CHAPTER V

PROBLEMS AND ISSUES OF TEACHER EDUCATION IN

MADHYA PRDESH AND MAHARASHTRA

(1) SELECTION OF CANDIDATES (MAHARASHTRA)

It is a common observation that all the intelligentsia among our students are drawn by the engineering and medical profession and administrative services in our country. Business and industry also attracts good students. Teaching profession possesses the least attraction. Again the entrants do not possess sufficient background of the knowledge and skill they are expected to impart. Most of them join the training colleges as a last resort. The major problem facing us today is to curb the tendency of blind admission into the training colleges.

At present the recruitment procedure for various levels of teacher training differ in different States. Usually student teacher is selected on the basis of a written test and interview,
academic record, teaching experience and --
participation in co-curricular activities, etc.
Some of these criteria or all of them decide the
fate of a student by accepting or rejecting him
for the profession. However, so far no policy of
the recruitment have been evolved.

In Maharashtra State admissions
for B.Ed./B.T. are not selective, because the
Colleges are finding it increasingly difficult to
attract a sufficient number of candidates to fill in
even the sanctioned number of seats. However, as
soon as the candidates join the college, the staff
interview each one in order to discuss the choice
of special methods and also to gain a general
impression of the candidates capabilities. The
academic levels of the entrants to B.Ed. course
appears to be very low. The colleges have reported
that a considerable deterioration has been evident
in the past few years. The proportion of science
graduates is rapidly declining. The selection of
special method subjects by the trainees shows very
little co-ordination with the subject offered by
pupil teachers for their degree courses. By and
large, there is an acute shortage of trainees who have graduated with English, Mathematics, History and Geography. Special difficulties are experienced by the trainees who select special methods in General Science because the University courses in Sciences at the degree level offer only such combination as Physics-Chemistry, Botany-Zoology, Mathematics-Physics, etc. Since General Science consists of all elements from all the branches of science, no science graduate who comes in for training is really prepared to teach general science. Teachers who select Hindi as a special method are also a problem if they are not University graduates in that subject.

The small intake of candidates by the Secondary Training Colleges has made the programme of Secondary Teacher Education an expensive proposition because even with considerable investment in buildings, equipment and staffing, the out put of trained teachers is very limited.

FINANCIAL DIFFICULTIES

Usually, some of the trainees are
married men and women with families to maintain. During the training period, the economic conditions of such trainees are rendered very difficult. At present, financial aid is given to them in the form of stipend. Some of the teachers are given financial aid in the following manner:

(a) Teachers who have completed five years of continuous service on 15th June, 1963 are deputed for training on duty pay.

(b) Stipends of the value of Rs. 35/- p.m. are awarded to

(i) teachers not coming under (a) above but appointed before 2nd August, 1963;

(ii) teachers who have passed S.S.C. or Lokashala examination and

(iii) teachers who have passed the Primary School examination with 60 per cent marks (55 per cent, in the case of backward classes);

(c) Teachers appointed on 3rd August, 1963 or thereafter and not falling under category (b) (ii) and (iii) above are deputed as
non-stipendary students and have to get themselves trained at their own cost.

In Secondary Training College, the Non-Government Colleges charged tuition fees upto Rs.250/- per year while Government Colleges gave free tuition besides the free residential accommodation and stipend of Rs.35/- per month for 9 months. This little amount paid to trainees as Stipend could not fulfill their financial requirements and created so many problems for their families and of the trainees.

TEACHER EDUCATORS PROBLEM

A study of qualifications of Teacher Educators in the Secondary Training Colleges of Maharashtra, has revealed many weaknesses in the staffing position, though the colleges are required to appoint teacher educators holding qualifications laid down by Universities to which they are affiliated.

It found that a large number of Teacher Educators are teaching special methods in subjects, they had not studied for their academic degrees.
There was complaint from some educationists that the appointment of Masters of Method has led to the infusion of low quality staffs into the training colleges. Some colleges have shown a tendency to appoint persons of low qualifications to posts of Masters of Method, and have subsequently sought recognition for them for appointment to higher posts on the ground of the experience gained by them in the training colleges. Such attempts have diluted the quality of the staff at the lecturer's level.

Teacher-Educators in the Secondary Training Colleges are expected to give guidance to groups of adult students; but there is no provision for their training or orientation in working with such groups.

FINANCIAL PROBLEM OF TEACHER EDUCATORS

The emoluments of teacher-educators given them little scope to subscribe to educational journals or to buy books on education for their personal library. Well-stocked libraries exist only
in a few colleges and even in those it is difficult for the teacher-educators to find time for quiet reading during college hours. There are hardly any incentives for teacher-educators to undertake investigations and experiments. Their limited background of reading prevents them from knowing the new ideas in education which would normally induce them to undertake experiments or write articles. There are no subject-association of teacher-educators who teach the different subjects in the curriculum.

It is felt that there is necessity of coordinating the programmes of all the Secondary Teachers Colleges in the State in respect of -- emoluments and providing them with relevant -- literature for their academic growth.

