CHAPTER VI

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

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6.1 Introduction

The investigator to study the problem "A study of teacher training programme at pre-primary level at Gujarat State", collected data through the questionnaire from the existing pre-primary teachers' training institutions. To verify the responses from the questionnaire, the investigator interviewed educationists working in the field of pre-primary education and pre-primary training institutions. In this chapter the investigator states the observations, conclusions, and suggestions.

6.2 Observations

Physical and other facilities

The training institutes mostly do not have their own buildings but have rented buildings or are located with other institutions. About 50 percent buildings are rented buildings. A large number of buildings is not suited for the training institutions. The conditions vary from institution to institution, only 37.5 percent institutions have satisfactory and suitable conditions. For 50 percent of the buildings of the institutions are used for other educational purposes. In 85 percent institutions facility for seating arrangements is not available for the trainees.
All the institutions do not have hostel for the trainees. Only 50 percent institutions provide hostel accommodation. The hostel facilities are not adequate. Residence in hostel is not compulsory and some relaxation is allowed. The accommodation in the hostel is not sufficient. The dormitories are ever crowded and more than ten trainees share a room. It is not a healthy situation. Staff quarters are not generally provided to the staff members. In 25 percent of the institutions residential facility is provided to the lecturers. In all the institutions there is no facility for residential accommodation for teaching staff. 50 percent of the institutions have provision of the quarters for the principal. 25 percent of the institutions have common rooms for staff members and trainees.

The play ground facility on the same campus is available only in 62.5 percent of the institution.

**Student Population**

There is a lack of uniformity in admission requirements in different institutions. The essential qualifications are relaxed in institutions mostly for scheduled castes, scheduled tribes and backward class candidates.

Selection procedures mainly consists of merit cum interview i.e. marks obtained in examination and performance
in the interview. No systematic procedure is followed. Usually the number of applications for admission received is greater than the number of seats available in almost in all the institutions. 60 percent of the women candidates are married. Only in one institution about four male trainees were admitted. About 20 percent of the candidates discontinues the studies. The number of such drop outs is increasing every year.

The candidates admitted in the training institutions during 1970-71 to 1974-75 were mostly from rural areas i.e. about 70 percent of the candidates. They mostly belong to the district in which the training institution is located. About 10 percent receive some kind of financial help in the form of freestudentship. It is also found that 40 percent of the the ninety five trainees are getting E.B.C. freesthip from the Government.

Majority of the candidates belong to the age groups between nineteen to thirty years. The total expenses incurred by the trainees is 50 percent in all the institutions. Not a single institution has the provision of financial loan system to the trainees.

Instructional Programme.

The syllabus for the teacher training programme is prescribed by the State Department of Education, with the
help of the syllabus committee appointed for the purpose. The training institutions have to adhere to the prescribed syllabus which is quite old and out dated. They are not in a position to introduce suitable changes. Various difficulties have been felt in the proper implementation of the prescribed syllabus. There is lack of qualified staff, lack of raw materials, equipment in crafts, lack of accommodation, lack of a proper library, non-availability of reference books and teaching aids, paucity of funds, unsuited syllabus and lack of proper text-books.

All the teacher-educators of all the institutions maintain their log-books for planning the teaching work. The most common method of teaching is the lecture method in these institutions, question answer method about 8.0 to 50 percent and discussion method about 20.0 to 50.0 percent are also adopted to some extent. 25 percent institutions organize field trips group techniques and make use of different audio visual materials and demonstration.

The medium of instructions is Gujarati i.e. mother tongue in all the institutions.

**Practice Teaching Programme**

Practice teaching programme has a place of importance in all the institutions. His spread out is different in
different institutions. At some institutions it is done on alternate days, in other places continuous periods are set apart for practice teaching and at some institutions everyday time is devoted in the afternoon to practice teaching.

In all the institutions demonstration lessons are given in each of the activities with the aid of montessori material by the teacher educators. Demonstration lessons are mostly organised before the practice teaching programme starts.

All the trainees of all the institutions are expected to give twenty lessons in pre-primary schools. Over and above this, the trainees are expected to give twenty criticism lessons which is prescribed in the syllabus. Also the trainees have to observe the number of lessons of other trainees. This number of observation lessons vary from 20 to 40 in different institutions. This depends upon the weightage each institution gives to different lessons. These are all activity lessons for the children and therefore they are of the duration of fifteen to twenty minutes.

