CHAPTER I

NEED AND PURPOSE OF THE STUDY

From what has gone before in the Introductory Chapter, it will be amply clear that practice teaching has begun to occupy an important place in the training of teachers. But the pendulum has now swung to the other extreme and the student-teacher has become too pre-occupied with certain "tricks of the trade". The training imparted to him has consequently got divorced from the theoretical foundations of education. A very serious defect in the teacher training programmes is a tendency to confine practical training to the giving of a prescribed number of lessons, as if the only function of a good teacher were to impart knowledge to his pupils. We develop intellect at the cost of emotional, social and moral development of our pupils. We also neglect training of student-teachers in extra-curricular activities, which foster an allround development. Techniques of teachings are only means and should not get the better of the teacher. Moreover one is not even sure whether he has mastered these techniques. What really enlivens teaching is a happy inter-play of the student and the teacher.

K.G. Saiyidain has very aptly drawn our attention to the malady from which our training Colleges are at present suffering. He says:
"Our training Colleges have been far too occupied with the technical aspect of their work at the cost of human aspect and they have tended to stress method, teaching devices and skill to such an extent that students get no chance for the play of their critical intelligence on the problems of aims, purposes and values". ¹

During the period of our training, we study about children and do not study them. Our student teachers are trained to train them and not educated to educate them. And even this training is confined to a single track of formal Herbartian steps of planning of lessons. Little do we care to try out other methods. Then all this training is gone through at a very high tension. We only hurry through the programmes rather than like through them, with the result that we turn out teachers ill-prepared for the regular and many-sided duties of the school life. It has, therefore, been pertinently said that the gulf between the training colleges and the school is getting wider and wider. Student-teachers on their return to school as regular teachers lapse into traditional methods. Thus the huge amount of money, time and energy spent on their training is a only a waste.

All these criticisms are not valid for all teacher-education institutions. Some of them are producing very good all-round teachers. But these are exceptions. We

copied the pattern prevailing in Western countries in the 19th century without adapting it to our conditions and although western model itself has changed in the country of its origin, no corresponding changes have been made in India. The original has changed but not its copy. In many Indian schools with their paucity of space and equipment many of the western patterns are out-of-place. Again methods are only a means to an end. Methods used in training colleges should keep in view of the working conditions of the school, which only act as a deadening weight on anything that is new and involves effort and exertion. The staff of the training colleges have no touch with this reality. There is, therefore, a hiatus between methodology demonstrated in training colleges and that used in actual teaching in schools.

The natural consequence is that teacher-trainees on joining the school regard training as a necessary evil, the period of training as a period of simple imprisonment, and have very unpleasant associations of their training colleges. Training colleges are nowhere near the prestige commanded by other professional institutions. A graduate joins his one-year course of training with high hopes but leaves it with a feeling that his training has been barren and unsparing. He feels that it has been a waste of time. This is reflected in the responses to questionnaire issued by the investigation to trained teachers working in different educational institutions.
On the basis of a questionnaire study conducted by J.[L.] Azad, it can be concluded that:

I. 76.3% (of 185 respondents) feel that actual conditions in schools are hardly conducive to the practice of the ideal teaching advocated in training colleges.

II. 70.2% feel that experience and not training is helpful in actual teaching.

III. 63.3% feel that teachers are born and not made.

IV. 62.3% feel that teacher-education is just a means of getting employment.

The writer also subscribes to these views on the basis of his experience. He received his training in a premier and progressive department of education and has worked as an assistant teacher for 10 years. He has also worked as head of two secondary educational institutions for 11 years. His 21 years' experience in the above capacities has convinced him that training of the teacher did not prepare him and his colleagues for the duties entrusted to them. Much of what they had learnt proved of no avail in school life.

He has subsequently been working in the teacher training department of an important college affiliated to the Agra University for more than 10 years now. From his own experience in this capacity and from occasional discussion with out-going students of the department as well as with teachers and heads of local educational institutions he has

reached the inescapable conclusion that all is not well with our practice teaching programmes.

