the private B. Ed Colleges fulfil the minimum requirements in all aspects mentioned in the ordinance. Generally method papers in private Colleges are taught by part timers, who are engaged for two or three months only. As a result of this, trainees are not thoroughly oriented in the course. Further, staffs are not properly paid, and few classes are held during the whole academic year. It is worthy of mentioning in this context that there is hardly more than 100 working days throughout the academic year. From this it can be gauged what may be the quality of teachers turn out from those colleges.

Overhauling of teacher education in the state is the immediate need and so the ordinance of B. Ed Colleges should be amended suitably to-date. The ordinance may endorse new rules and regulations keeping in touch with N.C.T.E. which has recently endorsed some conditions in B. Ed College in the country for the upliftment of academic standard of the training Colleges.
The study reveals that B. Ed programme fails to make an appreciable impact on teacher effectiveness and there is negative impact on teacher job satisfaction. One of the reason is probably that the majority of the trainees who do not get any other job in other fields try to enter into teaching job, as it is comparatively less difficult to make entry than the other jobs. The best educational product choose higher civil service or higher technical jobs. Besides this those who opt for teaching are not thoroughly screened for recruitment to teaching profession and so many of the teachers get entry into it without any commitment and desirable attitudes towards the profession. Such type of teachers are already frustrated and they become more frustrated again as they do not find the material gains as they expect. Such type of teachers are sure to be ineffective and dissatisfied with their jobs. However, teacher education programme has failed to provide needed situation and experience meant for bringing about a change in the minds of the trainees attitudes, and convey the message to them through the training process that training is a sort of mission and it requires a lot of sacrifice/dedication on the part of those who opt for this profession. In this connection it may be further noted that due to short duration of training course there is no appreciable impact on training except a learning few skills here and there during training courses. The trainees do not develop a broader outlook and a wide knowledge about their job and the responsibilities to be shouldered in
the society. In real sense training becomes superficial. Many suggest that B. Ed training course should be two years duration. But in this regard there are some practical difficulties which are not mentioned here. However, one feasible way opened is that instead of increasing the duration of the course, number of working days can be increased by reducing number of holidays, vacation etc. Further, strict rules should be enforced for the trainees so that they become regular in attending classes. This will make training more intensive and there will be more involvement of teacher educators and teacher training in the programme. In this regard detailed plan of involvement, both teacher educators and the trainees may be chalked out by the individual training Colleges within their infrastructural facilities.

3. Qualification of Teacher Educators: The minimum qualification of teacher educator at present is Master Degree in the School subject with B. Ed Degree. Most of the lecturers specially in North-Eastern region are found to be M.A in School subject and B. Ed Degree. There are also some lecturers with M.A in Education without B. Ed Degree. Regarding qualification of lecturer there are some confusions — who will teach the general papers like educational psychology, educational philosophy etc. and who will teach method papers? Lecturers with M.A in Education or M.A. in psychology or in Philosophy may be considered qualified to teach the general papers but not the method papers. The lecturers with Master Degree in school subjects with B.Ed
are qualified to teach their respective method papers but not the general papers. But in actual practice, they are also allowed to teach general papers. Kothary Commission recommended that B. Ed College lecturers should possess at least double Master Degree, one in school subject and M. Ed. This recommendation should be followed by every B. Ed College in this revision. The under-qualified lecturer should be given opportunity for further study by way of study-leave or deputation. Gauhati University, Arunachal University and Dibrugarh University are now running M. Ed course for faculty improvement of teacher educators. The Government should make a policy to depute teacher educators from B. Ed Colleges every year till all teacher educators being properly qualified.

4. Academic Structure and Control: The teacher education is controlled by state Govt. and University. University permits affiliation and Govt. gives some grants to affiliated colleges. It is felt that University should take steps to bring the Secondary Teacher education it its fold. University should make a provision of periodical inspection by deputing teachers from Education Department. The Education experts in this regard may give academic guidance in addition to inspection report. University should see that syllabus are properly taught and the practical type of works are properly done. Any college violating the rules and regulations and academic norms
should be warned that they may lose University affiliation. The recent endorsement made by N.C.T.E in Annual General Meeting (November '95) that teacher Institute must get NCTE's recognition is expected to boost up teacher education in the country as a part of qualitative improvement. The conditions laid down for recognition, however, should not be made so rigid, and it may be made flexible considering lack of resources on the part of some states or time should be given to mobilise resources to fulfil the conditions.

5. Finance : The Govt. of Assam has not adopted any policy decision to take up all the private Colleges in its fold. It is now essential that adequate funds may be made available and liberal assistance is expected for qualitative improvement of teacher education. Due to poor financial condition of private B.Ed Colleges adequate facilities could not be provided for imparting qualitative training.

6. Experimental School : None of the Training Colleges in North-Eastern region has its own practice teaching school. For practice Teaching trainees are sent to other local schools. But the trainees cannot practice properly in those schools as schools cannot allow more classes to trainees for practice. This is a major handicap of training Colleges. So it is absolutely essential to have an experimental school attached to every training
College. The school should be under academic, administrative and financial control of the Principal of the College. The same should be treated as an educational laboratory by the staff and the trainees for trying out new ideas and conducting experiments. It will serve as useful aids in organising demonstration and criticism lesson.

