SUMMARY

CHAPTER I - INTRODUCTION

'The destiny of India is being shaped in her class-rooms' as has been pointed out by the Kothari Commission (1964-66) and to that it may safely be added that the destiny of these class-rooms is being shaped in the Departments of Education and Teacher Education Institutions (T.E.I.s).

The subject of Teacher Education is not only highly controversial but exceedingly complicated too. It is the responsibility of T.E.I.s to inculcate in teachers under training those qualities, which make a good teacher, to create those which they lack and to foster the underdeveloped ones. By and large, the quality of education depends on the quality of teachers.

The training of teachers should take care of two factors: the type of communities in which he is to teach and training which will provide him with the skills desired.

There are three different approaches to Teacher Education: (a) Model the Master Teacher (b) Teaching ability is innate and (c) Master the Teaching Model. Within a decade or so a number of models have been evolved by people like Smith, Flanders and Strasser etc.
The essence of the programme of Teacher Education is 'Quality'. If this is lacking, the programme not only becomes a financial waste but a source of deterioration in educational standards also. This has to be avoided at all costs. Various commissions and committees appointed from time to time in India have been stressing the need for improving the quality of teacher education. In short, Teacher Education Programme is beset with many problems. So long as we do not succeed in solving these problems effectively, a marked qualitative improvement can not be made.

**The Problem**

'An investigation into the Secondary Teacher Education programme in Orissa': a critical and constructive study.

**The Objectives**

1. To study the nature and organisation of secondary Teacher Education Institutions with regard to location, management, duration of courses, working days etc. and to suggest suitable norms for the same.

2. To trace out the historical development of secondary Teacher education in Orissa.

3. To find out strong and weak points with regard to curriculum and methods of education and to examine critically the pattern of courses, medium of instruction, evaluation procedure etc., with a view to make constructive recommendations for the improvement.

4. To study the present practices in regard to admission, qualification, reservation of seats, sanctioned strength, enrolment, output and wastage etc., and to recommend a suitable pattern.

5. To investigate the present position of faculty members concerning their qualification, experience, work-load, staff-student ratio, salary scales, professional growth, etc. and to recommend ways and means to bring an improvement.
6. To examine critically the existing facilities in T.E.I.s and to suggest ways and means to improve them.

7. To study the provision made in T.E.I.s for In-Service Training (I.S.T) and to make recommendations for its improvement.

3. To examine the extent to which secondary teacher education programme in Orissa can be reorganised.

9. To recommend ways of co-ordinating training programmes organised by different agencies.

10. To determine the weaknesses and strengths of the existing secondary teacher education programme in Orissa and to study problems and trends connected with it.

Method of investigation All the six T.E.I.s of the State were taken as a sample for the study. The study is to be completed using the following:

1. Questionnaires.
2. Interview schedule.
3. Personal visits.
4. Related literature.

CHAPTER II - SYSTEM OF EDUCATION IN INDIA, AND ABROAD: With special reference to new trends in training of Teachers.

U.K.: The important feature of the educational system is the freedom of teachers relating to the curriculum and examination methods of teaching etc. Compulsory education begins at the age of five. Most children at eleven go to secondary schools which are usually of four types (Grammar, Technical, Modern and Comprehensive schools). Teachers are trained in two ways. Majority go to teachers training college at the age of 18 for a two-year course in general education and professional training. University graduates may take one-year professional training.
The James Report (published in 1972) on Education and Training of teachers has clearly divided the preparation of teachers into three consecutive 'cycles':

1. Personal Higher Education.
2. Pre-Service Training and Induction.
3. In-Service Education and Training.

Various recommendations of this report, if implemented fully, are bound to bring a desirable change in the system of teacher education and training in U.K.

U.S.A.

Education in U.S.A comprises of three levels i.e. elementary, secondary and higher education. The common pattern of organisation is referred to as the 6+3+3 plan.