DEVELOPMENT-ADMINISTRATION AND SUPERVISION
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The development of Teachers Colleges in the State shows a wide divergence from region to region and even institution to institution. Location of the colleges in places smaller than 10,000 to 15,000 not only creates difficulties
for arranging practical work but comes in the way of obtaining a good staff because smaller places usually do not have such amenities as easy communication by bus and railway, medical facilities, a good high school for the children of the staff etc. Housing for the staff is also a difficult problem in very small places. Small places creates difficulties for the trainees also.

The number of schools and teachers has increased so rapidly that the number of inspecting officers cannot cope with them. The work load's of inspectors are now extremely heavy and prevent them from paying sufficient attention to the development of schools and to the on-the-job training of teachers. The academic qualifications of inspecting officers have not shown much increase and their levels are practically the same as those of the teachers. It is therefore difficult for them to take a position of leadership among teachers.

The expansion of education has created more problem. It has resulted in the augmentation of the number of teachers but additions
to school-equipment and supply of enough teaching aids and other material facilities, have lagged very much behind. The cultivation of democratic ways of working has also been neglected by the inspectorate.

(4) PROBLEMS OF IN-SERVICE EDUCATION OF TEACHERS

OF MAHARASHTRA STATE

The provision of the education of teachers in-service has not figured as an item of our educational plans. Although such efforts have been sporadic and no systematic formulation of plans for the professional development of not only teachers but also of any other educational personnel has been undertaken.

In the absence of in-service education of the teachers, the new trends in education and other aspect of democratic administration and supervision cannot be explained timely.

(a) PRACTICE TEACHING

The major deficiency of this system
is the artificiality of the number of lessons and their uselessness in giving teachers consistent practice in taking the same group of children through the successive stages of learning a subject unit. Hardly any experience is given to the trainee, under the present system, in school management and organisation of out-of-class activities for the pupils. The number of lessons prescribed in most of the Universities (except Bombay) is thirty for experienced candidates and fifty for freshers. The emphasis on "lessons" seems to be based on the misconception that the training of the teacher is restricted only to his guided performance in the class-room. The arrangement encroaches considerably on the teaching time of the practising schools and makes them unwilling to cooperate with the training institutions. The supervision of the vast number of lessons poses a big problem and it is sometimes solved by the easy device of asking one Master of Method to observe three lessons simultaneously by dropping into each class-room for a few minutes at a time.

The practice teaching is not adequate because the number of periods devoted to it are not
sufficient and the guidance given is not properly organised.

PROBLEMS OF TEACHER EDUCATION IN MADHYA PRADESH

The Madhya Pradesh Government has introduced "New need based B.Ed. Curriculum", in Government College of Education and University Colleges of Education of Madhya Pradesh. There are some related problems of the new curriculum which are as under:

(1) For pinpointing evaluation procedure and specific measures in the curriculum of Teacher Education in Madhya Pradesh has not been suggested in the curriculum.

(2) The direct candidates will be doing their pre-internship in villages. For this no financial provision has been made. It will create problems in internship phase II also.

(3) In the new curriculum Content-sum-Methology paper I and II, the group of the subject are shown as 'A', 'B', 'C'.

The selection of two method subject will create problem to the student teacher.

(4) For keeping up-to-date record of the pupil teacher proper planning has not been suggested in the curriculum. Every college will plan for keeping the students record separately.

(5) There is no coordination of intake capacity of pupil teachers and their absorption according to the requirement of the schools.

(b) GENERAL

OTHER PROBLEMS AND DIFFICULTIES FACED BY THE SECONDARY TEACHER TRAINING INSTITUTIONS IN MAHARASHTRA AND MADHYA PRADESH.

(1) There is little coordination between the principles and practice of education as taught in the theory classes and the practice of teaching in schools.

(2) The lesson plans generally follow the out of date Herbartian Line, there is lack of courage and willingness
to depart from the beaten track.

(3) The methods of teaching and evaluation advocated in Training Institutions are not followed by the teacher educators themselves.

(4) The Training Colleges advocate detailed planning of curricular and co-curricular activities in the school but the activities of Training Colleges themselves are not generally so well planned.

(5) The Colleges of Education do not conduct sufficient number of model demonstration lessons.

(6) Lack of integration between schools and colleges create problems for student teachers and teacher educators.

(7) The late admissions of some of the candidates create problem. Some of the candidates do not continue for the whole session. If they are selected for some other job they leave the college in mid of the session.

(8) Some senior teacher educators are working in the same capacity in which
they were recruited.

(9) The campus of some of the College of Education is located in heavy traffic area.

(10) The field work in B.Ed. is under emphasised.

These are some the problems which are being confronted by Government and Non-Government College of Education in Madhya Pradesh and Maharashtra State.
REFERENCE BOOKS


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

(3) WEED BASED B.ED. CURRICULUM PUBLISHED BY M.P. GOVERNMENT. - 1980.

(4) EMERGING TRENDS IN TEACHER EDUCATION - BY R.S. SHUKLA. - 1978.