CHAPTER I

INTRODUCTION

Need and significance of the study - Statement of the problem - Objectives - Definition of terms - Delimitations of the study - Hypotheses
CHAPTER I

INTRODUCTION

Need and Significance of the Study

There is hardly anyone who will fail to share the conviction of the majority of the people that teachers occupy a place of unique significance in the social and national hierarchy. They are called nation builders. Somebody has rightly said that great teachers like Aristotle and Abelard have always exerted better influence on the course of history than mighty conquerers like Alexander the great or Genghis Khan. During the first world war an Oxford University professor was asked in a challenging way by a military officer: "What are you doing here in the University when all good and true Englishmen have staked their life for their Country?" The professor replied calmly that he was creating the culture for the preservation of which you are presumably fighting. (Saiyidain, p.241).

These references bear witness to the stark reality that the teacher plays the most significant role in the life of a school as well as a nation and without his contribution no development and reconstruction can take place. Due to his unique position and his most valuable services, he is rightly regarded as the king of himself and servant of mankind.
Is Teacher Education Necessary?

After admitting the significant role and place of the teacher, there arises the question: "How can a good teacher be produced?" There are several ways and means that are advocated for realizing this objective. Some favour the idea of providing training to the intending teacher, while others oppose it.

"He, who can, does; he who cannot, teaches" this famous or rather infamous satire by George Bernard Shaw had once created a good deal of controversy in the educational circle. This flutter is not completely over even today. The arch antagonists of the teachers' training programme add one more clause to the Shaw's slant: "He who cannot teach, teaches teachers". They are fond of maintaining that the teacher is born and not made and he who has a mastery of the subject matter can become a good teacher without any amount of training. They point out an accusing finger at the fact that the programme lays main emphasis upon the how and not the what and why of teaching and its course is full of theoretical garbage. In the editorial note of 'Life' magazine, it was stated:

The Deweyites..... transformed conditioning techniques into and themselves. As they tracked through U.S. education, teachers colleges assumed
the dignity of lomaseries. They called their system science, but they worshipped its doctrines like a cult. In thousands of schools, teachers were denied the chance of learning more about their subjects in favour of compulsory education courses in how to teach them. (quoted in Hoddenfield and Stinnet, p. 11).

On the other hand, there are some thinkers who treat training as absolutely essential for producing good teachers. They discard downright such claims that "anyone can teach" or "a teacher is born not made" or that "a man with merely subject knowledge can do the job successfully". In their opinion all this is as ridiculous as advocating that anyone with the knowledge of the subject matter should be allowed to practise medicine. In order to prove the veracity of their claims they state where as the doctors are mainly concerned with the physical aspect, the teachers have concern with their bodies, emotions, mind and spirits. Moreover, some argue that even the best critics do not seem to have thought up a substitute for training programme for producing good teachers. They claim that the training programme with some defects is better than no training at all. Hence, the training is sine-qua-non for every teacher. The following observation in the year book of education (1963) is pertinent:
The strength of an educational system must largely depend upon the quality of its teachers. However enlightened the aims, however up-to-date and generous the equipment, however efficient the administration, their value 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 numbers and extent all over the world, these problems have acquired a new importance and urgency. (quoted in Pillai, p.30).

Thus in the context of the arguments placed in favour of education for teachers, it is apparent that the teaching depends upon the quality of teachers who to a great extent depend upon the quality of professional training. Hence the training of teachers should be accorded top most consideration in chalking out any programme of educational reconstruction.

**Teacher Education Institutions and Practising Schools**

It goes without saying that the teacher education institutions are in a state of crisis and have, by and large, failed to deliver the goods. Today teacher education both in respect of theory and practice has become the object of strong criticism from observers within and outside the profession. Theory is in stereotyped form and practicum experiences are isolated from daily classroom operations. School experience is at discount.
Due to these cronic lapses, the colleges are in unenviable state and are the subject of widespread skepticism. This is why Browder (1978) terms them as 'persona non grata' and 'endangered species' and states that "who needs em?" attitude exists in many quarter. (Browder, 1978, p.54).