Normal schools now have extended their course to 4-years leading to a Bachelor's degree in education. Some offer a fifth year study leading to a Master's degree. Many prepare secondary school teachers. Frequently they change the names from normal school to teachers college or state college or even state university. The new integrated curriculum of teacher's training has been designed to cover (a) general education (b) specialised education and (c) professional education.

Improved materials and techniques of instruction are being developed. New approaches utilising television, films teaching machines etc. are receiving special consideration. There is an increased effort to educate more effectively the gifted and aca-
demically talented students. There is a tendency towards greater articulation. Team teaching has been used successfully. In the field of teacher education 'Master the teaching Model' approach is becoming popular. Research studies have changed to a great extent the very concept, objective and approach to teacher education programmes.

U.S.S.R.

The system of education includes the pre-school institutions i.e. nursery schools and children homes, and secondary schools of general and polytechnic education which cater to children of 7 to 17, out-of-school children's institutions, the vocational schools, the specialised secondary schools and higher schools.

Pupils completing eight-year school or ten year school are eligible for teacher training. The teacher training course is a 2-3 or 4 year course depending on the previous level of education obtained. Teachers' institutes are quite large and famous. Universities provide training for teachers of the top secondary classes.

There is a trend of creating special interest for experimentation and research among teachers while they are under training. Group discussions and seminars are quite lively during the training period. Along with the training of teachers, improvement of their qualifications is conducted on an extensive scale. Refresher courses help them to engage in systematic self-education, organise their creative activities and keep them up-to-date with progressive teaching experience.
According to the constitution of India, Education is a state subject. The nomenclature and structure of various stages of education differ from State to State. The Education Commission (1964-66) strongly recommended the following unified system for the whole country.

1. Pre-Primary : Age group 3 to 6 years.
2. Primary : Grades 1 to 7 or 1 to 8.
   (a) Lower Primary : Grades 1 to 4 or 1 to 5.
   (b) Upper Primary : Grades 5 to 7 or 5 to 8.
3. Secondary : Grades 8 to 12 or 9 to 12.
4. First Degree : Three-year course.

The current thinking is to adapt the pattern of 10+2+3 in all the states and union territories during the fifth five year plan period (1974-79).

By and large primary teachers undergo training for two years and secondary teachers go to separate training colleges, university departments etc for a one year training course. In short, teacher training in India is beset with many problems related to material, equipment, quantity, quality and process of training etc. However, an encouraging sign is the realisation to improve the quality of teachers. Work done in the universities, and organisations such as CASE, ICSSR and NCERT etc. gives confidence to say that the future of teacher education in the country is bright.
CHAPTER III - REVIEW OF RELATED LITERATURE

The review of the related literature involves locating, analysing and evaluating reports of research as well as reports of observations and opinions that are related to the research projects. There may be different sources of information such as journals, books, yearbooks, monographs, theses, dissertations, encyclopaedias of education, bibliographies and directories etc.

The first authoritative review of research in education was done by a committee appointed by the U.G.C in 1966. NCERT published the Third Indian Year Book of Education on Educational Research in 1968. I.C.S.S.R made a survey of researches in social sciences in the country. It published a book entitled 'A Survey of Research in Psychology'. The latest and most authentic report entitled 'A Survey of Research in Education' has been published in 1974 by CASE, Baroda.

Survey studies in the field of secondary teacher education have been conducted by many post-graduate students in various Indian Universities. However, it can be said very safely that these surveys by and large, are elementary, sketchy and theoretical in nature.

Some studies conducted at the doctoral level are worth mentioning such as 'Teacher Education for Secondary Schools in Kerala' by K.J. Joseph (Kerala University 1967) and 'Teacher Education' a study of the problems with special reference to Assam at secondary level (Gauhati University 1971) by S. Sakia.
A project was undertaken by E. Marr, L.C. Singh and K. Arora (NCERT 1969) entitled *An Intensive Study of Three Colleges of Education in Punjab*.

A study was made by A.S. Srivastava (Sardar Patel University 1966) on 'Growth and Organisation of in-service programme in India and its impact on secondary schools'. Another experimental study on the quality of teachers under training has been carried out at the doctoral level by S.B. Adval (Allahabad University 1952).

