Teacher Education: a complex activity

Education is a task tremendous in nature and must not be roughly handled. On education depends the very shape of India's future and this warrants a sincere and honest trial at the hands of those who really matter. 'The destiny of India is being shaped in her class-room' has been pointed out by 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.) Teacher Education is a complex activity. Smith commenting upon the complexity of Teacher Education has stated that 'Teaching is a complex activity. Its complexity lies in its different types of techniques: material, social, intellectual and emotional. The most influential idea is that the field experience is necessary to acquaint the teacher with the background of his pupils, advantages, disadvantages and otherwise'.

E. Stones and S. Morris in their recent publication have remarked:

Human learning is one of the most complex things in the universe and getting other human beings to learn (which is what we take teaching to be about) must, by the same token, present enormous problems. It is not surprising then that faced with such complexity, those engaged in teacher preparation perforce make use of methods that are open to question.²

Similar ideas are visible in, J. B. Conant's popular book entitled 'Education of American Teachers' where he has written:

The subject of Teacher Education is not only highly controversial but also exceedingly complicated. In any educational process there are three elements: those who instruct, those who are instructed and the programme followed. In each of these, wide diversity is found throughout our system of higher education. Higher education is course ridden and it is high time to challenge the assumption that education takes place only when the student is physically present in a class-room. Opportunities for examining out should be offered much more widely than they are ... However, one contention that seems to be universally endorsed that the breadth and depth of academic achievement of future school teachers could and should be greater than they are at present ... There is a need for giving institutions freedom to experiment with different ways of training teachers ... The status of the profession should be analogous to that of a clinical profession in certain medical schools.³

There is a demand not only for more teachers but for competent teachers at all levels. This call is related to the professional preparation of teachers. In past, teacher train-

ning being a professional course used to be imparted in a perfectly stereotyped atmosphere. In the last decade, however, efforts have been made to bring out teachers from the teacher education institutions with broadened outlook. Now teachers are expected to be well educated to adjust themselves to the democratic way of life, may be that they are lacking bit in the knowledge of the basic skills which are essential of a successful teacher. On the desirability of traits of teacher Smith writes:

Teacher preparation must include those things which would enable prospective teachers to help children and youth assume the responsibilities of democratic citizenship, such as ability to exercise intelligent choice in the selection of persons for legislature, executive and judicial decision making. If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of that world.

It is the responsibility of Teacher Education Institutions to inculcate in the teachers under training, those qualities which make a good teacher, to create those which they lack and to foster the underdeveloped ones. It is a very well known fact that a properly trained and qualified teacher is the pivot around which the entire educational system revolves. By and large, the quality of education depends on the quality of

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teachers. Teacher Education Institutions must take the stock of the present deteriorating situation and gear their efforts towards making teacher training more effective, meaningful and functional.

Miss Waurine Walker leading the American delegation to the World Confederation of Organizations of the Teaching Profession (WCOTP) in 1955 has said:

The function of Teacher Education is to produce good teachers. The good teacher is one who produces good result in meeting the central, persisting needs of life in whatever social context. There is in each society a central core of values to which all people subscribe and without which organized society itself cannot survive ... A person who knows great deal may be a scholar, a sage, a savant. He is not necessarily a teacher. A person who knows and knows how is a craftsman. But only a person who knows, and knows how and knows why is fully entitled to claim the status of a profession.®

Before attempting to indicate the attributes essential to a teacher, one should discuss three vital factors, with which he is principally concerned in his profession viz. 'knowledge', 'child' and 'the environment'. A teacher is expected to possess a wide knowledge and within this a sound understanding of the subject matter, he will be called upon to teach in the classes. The second requirement but equally important is that he must

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possess profound knowledge of children. A good and skilled teacher is able to adjust his subject-matter to the needs and interests of his students. He loves both his pupils and knowledge. Similar ideas have been put forth by Me Carty:

What constitutes good teaching? In general bad teaching came to be associated with waste, and for time economy enjoyed a vogue as the great enemy of waste but ultimately efficiency became the term most educators accepted as synonymous with good. A good teacher achieved a pre-specified task with maximum efficiency. Given this conception, only two problems remain to be resolved: first stipulating the specifications or standards of success that define good teaching and second discovering the means by which such success could be most efficiently achieved.