Such strong criticism of practice teaching namely that it is ineffective, out-of-touch with reality and is a sheer waste of time, energy and a huge sum of money spent on it, constitute a serious challenge and demand a serious rethinking. We must discover what shortcomings exist in the structure, organisation and working of our practice programmes and whether and to what extent they are impracticable. A scientific and objective study of the problem in its various aspects has become overdue.

The Title of the Study:

The title of the study is 'Evaluation of Practice Teaching Programmes of Post-graduate Teacher Education'.

The Purpose of the Study:

The purpose of the study is -

(i) To examine the B.Ed. or B.T. practice teaching programmes followed in different Indian universities.

(ii) To study the draft syllabus as recommended by the B.Ed. Syllabus Revision Committee.

(iii) To examine the syllabi of the universities of Uttar Pradesh to see how far they fall in line with, or differ from, the above.

(iv) To see how far these programmes are helpful in developing in the teacher trainees suitable philosophy of teacher education, in equipping them with skills necessary to develop children in schools into citizens suitable for the needs of free and democratic India.
(v) To make recommendations for effecting necessary changes in the programmes to meet the above requirements.

Scope and Delimitations of the Study:

This study is intended to investigate the programmes of post-graduate teacher-education only.

It excludes programmes of teacher training institutions which prepare teachers for the Diploma in Teaching known as L.T. and which are run by the state Department of Education, as their administrative machinery is quite different from that of the departments of Education in universities and the colleges affiliated to them.

This study has been confined to the practice teaching programmes of teacher-education institutions in Uttar Pradesh only. The study of the programmes of all the 39 universities which run departments of Education or have department of Education in colleges affiliated to them, would cover a vast area and involve work which would take several years to complete. Hence the scope of the present study has been limited to the colleges and departments of Education in the universities of Uttar Pradesh. And this is by no means a poor undertaking as out of 198 teacher education institutions in India, U.P. has 43, i.e., more than 1/5 of the total number.

The scope of the work leaves out the theoretical part of the teacher-education programmes.

Making allowance for all these delimitations, the study covers all the types of practical work done in teacher-
education institutions by post-graduate teachers. Generally speaking such practical work includes the following items:

I. Induction to Practice Teaching:
It includes observation of teaching done by school teachers, study of children in and out of class room, demonstration lessons given by the members of the staff in the departments of Education and training colleges as also by teachers of practising schools and eminent educationists in the training colleges or schools before practice teaching, discussion of such lessons, study of lesson-plans drawn up by the teaching staff of the colleges or by students in previous years.

II. Practice Teaching:
It includes teaching of a prescribed number of lessons and criticism lessons by student-teachers, the discussion of these lessons at the planning stage and after the delivery of lessons, and their supervision.

III. Different Components of the Total Programme of Practice:
It includes preparation of schemes of work, study of the school time-table, study of the school plant, child-study, community study, preparation of audio-visual and other aids, preparation and administration of objective tests, organisation, conduct and supervision of physical education and study of health arrangements.

IV. Evaluation of sessional work, assessment of practical work done during the period of training and also of the final lesson.
Sources and Methods of Obtaining Data:

The following methods have been used in this study:-

(A) Questionnaire: - This method of study has its own place inspite of the following limitations inherent in it:-

Only a small percentage of questionnaires is returned duly completed. Some of the respondents take unduly long time inspite of reminders. Those who return the questionnaire often leave part of it unanswered or answered indifferently. Some of the questions are misunderstood inspite of care having been taken to make the language of questions unambiguous. The research scholar has to depend upon the few copies of the questionnaire that are returned and to assume that the questions have been truthfully answered.

(B) Field Study Method: - This method has been used to make on-the-spot study of relevant records connected with practice teaching programmes, i.e., lesson-plans, criticism note-books, diaries and other records of practical work done by teacher-trainees, record of their daily work maintained by the teaching staff in the department of Education concerned, the method of its assessment, various forms used by the staff for keeping such records, the system of making final assessment before the examination and the forms for preparing final report about each student for the guidance of external examiners.

Procedure Adopted.

The following procedure has been adopted:-

The author has collected the syllabi prescribed by
different universities of India for B.T./B.Ed. examination, analysed their contents and made a comparative study of the following points regarding practice teaching programmes as recommended by B.Ed. Syllabus Revision Committee:-

(a) The number of lessons prescribed for practice teaching.