Another important study entitled 'Second National Survey of Secondary Teacher Education in India' was carried out by the NCERT (1969).

It is evident that very little work has been done in Orissa in the field of secondary teacher education. The present study has been designed to cover comprehensively different aspects of secondary teacher education in Orissa. Basically it is a survey meant for straightforward factual inquiries.

CHAPTER IV - HISTORICAL BACKGROUND OF SECONDARY TEACHER TRAINING IN INDIA:

The story of Indian Education is as old as the story of Indian civilisation. This panorama spreads to four thousand years or even more. A brief historical background is presented to trace out the system of teacher training during various periods viz-Ancient and Medieval period, Buddhist period, Muslim period, British period and the Post Independence period.
Orissa was and still continues to remain a vast place of pilgrimage. Even today the temples, hills and rivers of Orissa retain their time honoured sanctity and it is known to the millions in the far off villages of India as the land of Jagannath the Lord of the Universe.

In the area of Education Orissa occupies the ninth place in the country. She has 21% literacy which is lower than the national rate. There are four universities and a board of secondary education in the State.

In all there are six Teacher Education Institutions in Orissa at present. These are affiliated to three universities viz., the Utkal University, the Berhampur University and the Sambalpur University. So far as the growth of T.E.I.s is concerned, the first T.E.I. was started in 1923 at Cuttack, and this remained the sole teacher training centre in the State till 1955. Thereafter five more T.E.I.s have been added to cater to the needs of the State and the region. All T.E.I.s are co-educational and professional colleges. All of them are located in urban areas of the State. The Regional College of Education at Bhubaneswar serves the entire eastern region whereas the rest of the T.E.I.s cater to the needs of the State only.

CHAPTER V - THE PROCEDURE

Normative survey describes and interprets what exists at present. In a normative survey, one is concerned with conditions and relationships that exist, practices that prevail, viewpoints that are held, procedures that are going on and influences that
are being felt and trends that are developing. A survey must do more than merely collect data. It must interpret, synthesize, and integrate these data and point to their implications and inter-relationships.

Survey studies can be divided into many categories, depending on the basis and purpose of classification. The most common classification is to separate them into 'Descriptive Studies' and 'Analytical Studies'. A research worker may use one or more of the tools in combination for collecting the necessary data. Some important tools of research are - Inquiry Forms; Observation; Interview; Sociometry and Psychological tests etc.

The investigator in the present study has made use of three questionnaires, one for each - The student Teacher, The Faculty Member and the Teacher Education Institution. All these questionnaires contain two kinds of items - the closed form and the open-end or unstructured form. Other things being equal, the larger the sample the greater the precision and accuracy of the data it provides. The collection of questionnaires in terms of percentage range from 74 to 100 in the present study. Interview schedule was prepared to elicit the needed information in a face to face situation. Personal visits made to all the six T.E.I.s gave first-hand information related to the teacher education programmes in general and physical conditions in particular.

The test-retest method was only the feasible approach to establish reliability of the questionnaires. Individuals who had
answered the questionnaire were asked to take it again, and their answers were compared for consistency. The questionnaires must have content validity i.e. each question must be related to the topic under investigation, there must be an adequate coverage and there should be no ambiguity in questions. The investigator checked the agreement between responses with an external criterion. Factual questions were checked up against the records obtained from T.E.I.s. With regard to views and opinions, the investigator had to rely on the interviews to see whether the responses of the questionnaire actually represent the respondent's viewpoint.

The interpretation of the data analysed and the formulation of conclusions was based on the percentage of responses received. The report of the investigation thus included this percentage. There were many obstacles in the study which demanded great effort and planning.