A few research studies have been conducted to find out attributes essential for a good teacher. An experimental study on the quality of teachers under training has been carried out at doctoral level by S. B. Adaval (1952) who believes that the determination and measurement of qualities and characteristics of a good teacher will lead to better selection and education of teachers. He made a general conclusion that quality of teacher is not up to the mark, at least in respect of the possession of General knowledge, Intelligence and Aptitude for the profession. A good teacher should be equipped with some general

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qualities like normal health and physical fitness, healthy balanced philosophical and cultural outlook, normal general intelligence, good habits of daily life, sociableness, emotional maturity and some specific qualities such as - knowledge of the subject, ability to impart knowledge, understanding of and love for children, leadership and ability to communicate.

Charters along with Douglas Waples conducted one of the most massive inquiries into the activities of teachers ever undertaken and isolated the twenty-five most important traits of teachers and then broken down into behavioural components. David G. Ryans has written in this connection:

Teaching is complex and many-sided, demanding a variety of human traits and abilities. These may be grouped in two major categories — first those involving the teacher's mental abilities and skills, his understanding of psychological and educational principles and his knowledge of general and special subject matter to be taught and second those qualities stemming from the teacher's personality, his interest, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like.  

The Concept of Teacher Education

The training of a teacher should take care of two factors:

1. the type of communities in which he is to teach and
2. training which will provide him with skills that any specialized role will acquire.

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According to Smith, minimum abilities which a programme of teacher education should develop are the following:

1. Perform stimulant operations (Question, structure, Probe).
2. Manipulate the different kinds of knowledge.
3. Perform reinforcement operations.
4. Negotiate inter-personal relations.
5. Diagnose students needs and learning difficulties.
6. Communicate and emphasise with students, parents and others.
7. Perform in and with small and large groups.
8. Utilise technological equipment.
9. Evaluate student achievement.

Through theory of the Teacher Education Programme, the understanding of these abilities is to be developed and the skills in performance are to be inculcated. Training is a sort of guidance related to the acquisition of certain skills. The student teacher is put in a specific situation and stimulated to perform the skill. His performance is analysed and evaluated. Suggestions are given by the teacher educator for changes. The

more desirable performance is reinforced by the teacher educator. According to Smith, the entire training process should include the following areas:

1. Establishment of the practice situation.
2. Specification of the behaviour.
3. Performance of the specified behaviour.
5. Modification of the performance in the light of the feedback.
6. Performance-feed back-correction-practice schedule continued until desirable skill is achieved.  

Responsibility for the development of training materials cannot be left solely to individual colleges and universities. The role of Government both the central and the state cannot be ignored particularly when finances are involved therein.

**Different Approaches to Teacher Education**

There are different approaches to Teacher Education. One of them may be called 'Model the Master Teacher'. The master teacher is regarded as the master craftsman and his skills, personality traits, attitudes, are to be acquired by the trainees through observation, imitation and practice.

B.O. Smith, Ibid., p.77.
However there are certain disadvantages of such an approach. Firstly teaching is highly an individualised act. A master teacher, however dynamic, can offer only a limited set of skills, attitudes and personality traits. In essence the approach tells a student teacher to adopt another person's teaching style. If this approach is to be followed, a further disadvantage is that it does not allow a student teacher to go beyond the teaching that is observed. It is practically difficult to find out sufficient master teachers for the job. Although this approach is widely favoured by the teachers, it may lead to conservatism, traditionalism and may work against experimentation and innovation.

Another approach is, that it is impossible to teach any one as to how to teach. Advocates of this approach believe that teaching ability is by and large innate one. Only born teacher can understand right moment for a right type of activity. It is assumed that a general teaching ability is to operate in all teaching situations. It is difficult to validate the assumption, by any means. On the contrary it appears that teaching behaviours are specific and closely related to conditions like age, ability and aptitude etc. Moreover it is quite difficult to identify such teachers.

