CHAPTER II

PROBLEM OF ELEMENTARY TEACHER EDUCATION CURRICULUM
(International Perspective)

In chapter I, the developmental review of the teacher education in Nepal was presented. The present chapter is devoted to the review of the elementary teacher education curriculum in international perspective. It includes the major landmarks of the teacher education and theoretical bases in some countries, empirical studies, rationale of the study and the problems with its objectives.

Elementary School Education

In connection with elementary education, the world survey (1957) remarked that it is difficult to draw a line of demarcation between primary and secondary education either at a certain age or after a certain number of years completed at school. The age of schooling and periods of education for elementary school education varies according to the need and situation of different countries. Carter V. Good (1959) describes elementary education as the period of formal education beginning in childhood, usually at the age of 5 to 7 years, and ending approximately with adolescence including grades 1 to 8. In the Indian Year Book of Education (1965), the educational statistics are maintained on the basis of 8 years pattern of elementary education. The classes I through VIII have been described as the elementary classes. In Nepal,
the concept of elementary education refers to the combination of the two levels of education, namely 5 years primary education and 2 years lower secondary education making 7 years of school education, usually from age 6 to 13 years. The Elementary Teacher Education named as Proficiency Certificate in Education deals with the preparation of elementary school teachers.

Curriculum - a changing concept

The term "curriculum" assumed different meanings at different times. These meanings grew progressively. In the beginning, the term connoted only the subject topics and then the courses of study. Later it was conceived as a programme of activities, designed for pupils to attain certain specific ends or objectives.

The research in education and psychology contributed much to the field of curriculum development. Various new ideas fused with the concept of curriculum. Krug (1956) referred curriculum to all the means employed by the school to provide students with opportunities for desirable experiences.

Taba (1962) conceived curriculum as broader or general aspects of purposes, content and methods; and differentiated it from teaching and instruction which are taken as more specific aspects.

MacDonald (1965) defined a curriculum as a plan for action i.e. a plan which guides instruction. In Jonson's (1967) opinions a curriculum may consist only of a
structured series of intended learning outcomes. All else is instruction. Thus, there appeared the controversy of curriculum and instruction. While Doll (1970) mentioned curriculum as all those experiences which are offered to learners under the auspices or direction of school.

The distinction between curriculum and instruction that Johnson (1967) draws becomes significant for it leaves far reaching effect on the development of the concept of curriculum says Robert Zias (1976). He referred Beaucham's (1963) distinct version of curriculum as a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrolment in a given school. Through this analysis Robert S. Zias (1976) distinguished between the hidden curriculum and functioning curriculum, the former being a written plan as the curriculum document or inert curriculum and later the curriculum in operation in classroom as functioning, live or operative curriculum. Zais (1976) stated that the curriculum provides direction for classroom instruction. It is the teacher's prerogative and responsibility to interpret and translate the curriculum document in terms of his or her own and students' experiences. It is properly stated that at the planning stage it seems reasonable to conceptualize the curriculum as a tangible document, which can be referred to as a plan for action. But at the evaluation stage, curriculum must be conceived unavoidably as a cluster
of phenomena embedded in the live classroom situation.

Zais (1976) further specified that curriculum design most commonly refers to the arrangement of the components or elements of a curriculum that is often termed as curriculum organization. Curriculum design includes goals and objectives, content, learning activities and evaluation. In the present study, the concept of curriculum and its organisation is used as such in the context of the elementary teacher education curriculum.

MacNeil (1977) classified the models of curriculum into humanistic, social reconstructionist, technological, and academic. Humanist see curriculum as a liberating process that can meet the need for growth and personal integrity. It is cautioned not to be confused with liberal arts tradition such as art, music, or literature, which deals with the human being through cultural creations. Social reconstructionists stress societal needs over individual needs. They place primary responsibility on the curriculum to affect social reform and to derive a better future for society. The technologists view curriculum making as a technological process for producing whatever end policy-makers demand.

Lawton (1931) remarked that two general issues emerged during the seventies: (i) the content of the curriculum, and (ii) its control. Underlying both these issues are two very different approaches to the curriculum, which may be referred to as the behavioural objectives and the cultural analysis models. The former focuses on 'efficiency', the
later on 'justification'. The behavioural objectives model tends to take the existing curriculum pattern more or less granted but aims to improve it by clarifying objectives, relating these to specific changes in pupils' behaviour, and to evaluation. In that sense (and some others) it is a conservative model, likely to appeal to those worried about standards, measurement and minimal competency. At the other extreme, the cultural analysis model is concerned with radical, fundamental questions such as 'What are schools for?' 'What is knowledge?' 'What knowledge and what kinds of experience are most worthwhile?', 'What do pupils need in order to be able to participate in our society now and in future?'. And commenting upon these models it was said that a preference for one model rather than the other may depend on deep rooted values, priorities and prejudices, but each has certain strengths and weaknesses which should be carefully noted. And he (1971) defined curriculum as a selection from culture of a given society. But he warned that if any important 'area' is missing from a pupil's curriculum, then that individual has been inadequately educated and also suggested that a well-planned curriculum should cover all the kinds of knowledge, skills and desirable experiences defined as educational including the avoidance of premature specialization. Side by side, he strongly suggested that teachers should be much clearer about what they are offering, and what advantages they hope will be gained by their pupils from these educational experiences.
The teacher education curriculum is supposed to be oriented with the respective school curriculum and be developed for the personal development of the teachers themselves.