CHAPTER VI - ANALYSIS AND INTERPRETATION

Analysis of data means studying the tabulated material in order to determine the inherent meaning. Data are to be studied from as many angles as possible. The process of interpretation is essentially one which states what the findings show. Interpretation is not to be taken as a mechanical process. It involves critical examination of the results of one's analysis in the light of the limitations of his data collecting.
The present study involves three questionnaires, one each for student teacher, faculty member and office of the teacher education institution. Different items of all the three questionnaires have been arranged into seven broad categories for the purpose of clarity and convenience. Each item of the questionnaire has been tabulated in terms of percentage and has been interpreted categorywise. Thus keeping in view the overall percentage of an item, the notes taken at the time of interview and personal visit, a suitable interpretation has been given by the investigator. Main categories comprising of different items of the questionnaires are given below:

B. Curriculum and Methods of Education.
C. The Student Teacher.
D. The Faculty Member.
E. Facilities.
F. Finance.
G. Problems and Trends.

The investigator has tried to analyse and interpret the items of different questionnaires relating to one category at one place. Thus after analysing and interpreting all the items belonging to one category, he went on to the next category.

CHAPTER VII - CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis of the data the investigator has made a set of recommendations for each aspect of teacher
education, which is presented below:

A. Nature and Organisation of T.E.I.s

1. Private agencies should be encouraged to set up T.E.I.s in rural areas so as to correct the imbalance between rural and urban areas.

2. T.E.I.s located at Balangir and Angul should not impose restrictions on admission. However, students belonging to weaker sections of society should be distributed all over the T.E.I.s of the State through a central selection procedure.

3. All the T.E.I.s of the State should be residential in nature.

4. The Governing Body of a T.E.I. should be comprised of a Chairman (Vice-Chancellor of the University), a Vice-Chairman (the Principal of the T.E.I.) and eight other members.

5. There should not be any restriction on age or academic qualifications of the Governing Body members.

6. Student's participation in administrative and academic life of T.E.I. should be encouraged.

7. The Governing Body should meet at least quarterly to deal with academic as well as administrative matters.

8. A State Board of Teacher Education should be established in Orissa. It should be responsible for co-ordination and professional manpower planning.

9. The duration of the B.Ed. course should remain for 1 year only. There should be minimum 235 working days and the number of holidays and summer vacation should be cut down to 130.

10. Each T.E.I should run for 6 hours a day. Thus about 1200 instructional hours will be available in a T.E.I., to be divided equally in theory and practice.

11. Organisation of a T.E.I should allow teachers to work in schools with students, teachers and parents.

12. The organisational pattern and programme of a T.E.I should be evaluated every five years and modified if need be.

B. Curriculum and Methods of Education

1. The time devoted for theory and practice should be 50:50 i.e. out of 1200 hours of teaching work, 600 hours should be assigned for theoretical papers and 600 hours for teaching practice and other practical work.
2. The curriculum should be divided in two parts—theoretical and practical. The theoretical part should contain five papers and the practical part should contain teaching in two method subjects, five practical assignments and craft and community life.

3. Topics having relevance to teaching situation should be emphasised and matter which is outdated and not relevant should be omitted.

4. A student teacher should be exposed to simulated teaching and pre-internship programme before he or she is placed in a classroom situation.

5. A student teacher should deliver 15 lessons in each of the two method subjects. Lessons of the first week should be supervised fully by the supervisor of the T.E.I.

6. During the period of block teaching, the student-teacher should be treated as a regular teacher of the school and should be under the administrative control of the Head of that institution.

7. A student teacher should not be permitted to offer a subject for teaching which was not studied by him at the degree level. However, he should be allowed to teach through any regional language chosen as the medium.

8. Supervision should be done by faculty members/co-operating teachers having competence in both content and pedagogy.

9. Individual differences should be taken into account so far as the optimum standard in teaching is concerned, and the university statutes may be modified accordingly.

10. Supervisors should maintain an elaborate record of their supervisory work and should discuss the strengths and weaknesses of the lesson with the student teacher. A five point proforma may be used for supervision (Appendix-D).

11. New ways of providing clinical experience in professional preparation should be invented.

12. Theory and practical work should have equal weightage in evaluation (500 marks each).

13. Those who teach the subject should examine answer scripts pertaining to their subject. A system of random sample checking and re-examination of scripts should be evolved.
14. Paper setters should supply an elaborate scheme of evaluation to the examiners. Model answers should be supplied to them.