The third approach may be called as 'Master - the Teaching Model'. The teaching model can be developed on the basis of a
theoretical analysis of teaching behaviour taking into account, the objectives of teacher-education, abilities of pupils, and the process by which these objectives can be achieved, variables likely to interact with these processes, feedback to the teacher etc. A conceptual model is to be built which will clarify the relationship of these elements. This model is to be converted into a lesson plan containing specific content and procedure and is to be evaluated for its validity.

Within a decade or so a number of models have been evolved by people like Stolurow and Davis (1965), Smith (1963), Flanders (1961), Strasser (1967) and Taba (1964) etc. This approach makes possible the integration of theory and practice. This approach offers practical help to all students irrespective of their personality traits, attitudes and abilities.

There are some, who regard teaching as a part of behavioural sciences. They assume that teaching is behaving in a social context and can be learnt through scientific observation and analysis. Over the past two decades theories for teaching have been proposed by many research workers, involving observation and analysis of the present teaching, the development of conceptual models and feedback through testing the models. Such work could be done by developing instruments and techniques for observation, methods of analysing and interpreting the data and techniques of using computers for modelling.
There are many areas in which contributions have been made by the people adopting the above mentioned approach. First the educational objectives have received wide attention and study. Stones has devised a model for the specification of objectives of general application, which has specific application for teacher preparation. Second the teachers and pupils verbal behaviour in the classroom has been observed and analysed in details. Interaction analysis technique has been developed by people like Flanders (1961) Bellack (1966), Taba (1965) etc. Third, empirical studies have been conducted in the area of classroom and group management, on a scientific basis. Lastly personality traits of the teachers and their relation to teacher's and pupil's behaviour have been treated in many researches done by people like Getzels and Jackson (1963), Ryans (1960) etc. Recently studies carried out by Biddle and Thomas (1966) Walberg (1960), Amidon and Flanders (1967) etc. have added to our knowledge of the ways in which teacher's personality traits, attitudes and values influence classroom climate and pupil's learning. All these researches are based on scientific approach. Research workers in India and abroad are making efforts to bring Teacher-Education on scientific lines.

A conceptual model of instruction and design for a teacher education programme

The preparation of teacher is determined by the teaching tasks for which they are to be prepared. A conceptualization of
teaching is basic to the development of a design for a programme of teacher-education. Smith (1963) has accepted the definition of teaching as 'a system of action involving an agent, an end in view, and a situation including two sets of factors - those over which agent has no control (class-size, size of class-room, physical characteristics of pupils etc), and those that he can modify (ways of asking questions about instruction, ways of structuring information or ideas gleaned).\(^\text{10}\)

N.L.Gage (1964) mentioned that 'teaching is a misleading generic term: it covers too much. Instruction is, therefore defined as 'a special kind of teaching that has specificity of purpose and an orderliness, that does not characterise all teaching. Teaching and instruction and learning are clearly not interchangeable concepts. It may be concluded that dimension of instruction includes those factors which the agent can modify i.e the stratagies and tactics of the teacher. The operational definition of strategies and tactics have been developed. A strategy is a generalised plan for a lesson which includes structure, desired learner behaviour in terms of the goals of instruction, and an outline of planned tactics necessary to implement the strategy. Tactic is a goal linked, influenced or influencing behaviour of the teacher - the way a teacher behaves in the

instructional situation in working towards the development of the strategy. Smith provided the idea that lead to the development of a conceptual model of instruction.

B. Strasser's Conceptual model of instruction

Important aspects of the instructions are: (as shown in figure 1). 

1. Teacher planning in terms of what the teacher knows of the learner, the curriculum and the situation.

2. Teacher behaviour - initiatory - to create a focus for thinking and working, what a teacher does to get things started.

3. Teacher observation, interpretation and diagnosis of learner behaviour - in terms of the situation, knowledge of prior experiences, prior observation of learner's behaviour and the curriculum.

4. Teacher behaviour influenced/influencing - influenced by the observation, interpretations and diagnosis of learner behaviour and influencing to the degree that teacher behaviour stimulates further learner behaviour.