7. Inservice and Pre-service education of teachers:
In the North-Eastern region B. Ed degree is not a pre-condition for entry into teaching profession and that is why the percentage of trained teacher in Secondary schools is not more than 50%. It is found that teachers having 15 or 20 years of service are deputed to B. Ed Colleges for training. If this is the condition of in-service education of teacher what benefit can be derived from such type of teachers so far as teaching learning process is concerned. Further, deputed teachers with long teaching experience are generally found to be lethargic and averse to academic activities and they cannot withstand long duration of training course. In this connection it is felt that this type of teachers should be deputed for short duration of training just to refresh them with new innovation in teaching and development in education. In future, B. Ed degree should be made a pre-condition for those who want to enter into teaching profession. This will help utilise their experience of training in actual class-room teaching learning process.
Further, B. Ed degree should not be the end of training for the teachers. Every five years at least a few teachers from every school should be deputed for further orientation course which may be organised by the training Colleges.

8. Curriculum development for teacher education

Curriculum development is one of the means for qualitative improvement of teachers education programme. I.A.T.E has taken a timely step by organising a national conference of teacher educators to be held at Patna in the March of December, 1996 on the theme - Curriculum development and qualitative improvement of teacher education programme. Already various curriculum patterns have been framed by N.C.E.R.T, U.G.C and N.C.T.E. But those are not implemented in all states due to various reasons. There is no uniform curriculum in the country. Of course, there is difficulty of adopting uniform curriculum pattern due to regional variation in all aspects so far as language, socio-economic condition, different needs and different educational standard, and resources. However, teacher education curriculum should comprise those subjects, activities which can serve the needs in the changing context of society. The existing curricula should be modified in the area where it is felt necessary. But mere change of curriculum will not make qualitative improvement unless it is seriously brought into practice by every training College.
9. **Recruitment of Teacher** : The process of recruitment of teacher varies on the type of schools - Govt. schools, provincialised schools and private schools. For the first two categories of schools recruitment of teachers is made by the state Government. In this regard it may be mentioned that due to wrong handling and high handedness of appointing authorities some unqualified and inefficient teachers are appointed in the schools. In private schools too some unqualified and inefficient teachers are appointed and later on they become permanent when this sort of schools are taken over by the Government or provincialised.

Discussion should be initiated between the state Government and agencies such as U.G.C., N.C.T.E., etc. to evolve such a method of recruitment that young persons of talent and commitment may be appointed in the teaching job.

10. **Practical Works** : B. Ed programme consists of both theoretical and practical knowledge. About 200 marks assigned in the syllabus for sessional works and 100 marks for practice teaching in school and lesson planning. Marks for sessional works are given internally by individual college and marks for practice teaching is given by external examiner. Many criticisms have been levelled against the sessional and practical works (Practice Teaching). Sessional works submitted by the trainees for evaluation are found to be below standard and full of defects. Secondly, those are not properly supervised by teacher.
educators. Further, these are copied by the trainees from the previous batch of trainees. In a word, sessional work has become useless and it does not improve the skill of teachers in real sense. Some feel that sessional work of 200 marks should be abolished from the syllabus and in its place 2 theory papers to be introduced. But this sort of suggestion cannot be accepted and it will not serve the purpose of teacher training. The items that are prescribed in the syllabus for sessional work are most important and essential for school teacher. In order to make sessional works more practicable and worthy the following suggestions have been forwarded:

(a) University should make sure that the all items for sessional works are completed by the trainees and this may be verified by the external examiner who is appointed by University for B. Ed Practice Teaching. The External Examiner may take a decision about the allotment of marks on Practice teaching of individual candidate considering his performance in the sessional works too.

(b) Most of the lecturers in the training Colleges do not have proper knowledge regarding the sessional works like preparation of two dimensional chart, unit plan, question paper analysis etc. In this regard the Principals of B. Ed Colleges take the help of some experts from University and necessary guidance should be sought from them.
(c) For internal evaluation of sessional works there should be a Board consisting of 2 or 3 members from teaching staff and Principal, who will decide the marks to be allotted to every trainee on the basis of their performance.

(d) Lesson Planning and Practice Teaching in schools are also found to be mechanical without appreciating the theories of learning, child development inherent in it. There is no one to one correspondence between aims of lesson plan and learning activity. Secondly, many more enduring purposes are lost sight of. There is no uniform standard or pattern or format of preparing a lesson plan.

(e) In this regard, all the B. Ed Colleges with the help of some experts from University may evolve a common pattern of lesson planning and for evaluation of some guidelines should be framed so that justice is done to every individual candidate on his merit.

11. Further research: It has already been mentioned in the Chapter 'Review of related Study' that in the country a number of research works related to teacher education programme were conducted on various dimension of it. But the results of those works are not made most intelligent and effective use or incorporated in the preparation of teacher and actual education of children, and so it becomes difficult to evolve a new direction of research in emerging society unless results of research are experimented or implemented.
The present impact study has exposed the effectiveness of B. Ed training on job satisfaction and teacher effectiveness. This study also has brought into light several related problems which need further research in the present context of changes in society. Some of the problems have been mentioned and they can be picked up for further research.

(a) The physical, intellectual, social and emotional qualities as pre-requisite to teaching success can be studied.

(b) Impact study of teacher education can be made on actual class-room teaching, on teacher attitudes, on attitudes to moral values and teacher-like quality and on dedication of service, on improvement of teacher-pupil relationship.

(c) Teacher effectiveness can be studied in relation to academic achievement, creativity, teaching aptitude, job satisfaction, moral value, work adjustment to teaching environment.

(d) Job satisfaction also can be studied in relation to situational variables like working condition, incentive given by authorities in the application of teaching technology, method, social status etc.

(e) Teacher effectiveness can be studied also in relation to knowledge of subject matter, understanding of pupils, self confidence regarding knowledge of subject matter.