The trainees prepare lesson plan for each lesson that they have to give during the practice teaching programme. In all the institutions all the lesson plans of trainees are approved by the supervisors. The time allotted for the
guidance and approval of these lessons vary in different institutions, which is from twenty to sixty minutes. These lessons are supervised not only by the staff members of the institutions but also by the principals, teachers of the pre-primary schools i.e. practicing schools. Only 25 percent of the institutions do not take any assistance for supervision work.

There is a great deal of variation about the duration of block teaching programme and off campus programme. The trainees take the charge of the class for the whole day and undertake all the responsibilities of a teacher and get the experience of class organisation.

As per the requirement of the syllabus, during the practice teaching programme the trainees are expected to observe the two children, one boy and one girl and keep the record of the observation.

75 percent institutions have practicing (laboratory) schools as a part of the institution but in most of the cases the administrative control of the school is in the hands of the local educational trust.

Community living programmes are included in the syllabus of all the institutions. Some of the common activities are cleanliness, community prayer, formation of self-government, social services in neighbouring
villages and labour camps. These activities are compulsory for all the trainees. It is found that urban institutions give less weightage to such programmes.

It is found that all the trainees are compels to prepare the educational material (educational kit) for teaching the children. The craft work and the preparation of the educational material is prescribed by the syllabus. Over and above this, all the institutions insist on the preparing and submitting teaching aids but there is no uniformity about the number of teaching aids for submission.

Staff Pattern

The study reveals that generally trained graduates in secondary teacher education are employed as the principals of the institutions. Except one principal none holds any degree or training qualifications of pre-primary teacher education level. All the principals have a long experience in pre-primary field.

All the institutions have full time part-time and honorary members on the teaching staff. It is found that only one teacher-educator has the required minimum qualification i.e. training at pre-primary level though all the teacher-educators hold academic and professional degrees e.g. B.Ed., M.Ed. 20 percent hold post-graduate degrees other than education. The principals and teacher-educators
have higher qualifications than what is essentially required of them.

All the institutions have the special teachers for the teaching of crafts, music and physical education. Only one institution has full time craft teacher, other have part-time draft-teachers.

The salary scales of the teaching staff are different in different institutions. For the same category of the staff, there is different grades in the scale of pay.

Recruitment to the teaching posts is done by the managing committed and they have their own policies and procedures to appoint the staff members.

Adequate facilities for professional development are not available to the teaching staff of training institutions. There is no incentive for the teaching staff either from the government or from the institutions.

Co-curricular Activities

Co-curricular activities consist of organization of cultural programmes, literary activities, games and sports, celebration of festivals and national days etc. In all the institutions the attendance and participation in such programme is compulsory. The participation in co-curricular activities is the part of the internal assessment. The weightage given to the participation in co-curricular
activities varies from 5 percent to 25 percent marks of the total internal assessment.

**System of Evaluation**

The final examination is conducted by the State Department of Education and diploma is awarded by the same. There is 50 percent internal and 50 percent external assessment for practical work such as submission work, practical and oral work as well as hand work. The theory paper carries 400 marks each i.e. 100 marks for each paper of total 4 papers. The basis of internal assessment in theory is by monthly and terminal written tests and external assessment is on the basis of final written examination. Many a time there is a variance in the internal and external award but it has not been very great in any institution.

In 1970-71 to 1974-75 the results were 90 percent and more.

Most of the institutions have expressed their dissatisfaction with the process of internal and external assessment. They say that assessment should be more scientific and objective.

**System of Finance**

All the pre-primary teacher training institutions are run by voluntary agencies. Government of Gujarat gives
grant to these institutions. In the year 1974-75 the
grant is given at the rate of Rs. 120 per pupil in average
attendance or 50 percent of the actual admissible expendi-
ture, whichever is less.

The amount spent on the pay scales and dearness
allowance is very meagre. In all the institutions conser-
vable responsibility of finance is borne by the contri-
bution from management, income from fees, crafts and dona-
tions. The incomes from fees and crafts etc., is nominal.
The major portion of income is spent on the salaries of
academic staff, and office staff.

In 1974-75 total amount of government grant received
by the six institutions is Rs. 85,650/- and total amount
of fees received by these institutions is Rs. 60,709/-
so the total amount of income is Rs. 1,46,359/- whereas the
total expenditure incurred by these institutions is Rs.
2,93,840/-. So the total deficit borne by these
institution is Rs. 1,60,970/-.