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(1) TEACHER PLANNING

(2) TEACHER BEHAVIOUR-INITIATORY

(3) TEACHER OBSERVATION, INTERPRETATION AND DIAGNOSIS OF LEARNER BEHAVIOUR

(4) TEACHER BEHAVIOUR: INFLUENCED/INFLUENCING

- Tactic; Child self-concept
- Continuing tactic
- New tactic
- Closing tactic

FIGURE 1 A CONCEPTUAL MODEL OF INSTRUCTION

FIGURE 2 TACTICAL ELEMENT LOOP
The lesson takes a shape as the teacher makes decision about goals, structure, and planned tactics, there begins the development of the strategy Teacher Planning (1) Teacher Behaviour Initiatory (2) is a tactics that creates the focus for the lesson and sets the appropriate structure. As a result of the teacher behaviour initiatory, children become aware of some of the goals that will direct their activity and responsibilities in instructional situation. The lesson begins to unfold.

At the same moment, teacher observation, interpretation and diagnosis of learner behaviour (3) also takes place. The teacher observes the consequences of his teaching behaviour. Some response of the learner is to be noted mentally. (3a) which becomes information to act on in future. (eg. child responded sun is nearer to earth than moon) Teacher did not like to stop the lesson in attempting to correct this misconception. By observation and interpretation teachers may diagnose that initiatory tactics is developing according to plan (4-b continuing tactic). In case it is not achieving the intended purpose the planned teacher behaviour modified (4-c New tactic) or the lesson is to be aborted (4d -closing tactic). Thus teacher behaviour influenced or influencing (4) is initiated. If the time has run out or the strategy is won, a closing tactic (4d) is employed. When the topic is not to be reconsidered (4d₁) and when it is to be worked next time (4d₂) tactic is used.
As the attention is turned to class-room interaction, all tactics consists of 4 elements introduced in the model. Thus a tactical element loop takes shape which involves diagnosing, behaving, observing and interpreting, as shown in figure 2.

Design for Teacher Education Programme

Teaching is a complex activity and Teacher education is likely to be even more complex. It has a time sequence, is a process, has a structure and organisation, is set in a context and so on. The design elements abstracted by one student from so complex an activity, might differ from those of another. Mitzel (1960) dealt with teaching in terms of (a) presage, (b) process and (c) product factors.

Six presage factors or decisions on which the design of a programme of teacher education is based were identified.

(a) Presage factors

1. Context - refers to anticipated future, state of the world, nation, education, teaching etc.
2. Cybernation - refers to self corrective devices in the programme.
3. Extent to lead - refers to the gap between what exists and what is forecast.
4. Control - refers to 'who decides what'.
5. **Boundaries** - refers to the domains of the teacher education particularly matters such as - general education - and subject matter preparation are to be included or not, whether non teaching tasks are to be included in the preparation of teachers.

6. **Selection** - refers to the population to be educated. It is an important factor in planning a programme of teacher education. Personality traits differ from individual to individual.

(b) **Process factors**

**Dimensions**

1. Performance criterion to be used to change behaviour instead of time, course and credits in hours - the common dimension is a small curriculum unit called module.

2. All models proposed increased individualisation of programme based on the curricular modules.

3. Graduated conceptualisation practice is to be provided by simulation exercises, micro teaching etc.

Most of the model programmes of teacher education recognised that if modules are used, if programmes are individualized and if a number of entrance and exit points are provided for selection, then computarised student accounting Support systems are required. The term **task-centred curriculum** is used
to denote the task analysis, task specification, statement of required teaching behaviour and assessments of results in terms of task analysis.

(c) The Product factors or teacher behaviour to be produced is to be evaluated. Evaluation and feedback on the process of teacher education call for an appraisal of what changes have been made and what changes still need to be made in the behaviour of the individual.

Qualitative Improvement of Teacher Education

The success of any educational system depends largely on the quality of teachers. The Teacher-Education Institutions have a very important role to play in improving the system of education by training a body of ardent and inspired men and women. The essence of programme of Teacher-Education is 'Quality'. If this is lacking, the programme is not only to become a financial waste but a source of deterioration in educational standards. This has to be avoided at all costs.