(b) The arrangement for practice teaching whether distributed or in block or a combination of the two.

(c) Statutory provision, or absence of provision, in different universities for the supervision of a prescribed percentage of lessons and for the discussion of these lessons.

(d) The number of criticism lessons to be given by each teacher-in-training.

(e) Number of demonstration lessons by teachers in departments or colleges of Education, by teachers of practising schools as also by other educationists, if any.

(f) Number of lessons delivered by teacher trainees and observed and criticised by fellow trainees.

(g) Different components of total programmes of practical work.

(1) Study of lesson plans drawn up by -

(i) Members of the staff in departments or colleges of Education.

(ii) The trainees in previous years.

(2) Training in the preparation and use of audio-visual and other aids.

(3) Preparation of schemes of work.
(4) Study of the school - its building, distribution of work among the members of the school staff, school equipment, methods of teaching, good and weak points of the school, registration work, co-curricular work done by the school.

(5) Provision for participation in games and co-curricular activities and for organisation, conduct and supervision of such activities in the schools.

(6) Case study of one of more school children.

(7) Study of community background.

(8) Library - its adequacy and use.

(9) Preparation and administration of objective tests.

(10) Registration work.

(11) Study of arrangements for mid-day meals.

(h) Methods of evaluation of practice teaching and of maintenance of records of day-to-day work in practice.

(i) System of final examination - internal or external or a combination of the two.

Necessary supplementary information has been collected from departments of Education in different universities or in colleges affiliated to, or associated with them.

An analysis of the contents of the syllabi and their tabulation has been made to arrive at a consensus of importance attached and the place assigned to different items noted above. Against this background and in the light of the recommendations of the B.Ed. Syllabus Revision Committee, practice teaching programmes followed in various
teacher-education institutions in Uttar Pradesh have been critically examined.

The information has been supplemented by means of answers to a questionnaire issued to the heads of the departments of Education in different teacher-education institutions. Views of the members of the staff have been invited on (1) the philosophy (aims and objectives) of teacher education, the attitude they would like to create in teacher trainees, (2) adequacy or inadequacy of the number of lessons prescribed for practice teaching, (3) the need for and the number of demonstration, criticism and observation lessons, (4) the nature of guidance given at the planning stage of lessons, of supervision at the time of delivery of lessons, and of discussion of these lessons after their delivery, (5) the number of items to be included in the total programme of training to equip the teacher-trainee with the necessary skills in teaching and for discharging his extra-teaching duties, (6) the extra-curricular activities that a trainee should take part in, should learn to organise, conduct and supervise so that he may help his pupils develop into worthy citizens of free and democratic India, (7) suitable system of evaluation of sessional work and the records of day-to-day work of trainees to be maintained, (8) the best system of final assessment.

Views of student teachers have also been elicited on the following points by means of a schedule:
(1) Adequacy or inadequacy of the number of practice teaching lessons.

(2) The number considered adequate by them.

(3) The help they get from supervisors at different stages of the lessons - its adequacy or inadequacy.

(4) Which of the items included in the total programme of practice are useful, which are useless and which more should be included to equip them fully for their life in and outside the school and also to help develop them into worthy citizens of India.

The views of the Alumni, recent and old have been invited on relevant items included in the questionnaire for student-teachers. They have been asked to report on the basis of their post-training experience which items have proved useful for them; which, useless and which more items should be included with advantage in the training. They have also been required to mention which problems of their school life their training has helped them solve, which it has not; and whether they are able to guide proper development of their students as a result of their training.

On-the-spot study of lesson-plans drawn up by the trainees, of the nature and quality of guidance given by the staff at the planning stage, of the volume and quality of supervisory remarks given by critics, of discussion of records of day-to-day work maintained and of various forms used for this purpose has also been made.
The sources for obtaining data for the study are:

(1) Syllabi of different universities.

(2) Replies to questionnaires issued to seek supplementary information regarding points not made clear from the syllabi.

(3) Teachers in the departments of Education and training colleges.

(4) The present teacher-trainees.

(5) Alumni—both recent and old.

(6) Records available in different departments of Education and training colleges in Uttar Pradesh.