Very little amount is spent on the libraries, equip-
ments, craft-workshops, special activity rooms and other
important items.

Admission fees, library deposits, games fees, examina-
tion fees are charged in all the institutions. The total
amount of such fees varies from Rs. 120/- to Rs. 230/-
per term in different institutions.
Library

All institutions have their own library. The total number of books varies from 168 to 2000. The books are in regional language i.e. in Gujarati. Only one institution has some books in Hindi and English. All the books are out dated and latest publications and additions of books are not found in any institution.

One institution has a full time librarian and there are part time librarians in other two institutions. In others, the staff member is in charge of the library. Staff and students use the library very frequently. The period of lending books to staff and trainees varies greatly i.e. from daily to only once in a week and that is also from 2 hours to 4 hours in a day. It is found that 87 percent of the institutions provide the facility of a reading room.

Different types of newspapers only in regional language are subscribed by the institutions. The number of magazines subscribed ranges from two to six. Only 50 percent of the institutions subscribe for the educational magazines.

Institutional Planning

The pre-primary teacher training institutions have no institutional planning. All institutions plan their
programmes regarding the syllabus, practical work, craft
instructional work, institutional planning, system of evaluation, examination system and instructional programme in a joint meeting of the principal and staff members.

6.3 Conclusions

As it is quite obvious from information contained in different chapters summarised by way of observations, there are certain trends noticeable in the field of pre-primary teacher education.

The administrative as well as academic control of the training institutions is in the hands of State Department of Education. It is thus a comparatively easier task to prepare the right type of teachers in the right manner through efforts of only one agency that is the Department of Education.

Teacher Education Board has started taking interest in the field of pre-primary teacher education from last two years. The Teacher Education Board appointed a committee to revise the curriculum. One of the principals of pre-primary teacher training institutions have been involved.

The location of training institutions is mostly in urban areas. Only one institution is in rural area.

The pre-primary training institutions in the State of Gujarat are not in a proportion of the population. So
they are inadequate to cater the needs of community.

- The control of the institutions is in the hands of the managing committee rather than the principals and members of the staff. So it becomes more or less administrative based institutions not academic based institutions.

- The buildings of the institutions are mostly not owned by the institutions but they are rented. Also the buildings are used by other faculties so the fair justice is not provided to the institutions themselves. The condition of the buildings is unsatisfactory from the point of view of accommodation, furniture and sanitary facilities.

- The hostel accommodation is not adequate and in some institutions rectors are not provided quarters.

- The number of candidates seeking admission to the institutions is greater than the number of seats available so there is scope for making selection of candidates.

- The selection of the candidates seeking admission is based only on interview cum merit basis. Seats for scheduled castes, scheduled tribes and backward class candidates are reserved in almost all the institutions.
The medium of instructions is mother tongue i.e. Gujarati in all the institutions.

The syllabii used in the training institutions are quite old and out-dated. Some portions is very traditional and rigid which needs change.

The syllabii of pre-primary teacher education consists of theory papers, practice teaching, craft, community/co-curricular activities.

The teacher-educators of the institutions have no special orientation for teaching in pre-primary teacher education institutions. Most of them do not have experience of teaching in pre-primary schools. Some teacher-educators do not have the minimum qualifications required in the field.

The method of teaching is most often lecture, followed by dictation of notes. So the traditional teaching methods are followed.

The nature of practice teaching varies considerably in some institutions. In the number of periods as well as in the number of activities for practice teaching there is no uniformity. The practical side of the training is not given due care.

The practical courses such as, crafts, handwork, stitchery, drawing, music are taught with no application
to the pre-primary schools. The trainees are unable to see the relationship between the theory and practical activities.

- Not all the institutions have practicing or laboratory school. Some institutions arrange their practice teaching work in local pre-primary schools.

- All the institutions seek the assistance from the principals or teachers of practice teaching schools for supervision of practice teaching work of trainees.

- Craft and community work is given due importance. There is no well-equipped workshop in any institution.

- The trainees get opportunity to participate in co-curricular activities but there is mere emphasis to theory work. All the trainees are compelled to participate in all the activities carried by the institutions.

- The assessment of trainees' performance in theory and practical work is not done continuously and systematically.

- The external examiners are generally the persons who are not qualified for this field.

- There is no well-equipped library in any institution with latest literature in the field of pre-primary education and training of teachers for pre-primary.
The rate of grant given to pre-primary teacher training institutions is very meagre. It is insufficient to run these institutions so all the institutions run with deficit budget.