Various Committees and Commissions appointed from time to time in India and abroad have been stressing the need for improving the quality of Teacher-Education Programme. In order to provide Teachers of qualities to our schools, Kothari Commission (1964-66) has suggested various ways and means. To break the isolation of different types of teacher training institutions it has
made valuable recommendations. The Education Commission has pointed out that '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 education of millions'.

Joshi in his eighteenth anniversary address of the Central Institute of Education (C.I.E) has quoted from the editor's introduction to the Yearbook of education - 1963 and remarked:

The strength of an educational system depends upon the quality of its teachers. However enlightened the aims, however up to date and generous the equipment, however efficient the administration, the value to the children is determined by the teachers. There is, therefore, no more important matter than that of securing a sufficient supply of the right kind of people to the profession, providing them with the best possible training and ensuring to them a status and esteem commensurate with the importance and responsibility of their work. With the rapid expansion of schooling, both in number and extent, all over the world, these problems have acquired a new importance and urgency.

The first requisite of improvement in any system of education at any level is the laying down of criteria for the selection of proper type of people for the training. Various criteria are being used for the selection of teachers at present.

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The problem of formulating a homogenous and fool-proof recruitment policy is quite urgent. Researches are being carried out in India to solve this problem. Certain aptitude tests have been developed. eg; K.P. Pandey developed and standardized an aptitude test in 1968. There are eight subtests viz., professional knowledge, vocabulary, inferential reasoning, number series, numerical reasoning, logical selection, general information and reading comprehension. M. M. Shah also developed an aptitude test in M.S.U (1962) and standardized it. A battery of test was formed on five subtests - mental ability, attitude towards children, adaptability, professional information and interest in profession.

The weakest link in Teacher Education Programme is perhaps the teaching practice or internship, which varies to some extent from place to place and institution to institution and is artificial to a large extent. Kaltsounis and Nelson argue that: 'Our present system of student teaching is a conservative institution. It inspires conformity and tends to penalize innovation, so that its products conform to a bureaucratically structured stereotype'.

The Birmingham study conducted by Stones and Morris (1972) has laid down the objectives of teaching practice into six categories.

1. To provide opportunities to the student to acquire and improve teaching skills.

14 E. Stones & S. Morris, op. cit., p. 4
15 Ibid., p. 22
2. To enable the student effectively to plan and prepare lessons.
3. To help the student develop desirable traits, attitudes and abilities.
4. To enable the student to acquire the characteristics of a teacher and to display appropriate behaviour.
5. To allow the student to evaluate his own and his pupil's progress.
6. To enable the student to bring about learning in children.

Providing adequate facilities in shape of building, libraries, laboratories, suitable equipment and furniture etc. is also a problem for policy makers and administrators. The Central as well as the State Government shall have to make provision in their budgets keeping in view the needed qualitative improvement. However, due to financial stringency, which the nation is facing at present, teacher educators can not decide to increase the duration of one-year teacher training programme for quality sake.

Education is a state subject and Teacher Education Institutions are under the control of Government, private and autonomous organization such as National Council of Educational Research and Training (N.C.E.R.T). Lack of proper facilities for pre-service and in-service training programmes is a burning problem, which is
responsible to a large extent for the deterioration of the quality of education.

A proper atmosphere for innovation and experimentation is needed in the country. There are problems in giving better working conditions to the researcher of today. Facilities for dissemination of research results are also to be increased. A generous deal is to be given in shape of financial help for the educational research in the country.

In short, our teacher education programme is beset with many problems at present. So long as we do not succeed in solving these problems effectively, a marked qualitative improvement cannot be made.

Statement of the problem

There has been a growing tide of dissatisfaction with the content and the nature of the training course and their failure to take account of pressing educational problems. There has been increasing awareness of the disparities between the provision and standards of training and consequently in the qualities of teachers.