In the context of our country, weaknesses of our teacher education have been pointed out by various Commissions and Committees from time to time - the University Education Commission (1948), the Secondary Education Commission (1952), the International Team on Teachers and Curricula in Secondary Schools (1954) and the Education Commission (1964-65).

The researcher is motivated to quote the shortcomings pointed out by the Education Commission (1964-65) to this effect:

Unfortunately the professional education of teachers has been comparatively neglected in the post independence period. By and large training institutions for primary and secondary teachers have remained isolated from the main stream of the academic life of the Universities as well as from the daily problems of the schools. The quality of training institutions remains with few exceptions either mediocre or poor. Competent staff are not attracted, vitality and realism are lacking in the curriculum and programme of work which continues to be largely traditional and set pattern and rigid techniques are followed in practice teaching, with a disregard for present day needs and objectives. (Report of the Education Commission, p.130).
While the maladies of teachers' colleges are many but the most pronounced problem is concerned with bridging the yawning chasm between its theory and practice. In order to reconcile this contradiction, many changes in both organization and content of the training programme are advocated. Among these, the suggestion of forging harmonious and cordial relationship between the colleges and schools get prominent attention. This would benefit to both. The colleges would succeed in providing actual school experience to the student teachers with the cooperation of the school staff. The importance of school experience in cordial atmosphere has well been tested by studies conducted by Cusick, 1973; Gracery, 1972; and Lortie, 1975. In a study Zimpher, et al, (1980) found that both student teachers and cooperating teachers viewed school experiences as far more effective than didactic components of the training programmes. Therefore, both students and teachers tended to discount much of what they learned in method courses. Schools in turn would also be benefitted by the training programme due to the following reasons:

(i) The schools are in need of new teachers;

(ii) The possible transmission of new and up-to-date ideas from college to school;

(iii) The relief that the student teachers bring to the school which face the problem of having adequate staff and free time.
But generally the relationship between these two is found to be strained and unfriendly. They live in two separate worlds and their relationship is limited to the placement of student teachers in practising schools for performing the rituals of practice teaching to a limited period. The schools hesitate to get involved in training programme wholeheartedly and the much needed cooperation is not available. Student teachers and staff members of the colleges are treated as intruders and their methods are dubbed as useless. This has been well tested by the studies of Griffiths and Moore (1967) and Cope (1971). The net result of this sorry state is that the wide gap between what the student teachers learn in colleges and what they need in actual classroom remains intact. Explaining the difficulties that arise due to non-cooperation of the practising schools, Jones (1923) says:

Conservatism and critical attitude maintained by some heads and teachers is a very real hindrance to young students engendering lack of confidence both in themselves and in the college staff and tending to quench at the outset of their career that spirit of adventure and inquiry which is so essential if they are to make effective leaders of the young. (quoted in D'souza and Chatterjee, p.134).

Looking into the significance of the practising schools in student teaching programme and lack of any
study to bring into light the problems created by them before teachers' training colleges, the present study has been undertaken. The two Universities viz., Gorakhpur University, U.P. and Gujarat University, Ahmedabad were selected for conducting comparative study of the problems because some glaring discrepancies were noticed during pilot study in the organization of practice teaching programme between these two, apart from the factor of geographical convenience. Though the chief objective of the study was to identify the problems faced by teachers' training colleges with regard to practising schools, it can provide worthwhile base and guidance for solving them also.

Statement of the Problem

The present study is concerned with conducting a survey of the problems of teachers' training colleges with regard to practising schools.

Objectives:

The study has been undertaken with the following objectives:

1. To find out the problems faced by the principals of the teachers' training colleges of U.P. and Gujarat with regard to practising schools.
2. To find out the problems confronted by the teacher educators of the training colleges of U.P. and Gujarat with regard to practising schools.

3. To find out the problems of the student teachers of the training colleges of U.P. and Gujarat with regard to practising schools.

4. To find out the problems faced by the headmasters of practising schools of U.P. and Gujarat that arise during student teaching.

5. To find out the problems of the cooperating teachers of U.P. and Gujarat that arise during student teaching.

6. To conduct a comparative study of the problems of the teachers' training colleges of U.P. and Gujarat with regard to practising schools.

7. To make a comparative study of the problems faced by the practising schools of U.P. and Gujarat during student teaching.