15. Evaluation should be both External and Internal.
    Theory - 20% Internal and 80% External
    Practical 50% Internal and 50% External.

16. Internal evaluation of teaching practice should be done by the co-operating teacher, Head of the co-operating school and college supervisors.

17. Assessment of the practical work should be done on the basis of a carefully maintained record. This should be evaluated objectively.

18. Practical work should be taken up in the right spirit and conditions of the laboratory/workshop should be improved.

19. The system of pass and failure should be replaced by gradings.

20. Some kind of tests of graded competencies should be developed in order to solve the problem of disparity of standards of performance obtained at different T.E.I.s.

21. Innovations in evaluation should be encouraged. However, evaluation procedures may be developed by a team of teachers.

22. Curriculum should be made more flexible and should minimise the difficulties. It is essential to reorganise the pattern of curriculum without further delay.

23. Other techniques such as Project, Seminar, Microteaching, Team teaching and Programmed instruction should be used frequently in T.E.I.s.

24. Curtailment of lectures and discontinuance of dictation of notes are strongly recommended.

25. Till the grading system is implemented divisions should be based on the percentage of marks. (Minimum pass marks in each theory paper - 40% and in practical work 50%, first class 60% and above, distinction 75% and above and second class below 60% of the aggregate. Grace marks system should be abolished.
C. The Student-Teacher.

1. There should be a written test for admission and selection should be made by the Central Selection Board.

2. The Central Selection Board should publish finally the merit list of selected candidates on the basis of a written test (50 marks) Interview (25 marks) Teaching Experience (10 marks) and Academic record (15 marks), but the choice of a T.E.I. should be left to the student teacher.

3. The minimum age for freshers should be made 20 years and maximum 30 years.

4. Certain incentives should be given to fresh students (other than Arts) having good academic record to enable them to join the training course.

5. A minimum 45% marks in the aggregate of the degree examination should be made a condition of eligibility.

6. The T.E.I. should admit student-teacher strictly according to the sanctioned strength. If there is any increase in the enrolment it should accompany with a corresponding increase in facilities.

7. One T.E.I exclusively meant for lady teachers may be set up in future in Orissa.

8. Wastage in form of dropouts and failures should be reduced to the minimum. There should be a careful selection of student-teachers and proper planning of teacher education in order to avoid such a wastage.

D. The Faculty Member

1. Staff-student ratio should be 1:10 and it should be accompanied with a corresponding increase of teaching staff in case there is any increase in the enrolment.

2. Posts of Lecturers, Readers and Professors already sanctioned should be released immediately.

3. Staffing pattern of a T.E.I should not be based solely on this ratio, but on the number of specialists required, on the hours of attendance and work per week, on per capita expenditure and on the basis of the requirements of the curriculum etc.

4. Recruitment of faculty members should be done carefully by a central selection committee. Recruitment should be on a long term planning.
5. Merit should be taken into consideration as a major factor for both recruitment and promotion and not seniority. Recommendations of the Kothari Commission should be kept in mind while making recruitment.

6. The teacher educator should get confirmation after the expiry of a probationary period which should not exceed 2 years and cases where a teacher educator is working on a temporary basis since 3 years or more should be cleared immediately.

7. Recruitment of staff with suitable qualifications for physical education and craft subjects should be emphasised in the next few years.

8. Maximum work-load of a teacher educator should not exceed 13 periods/week. Other departmental work should be considered at the time of calculating the work-load of a faculty member.

9. The status and salary scales of teacher educators should be in accordance with the U.G.C. recommendations.

10. A major portion of in-service training (I.S.T) should take place in the schools and communities.

11. A provision should be made to provide opportunity to teachers to attend I.S.T. courses for a minimum period of 10 days/year of service. Government should provide financial assistance along with leave of absence to the teachers attending such courses.