In Orissa, as in most of the states, there are more than one type of Teacher Education Institutions, training teachers for the different stages of education. The training institution
catering to the needs of primary and middle schools are affiliated to the Board of Secondary Education. The six Teacher Education Institutions, awarding B.Ed. degree on the other hand are affiliated to the three universities of the state. The courses of study, the minimum qualification etc. are laid down by the Board of Secondary Education and universities respectively. However, one may safely say that the system of teacher training is not a homogeneous one.

Orissa is taken as a backward state so far as educational development is concerned. Secondary schools of Orissa have failed to rise up to the expectation of the nation. Many defects can be pointed out in this connection. To a large extent the poor quality of teachers, turned out of these Teacher Education Institutions is responsible for lowering down the standard of secondary education in the state. Mudaliar Commission (1952-53) on secondary education has aptly remarked that: 'This education was too bookish and mechanical, stereotyped and rigidly uniform and did not cater to the different aptitudes of the pupil or to the pupils of different aptitudes. Nor did it develop those basic qualities of discipline, co-operation and leadership which were calculated to make them function as useful citizens'.

It would be an excellent programme to eradicate the defects of teacher education in Orissa. But there would be many problems associated with such a scheme. They must be thoroughly looked into before launching such a scheme. It, therefore, becomes essential to know to what extent and in what direction the preparation of teacher is progressing in Orissa.

Although N.C.E.R.T has conducted 'Second National Survey of Secondary Teacher Education in 1969, yet there is a need to conduct such survey again because many important developments might have taken place since then. Many changes must have crept in due to economic, scientific and technical development and growth of population. The investigator, therefore, thought it worthwhile to conduct a study of teacher education programme in Orissa. Hence the study, entitled "An investigation into the Secondary Teacher Education Programme in Orissa, a critical and constructive study".

Objectives of the Study:

The quality of education depends to a large extent, on the teacher who is considered to be the single most important variable in education. The most important task before us is to develop an army of efficient and effective teachers in order to get the maximum from the existing system and move towards excellence in thought and action. Teacher-Education Institutions have
to play a very important role in this connection. They will have to create right type of attitudes in those who take up teaching as a profession with a view that trainees are not only to pass professional examinations but to develop teaching personalities. Truly speaking, the proper development of children entrusted to their care, to a great extent, depends on their own sound development and professional competence.

Since the attainment of independence in 1947, there has been a phenomenal expansion of educational facilities at all levels in India. Due to population explosion, demand for more education and paucity of resources etc. certain important areas within education, which should have received adequate attention, have been neglected. One such area is that of training of teachers.

With a view to improve quality of secondary school education, it is necessary to re-design the pattern of teacher education and to evolve a rational and integrated pattern. The necessity to critically examine the problems of secondary teacher education has become quite pressing one because of the fact that in field of education Orissa occupies the ninth place in the country, having 21.7% literacy, which is lower than the national rate. While searching for the qualities of teachers one can not afford to neglect the problems of quantity. There is an acute problem of educating 25% of the total population of the state constituting of tribals.
The investigator, therefore, thought it proper to study the Secondary Teacher Education Programme in the state keeping the following objectives in mind.

1. To study the nature and organization of Secondary Teacher Education Institutions of Orissa related to location, management, duration of courses, number of working days, academic control, income, expenditure, per-capita expenditure and to suggest suitable norms for the same.

2. To trace out the historical development of Secondary Teacher Education in the state of Orissa.

3. To find out the strong and weak points as viewed by the faculty members and student teachers with regard to curriculum and methods used in teacher education institutions and to examine critically the pattern of courses, flexibility of curriculum, medium of instruction, methods and procedures in use, system of teaching practice, evaluation and pass percentage etc. with a view to make constructive recommendations for their improvement.

4. To study the present practices of Secondary Teacher Education Institutions in regard to admission, qualification of trainees, reservation of seats, sanctioned strength, output and wastage and to recommend a suitable pattern.
5. To investigate into the present position of faculty members concerning their qualification, teaching experience, work-load, staff-student ratio, opportunities for professional growth, salary scales and facilities enjoyed and to recommend ways and means to bring an improvement.