No institutional planning is done in any institution so it is marked that traditional objectives, curricula and teaching methods are prevailing in all institutions.

6.4 Suggestions

In view of the above conclusions the following recommendations are suggested for improvement of teacher training at pre-primary level in Gujarat State.

- It would be desirable for state government to examine the problem of location of training institutions carefully and draw up a plan to open new institutions in rural areas according to the needs of particular areas.

- It would be desirable to remove the imbalances which exist in training facilities from district to district.

- It would be desirable to replan the location of some of the training institutions in the state; a set of criteria should be evolved to include:
(a) Educational considerations such as availability of facilities for practical work, close proximity to villages for the purpose of extension, availability of electricity for the use of the audio visual aids for training purposes etc.

(b) Organisational considerations such as (i) availability and stability of the full time and part-time staff required for implementing all components of the curriculum (ii) adequate number of trainees for full utilization of the capital and recurring expenditure on training facilities (iii) facility of communication etc.

(c) Administrative consideration such as the short term and long term requirements for training teachers in the different districts, personnel, equipment and buildings needed for running an efficient institution.

- It would be desirable that the managing committee should consist of the principal and representatives from the teacher educators.

- Since the environment of a teachers' college and its atmosphere have an impact on the professional values, attitudes and skills of trainees as formal study and
practice of education. The housing of teachers' colleges in sub-standard buildings and unsuitable surroundings should be strictly prohibited.

- As professional institutions of collegiate standards, fresh norms for their administrative, tuitional, residential buildings should be evolved. Criteria for the selection of site should be evolved with due regard to the conditions essential for sanitation, water supply, recreational activities and other amenities required for conducting teacher education programmes. The buildings should be used for training institution only.

- Functional and durable furniture and equipment for offices, class-rooms, libraries, activity rooms necessary for the effectiveness of the teacher education programme should be placed in the institution.

- Every training institution should be a residential institution.

- Every pre-primary teachers' training institution should have the equipment required for all aspects of teacher education programme, i.e. (a) instructional aids, (b) audio visual equipment (c) materials, tools for craft work (d) materials, for sports, games and physical education. (e) equipment for cultural
programmes and community services.

* Admission to training institutions should be restricted to secondary school (XII class) holders.

* In order to improve selection procedures, the selection procedure should be based on the performance of the following tests. A battery of tests including a general knowledge test, intelligence test, aptitude test, interest inventory, test of communicative ability and tests in the academic subjects. Some sort of performance test for practical subjects should also be included. The tests should be constructed in regional languages.

* Seats for scheduled castes/tribes and other backward classes should be limited and preference should be given to those who are qualified as the result of all the tests.

* The syllabi used in the training institutions are quite old and out-dated, some portions need complete over-hauling while some topics need to be replaced by what is useful in the present system of education. There should be a balance between theory and practice. The syllabi should be reorganised and it should be flexible so that it could be adopted to suit the need of an institution.
The syllabii is predominantly theoretical and pleaded for change so as to emphasise practical work.

The syllabii should be relevant to the actual needs.

State Department of Education should appoint a committee to revise curricula for teacher training institutions. This committee should include subject specialists, principal of training institutions and principals of pre-primary schools.

The syllabii for teacher training should be designed to harmonize with the objectives of pre-school education.

According to revised syllabii the text-book writers, teacher-educators and education officer should be thoroughly reoriented.

The theory papers such as Principles of Education, Educational Psychology should contribute to the future teacher efficiency. It should enable her to understand child development and its importance. Knowledge of school organization should help her in day to day work.

New trends and techniques should be adopted for teaching in the class rooms.

The techniques of training should be suitable for professionally motivated, adults.
Since a group of 15 to 20 persons is found to be more stimulating, it is recommended that the schedules of discussions should be worked out on the basis of this number.

Self-study methods and programmed material should be encouraged by requiring trainees to study the subjects.

The practice teaching should be organised in such a way to give a practical orientation. It should help the future teacher to develop certain concepts, undertaking, skills and attitudes that will be useful to her as a teacher.

There should be planning for uniformity in the number of periods of practice teaching as well as in the number of activity lessons required in different subjects.

Regarding the practice teaching, it is desirable that trainees should be acquainted with the real class-room situation and thereby get the experience of teaching.

There should be attached practicing or laboratory school as far as possible but in absence of it, the institution should adopt or have co-operating school so that the trainee get the maximum advantage of teaching.
There should be a systematic orientation and involvement of pre-primary school teachers of practising schools who may help in the supervision work and also they can share their experiences with trainees.