12. There is a need, at this moment to try to systematise I.S.T. programmes through a co-ordinating committee.

13. Opportunities for I.S.T. should be made available to all the faculty members of a T.E.I. in a phased and balanced manner in order to keep them up-to-date both in content and methodology.

14. Young teacher-educators during the probationary period should be given every possible help and guidance by the senior teachers and authorities.

15. Encouragement and facilities should be granted to faculty members for both Research and Publication. Facilities for dissemination of research reports should be increased. There is a need to bring out an educational journal at the State level.
E. Facilities

1. Future needs of the T.E.I. should be apprehended by the planners. Economy, durability and utility should be kept in mind while making any alterations or constructing new buildings.

2. Hostels for student teachers and quarters for the staff should be constructed according to the requirements. Physical conditions of hostels should be improved in order to provide a congenial atmosphere for both living and learning.

3. Books, equipment, student-teachers and teacher educators should be brought together under conditions which encourage self-study, research, intellectual venture and curiosity.

4. It is a matter of top priority that all the librarians working in T.E.I.s should be sent for library science training.

5. Books on loan may be taken by individuals or the institution from American, British and National libraries.

6. Libraries should remain open during vacations also. Working hours of the library should be extended and facilities of reading room and open shelf system should be provided in all the T.E.I.s.

7. Adequate facilities should be made in all the T.E.I.s for drinking water, cycle stand, toilets and medical aid etc.

8. Conditions of laboratories and workshops should be improved without delay and their use to the fullest extent should be stressed.

9. A separate room should be set apart for audio-visual education. There is a need to make it an integral part of the curriculum, and use of mass media in teaching-learning process should be emphasised.

10. More interest should be created in co-curricular activities among student teachers and teacher educators.

11. Requisite material, play-ground and coach etc. should be made available to the T.E.I.s.

12. Activities promoting verbal expression of teachers should be emphasised. Social, literary and cultural associations should be allowed to function more democratically.
13. Alumni associations should be set up in all the T.E.I.s.

14. There is a need to implement the scheme of Employment Bureau and career advising units in the T.E.I.s.

15. There is no harm in allowing librarians and Inspectors to appear at B.Ed. examinations privately but one should ensure that the standard of teacher education should not deteriorate.

F. Finance

1. The amount of stipend should be raised to Rs.100 p.m and the same should be granted to all student-teachers under training.

2. The U.G.C and the Government should give liberal grants to T.E.I.s (both recurring and non-recurring) for the development of academic, professional and physical facilities necessary for the development of teacher education.

3. Specific grants should be given for the development of Research and In-Service training programmes.

4. The financial implications of location and the intake capacity of the T.E.I. should receive careful attention while preparing the plan for teacher education.

5. In view of the hike in prices it is recommended that a provision for more grants should be made in order to improve the quality of teacher education.

6. A loan policy may be chalked out for the student teachers. The amount of loan should be written off if the recipient has worked for 5 years as a teacher.

G. Problems and Trends

1. Institutional planning should be taken up in the correct sense of the term. Optimum use of existing facilities for the growth of a T.E.I. should be made with the help of all the human factors connected with it i.e. the student, the teacher and the community.

2. In view of the demand of correspondence courses, it is recommended that T.E.I.s at Angul and Cuttack may be allowed to start such courses.
3. Work experience programme should be included in all the T.E.I.s and should be considered as an integral part of the teacher education programme.

4. Student participation should be encouraged in all the T.E.I.s. Students should be represented in bodies such as Senate and Academic Council etc.

5. In view of the fact that higher enrolment minimises the per capita expenditure it is recommended that large sized T.E.I.s should be preferred. T.E.I.s at Cuttack and Bhubaneswar may be made comprehensive colleges offering courses for pre-primary, primary and secondary teachers.

There is a growing awareness that teacher educators should put their efforts to improve the teaching-learning process through the use of new techniques and approaches. There is a general consciousness that a teacher should know something about the process by which democratic social behaviour emerges. Now the emerging trend is that experts of different disciplines should be involved in teacher education programme. These are no doubt very encouraging signs.