6. To examine critically the existing facilities in Secondary Teacher Education Institutions in form of building, library, laboratory, workshop, hostel, common room, medical, co-curricular and recreational activity, audiovisual aid etc. and to suggest ways and means to improve them.

7. To study the existing facilities of in-service education and to make recommendation for the improvement of the same.

8. To examine the extent to which secondary teacher education in Orissa can be reorganised to meet the further needs of the state, keeping in view the developing trends in the field of Teacher Education in India and abroad.

9. To recommend effective ways of co-ordinating the training programmes, organised by different agencies viz. university, Teacher-Education Institution, Extension Service Department, State Institute of Education etc.
10. To determine the weaknesses and strengths of the existing Secondary Teacher Education Programme in Orissa and to study any other problems connected with it.

Scope and delimitation of the Study

The scope of this study is quite wide. The field of inquiry comprises the entire provision for Secondary Teacher Education in the state. The extensiveness of the field does make the task of the investigator rather heavy, but this burden seems lighter when the benefits become apparent in the wider meaning.

The solutions and approaches which have appeared quite efficacious in the past, are proving inapplicable to the present situation. This study may give a brighter picture of the problems and existing facilities in Secondary Teacher Education system of the state. It may help educationists to decide more precisely the solutions to these problems and additional facilities required in these teacher education institutions.

The investigator is fully aware of the complexity of the problem to be investigated. The task of finding out ways and means for supplying effective teachers to the educational system keeping in view the national goals is not so easy. The present study
lays emphasis on the problems related to:

1. Secondary Teacher Education Institutions in general.
2. Instructional programme.
3. Building, equipment and other facilities.
4. Teaching-practice.
5. Finance.
6. Faculty members.
8. Student-teachers.
9. Planning and co-ordinating the training programme.
10. Co-curricular activities and community work.

Delimitations

Delineation is the process of elaborating on the problem and describing it minutely and accurately in all its aspects and ramifications. This step involves the establishment of the limits of the delineated topics that are to be investigated in a specific research study. Keeping in view its importance as mentioned above, in the present study certain limitations have been established which can be briefly summarised as below:

1. The scope of the present study is limited to the state of Orissa only, because it was beyond the capacity of the investigator, keeping in view the time and money
required to conduct a comprehensive survey at national level.

2. The study is limited to the secondary teacher education programme of the state leading to B.Ed. degree i.e. all the six teacher education institutions admitting graduates and post graduates for one year B.Ed. Course, only were included in the survey.

3. Training schools of Orissa preparing M.E. School teachers were not included in the study because in a limited inquiry of this type, one cannot move too far to analyse the relatedness of Secondary Education Programme with other levels.

4. The present study is limited to the academic session 1971-72.

5. The present study is limited to the objectives mentioned earlier.

**New Terminology in Teacher Education**

In recent years many terms related to Education and professional preparation of teachers have been replaced by new ones in order to appropriately convey the changed meaning, function and view point. The very concept of the teacher, who was taken as an agent to pass on certain information to children, has
undergone a change. Now he is an Educator who assists them for going through the process of education.

The term training is out-dated and has been replaced by the term 'Education'. It has been rightly remarked by Smith that "Training is a bad word. To those who suffer from semantic afflictions, it is an insult to human intelligence, because training is used to teach tricks to animals. To others 'training' means a mechanical performance without a strong basis in theory".

Now there is a belief that the graduate teacher should be skilled in teaching and should possess an insight into the overall process of education. The degree given at the end of training course is called B.Ed. instead of B.T.

The term 'Teacher Education' has replaced the term 'Teacher Training' and the institution imparting such an education is called as 'Teacher Education Institution'. (T.E.I) and school of education etc. instead of 'Teacher's Training College'. The graduate student under training was formerly considered as 'Trainee' or 'pupil teacher'. He has been designated as 'Student-Teacher' who is professionally motivated and alert. The term 'internship' is also recent in origin which has replaced the old term 'teaching practice'. The old term 'Demonstration/practising school' is out of use now. New term known as 'Co-operating School' has been introduced. These are institutions which participate in the programme

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of T.E.I.s. Similarly teachers and Headmasters of the practising schools who help in educating student teachers are called as 'Co-operating Teachers' and 'Co-operating Headmasters respectively.