8. To procure opinion of some ace and seasoned educationists with a view to identifying and getting suggestions and guidelines for solving the problems faced by the teachers' training colleges and practising schools during student teaching.

**Definition of Terms**

**Teachers' Training Colleges.** This term has been used to denote the secondary teachers' training colleges which impart training leading to the B.Ed. degree.

**Training Colleges of U.P. and Gujarat.** Those colleges which are affiliated to Gorakhpur University, U.P. and Gujarat University, Ahmedabad on the same
analogy, the terms "U.P. and Gujarat Principals", "U.P. and Gujarat teacher educators", and "U.P. and Gujarat student teachers" indicate principals, teachers and student teachers of the teachers' training colleges of Gorakhpur University, U.P. and Gujarat University, Ahmedabad respectively. It should be noted that the secondary teachers' training colleges of Gorakhpur University are called "B.Ed. Departments" having no separate entity and they are run with the other faculties of the college. The chief of the education department is called the "Head of the department" and has to work under the administration of the College Principal.

**Student Teaching.** The term has been used for practice teaching done as a part of course work for obtaining B.E. degree. It involves more than mere practice teaching which has a limited goal of teacher preparation.

**Student Teacher.** This has been used for trainee teacher particularly when he is engaged in practice teaching in schools.

**Student Teaching Programme.** It indicates the programme of professional laboratory experiences provided in connection with student teaching.
Practising Schools. In modern term, these are called "Cooperating Schools". They are not controlled by the college but they provide facilities for professional laboratory experiences in a teacher education programme.

Professional Laboratory Experiences. It includes all those contacts with pupils and other members of the practising schools through observation and practice teaching which help to understand teaching-learning process.

U.P. and Gujarat Headmasters. It signifies the headmasters of the practising schools of U.P. and Gujarat. On the same analogy, the teachers of U.P. and Gujarat mean the teachers of the practising schools of U.P. and Gujarat respectively.

Cooperating Teachers. Classroom teachers providing supervision and guidance to the student teachers in the practising schools.

College Coordinator. The college representative who works with the headmasters and teachers of the practising schools for arranging and guiding student teaching programme.
Block Teaching. This means concentrated practice teaching for a definite period.

Intermissive or Dispersed System. This means practice teaching only for a few days in a week and continuing throughout the whole session.

Block cum Dispersed Teaching. It signifies that system in which there is one block of one to three weeks duration in addition to the regular student teaching programme.

Continuous System. It is organized in the local school which is near to the training college. Some colleges do it in Demonstration school. Generally student teachers teach the same class or different classes in the same school continuously.

Internship. It denotes a system in which the student teachers are allowed to work as regular staff members of the school and participate in all the school activities.

Model or Demonstration Lesson. Means lessons delivered by the training college or an outside teacher to demonstrate the techniques of teaching for the benefit of student teachers.

Teacher Educators. Members of the academic staff of a training institution.
Delimitation of the Study

(1) The study is limited to only secondary teachers' training colleges.

(2) It is confined to only two universities viz. Gorakhpur University, U.P. and Gujarat University, Ahmedabad.

(3) It has been undertaken without taking into consideration such variables as sex, teaching experience, area and qualifications etc.

(4) The problems encountered by the pupils of the practising schools have not been covered.

(5) A sampling technique has been adopted for collecting the data concerning the investigation.

(6) The study is restricted to only the problems of the colleges and the reasons that give rise to them in the practising schools.

Hypotheses

Five main null hypotheses were formulated for the present investigation. Each hypothesis has its sub-hypothesis correspondingly to the statements related to the main problems. The main hypotheses are:

(i) The principals of U.P. and Gujarat do not differ significantly in facing the problems concerning student teaching in the practising schools.

(ii) The teacher educators of U.P. and Gujarat do not differ significantly in facing the problems concerning student teaching in the practising schools.
(iii) The student teachers of U.P. and Gujarat do not differ significantly in facing the problems concerning student teaching in the practising schools.

(iv) The headmasters of U.P. and Gujarat do not differ significantly in facing the problems that arise during student teaching programme.

(v) The teachers of practising schools of U.P. and Gujarat do not differ significantly in facing the problems that appear during student teaching programme.
List of References Cited