Regarding the supervision of teaching practice, it is desirable that the supervisors should devote adequate time to each trainee.

Practical training should be oriented in such a way that the trainees develops a wider conception of teacher education and opportunities to acquire various skills.

The staffing pattern of the training institutions should be based on the number of specialists required for the theoretical and practical work. The staffing pattern should be decided on the criteria such as categories of specialists required for the courses the hours of attendance and work per week to be allotted to each and the size of the staff should determine the size of the student population.

It is recommended that clear cut service conditions, defining work loads, salary scales etc., should be laid down for the staff.
Every pre-primary training institution must have a workshop of its own, where the trainees themselves prepare an improvised and simple educational material for children and thereby they develop manual dexterity and manipulative skills.

An integrated programme of work experience should be introduced and craft and community work should be taken up seriously and receive due importance. There should be well-equipped workshops and efficient supply of raw material.

The examination is conducted once a year by the State Board of Examination but it is recommended that the examination should be conducted by the Teacher Education Board which is involved in the total programme and panel inspection of the training institutions.

The examinations and evaluation of teacher education courses should be modernised and practical examination held at present should be abolished. The performance of the trainees should be assessed throughout the year and they should not be assessed on the performance of the final lessons. This assessment of practical work should be done on the basis of carefully maintained record which can be objectively evaluated.
Suitable tools for evaluation should be developed so that subjective element is eliminated.

Staff conferences should be organised frequently to evaluate the performance of trainees.

Due weightage should be given to day to day work.

The financial and educational implications of teacher training institutions should receive very careful attention in the plans.

The state should bear the financial responsibility of the actual expenditure.

There should be a well equipped library with latest literature and magazines in the field of child education and research in each institution.

A definite funds should be allocated by the government for the purchase of books, journals and other material and equipment necessary for the library.

Each training institution must have a trained librarian.

A perspective institutional development plan should be prepared by each institution for the maintenance of efficiency and progress of the institution.

Since pre-primary teachers will take some time to be well organised as a professional group, the
programme for their inservice education should be instituted mainly through the agency of pre-primary training institutions. These may be included in the institution planning in the form of institutional programmes, field programmes and extension services for on-the-job education.

A well-equipped research section should be made available in every pre-primary training institution which should undertake suitable research work on programmes and child development.

The main function of teacher education programme should be to provide the educational system with teachers who (a) can understand the challenge of development goals (b) possess enough ability to promote the high educational standards required for meeting the challenge.

The functions of the teacher education programme should be (a) to enable the student teacher to gain insights about himself/herself and his/her pupils (b) to strengthen his/her perceptions of social values and goals. (c) to make him/her conscious of his/her professional obligation to serve children, (d) to enable him/her to feel and appreciate the dynamism inherent in the teaching profession and (e) to motivate him/her through the realisation the dynamism, to become an effective teacher.
Pre-primary Teacher-Education Programme (suggestions)

Recommendations

* The training programme should be framed to inculcate the desirable values and attitudes and behaviour pattern in the teachers.

* The training programme should be planned to the developmental needs of the pupils in childhood.

* The programme should develop in trainees a close insight into child behaviour and acquire skills for the teaching young children.

* The present programme should be revised to lay adequate emphasis on child observation, provide for a greater variety of emotional and social experiences, facilitate the study of methods of working with parents and increase the extent of aesthetic and creative work.

* The state should encourage the local bodies vis., Zilla Parishads and Municipalities to start their own primary schools and insist on placing the pre-primary stage into the hands of well-trained teachers.

* State Board of Pre-Primary Education should be established for promoting an integrated effort at replanning and reorganizing pre-primary teacher education programme in the state.
An integrated programme of teacher training should be adopted for those teaching children at pre-school level and the early years of primary school.

Teacher training programmes should stimulate resourcefulness and originality on the part of teachers and guide them in the use of local materials and resources.

Elements of pre-school education should be introduced as soon as possible in all primary teacher education programmes.

It is desirable to have specialized courses, and provision for in-service training programmes.

As a result of the conclusions drawn from the analysis of the data the investigator has endeavoured to propose two schemes of structure of pre-school teacher education programme which has taken into consideration in findings of the research, so as to make the programme more effective, dynamic and worthwhile. These two schemes of the proposed structures have been dealt with in the ensuing pages as a separate chapter.