Instead of the term 'Refresher Courses' more specific and meaningful terms such as in-service education, extension education, summer institute, seminar, conference, workshop, Teach-in etc. are on the scene now.

The change in terminology related to Education in general and Teacher Education in particular, reflects the deeper and critical thinking on the part of educationists, policy framers, administrators and social reformers etc. In the present study the investigator will make use of the terms, mentioned above.

**Method of Investigation**

All the six Secondary Teacher Education Institutions of the state have been included in the sample of proposed study. The study is to be completed using the following:

1. Questionnaires.
2. Interview Schedule.
3. Personal visits.
4. Related literature.
The questionnaires were developed for data collection. First, for the offices of Secondary Teacher Education Institutions, second for faculty members working in T.E.I.'s, and third for student teachers of T.E.I.'s. The investigator had visited all the six T.E.I.'s. and held several free and frank discussions with faculty members including Principals, administrative staff and student-teachers. Personal visits to T.E.I.'s. were meant to give first hand experiences about the problems and facilities existing in these institutions. Principals of all the Teacher Education Institutions, were interviewed on a fixed schedule prepared for the purpose (Appendix-C). In order to test the validity of the approach, viewpoints of individuals both teacher educators and student teachers were noted.

In order to see the present problems of teacher education in their historical perspective, the investigator has tried to note the significant past trends in teacher education at secondary level. Reports of various committees and commissions appointed from time to time in India were of great assistance. The investigator has tried to refer the books, research studies and reports on the systems and trends of teacher education of important foreign countries too, in order to make the findings more thorough and meaningful.
Purview and Organisation of thesis

The thesis has been organised in seven chapters, which are listed below:

Chapter I - The investigator has tried to present briefly in this chapter the concept of Teacher Education, major approaches to Teacher Education and the complexity involved in Teacher Education. He presents the Strasser's conceptual model of instruction and design for teacher education programme. He then enumerates the areas to be strengthened in order to bring qualitative improvement in Teacher Education. In this very chapter the Statement of Problem, Objectives of the study, Scope and Delimitations have been included. Later part of the chapter is devoted to New Terminology used in the field of Teacher Education and Method of Investigation followed.


Chapter III - This chapter is meant to present the importance of the review of related research. It contains in brief, research in education with particular reference to
teacher education in India and abroad. Lastly the investigator has listed the normative survey studies conducted in the field of secondary teacher education in Indian universities.

Chapter IV - This chapter is related to historical background of secondary teacher training in India with special reference to Orissa. Here the investigator tries to trace the progress of secondary teacher education during Ancient, Medieval, Buddhist, Muslim, British and Post Independence period. Later part of the chapter is set apart for presentation of geographical, historical, cultural and educational (including teacher education) background of Orissa.

Chapter V - In this chapter the investigator first tries to present the details of the meaning, purpose, characteristics and classification of surveys and then the tools used in the investigation viz. Questionnaire, observation, interview etc. Question of reliability and validity of data along with obstacles of the study are discussed in the later part of the chapter.

Chapter VI - Data collected through questionnaires, personal visits and interviews have been analysed and interpreted in this chapter. The entire chapter is conveniently
divided into seven broad areas viz. Nature and Organisation of T.E.I.'s., Curriculum and Method of Education, The Student Teacher, The Faculty Member, Facilities, Finance and Problems and Trends. Responses received have been computed in terms of percentage and the interpretations given on the basis of the same, keeping in mind the critical and constructive viewpoint.

Chapter VII - This is the last chapter of the thesis and the investigator has made recommendations in brief, covering one by one all the seven aspects of Teacher Education mentioned earlier. A brief summary has been presented in the later part of the chapter.

At the end of the presentation an appendix inclusive of list of Secondary Teacher Education Institutions, Questionnaires, Interview schedule, class-room Teaching Evaluation Form, list of staff-members interviewed, etc. has been compiled. The Bibliography appears before the appendix.