**Evaluative Study of Curriculum**

Aims, goals, objectives, content, teaching-learning activities and evaluation are the components of any curriculum. An evaluative study of curriculum deals, firstly with the congruency among the components of the whole. In this process, the goal-evaluation is first. This phase of evaluative study seeks to analyze whether objectives are in correspondence with goals and again goals with the broad aim. The second phase analyses the content selection and organisation in its correlation with the set objectives. Content congruence with objectives followed with their relevance for teaching-learning activities are arranged to meet the stated objectives. Later comes, the stop of analysis of the tools and processes of evaluation. Thus, an evaluative study deals with the coherence of the goals and other components of the process of curriculum. The process evaluation is a concomitant variable. Towards the completion of this process, the product evaluation is determined. In this connection, Zias (1976) states that in evaluation of the curriculum, the provision should be made for frequent references to commitments in the fundamental areas such as the culture, the individual, learning theory and epistemology. For this purpose, an evaluative study will make the following considerations:
a) Do the objectives reflect movement toward the kinds of society and individuals for which we hope?

b) Does the content and its organisation reflect our beliefs about the nature of knowledge?

c) Are the proposed learning activities consistent with our notions of how human beings learn?

d) Is the evaluation itself congruent with our fundamental and theoretical commitment.

As the curriculum evaluation is meant for the desired outcome in terms of the behaviour of learners, it is the main goal of curriculum evaluation.

Role of teacher education:

The year book of education (1963) mentioned that 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 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.

The Education Commission (Ministry of Education, Government of India, 1964-66) stated that of all the factors which influence
the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

As is the teacher so is the school. Despite beautiful building, up to date text books, liberal laboratory facilities, abundant instructional aids and huge libraries, a school is a log with a teacher on one end and a pupil on the other. The best of facilities count for little if the teachers are inadequate in personality or preparation. In this context a teacher should be educated as well as trained, and in the sense that his education goes beyond what schools can offer; and that his training should be conceived of as not merely vocational but professional. To make these things a reality, two advances are seen necessary by Hillard (1971): education in the colleges must come closer to what higher education should be, and initial training must be seen as only the first part of a training that is continuous throughout a teacher's career.

Class-room teachers are the general practitioners. It is their competence, their sense of responsibility, their code of ethics, and their esoteric knowledge which will finally give education true professional status. Their task will be to ensure the schools safeguard the interests of individual
children and reconcile them with the demands of wider society (Bernard, 1952).

A change in the society involves change in education, and consequently reshaping and restatement of the task of education, which in their own turn necessitate a new approach to the teacher's own education and training. The teacher being a part of the social structure, is expected to conform to the school philosophy of a community and then work for its betterment from within.

Adams and Chen (1931) viewed that teachers who have had the relatively greatest amount of education and professional training are given more responsibility and autonomy than those who have the least .... Interpreted idealistically, this could be taken to mean that education and training 'liberate'. This is, they provide a secure basis for the exercise of professional and responsible judgement.

Challenge of Education—a policy perspective (Ministry of Education, Government of India, 1985) pointed out that teachers' training for new entrants will yield long term benefits. Three factors which are crucial to the quality of education are: the calibre, work ethic and pedagogic skills of teachers. Global Orientation to teacher education:

The modern system of teacher education is of recent origin. As teaching began to be recognized as specialized activity and a separate profession more attention began to be
given to the training of teachers.

Pestalozzi (1746-1827 A.D.) developed a scientific method of teaching and also conducted the same with success. Andrew Bell (1797) published "an account of the monitorial system adopted in Indian schools". In most of the European countries training is considered desirable only in case of primary school teachers. In France, the aim of secondary education is discipline and training of the mind through various studies. Subject matter is more emphasized than the child. The science and art of education is neither studied nor cultivated as something separate from the study of academic subject. (Adaval, 1957). In the English system the training of teachers is closely related to the functions they are to perform in schools.... As the concept of child education changed recently by becoming broader and more child-centered, the training of teachers also became broad based and comprehensive. It is now viewed as an attempt towards total education of teachers, development of their personality and generating in them a healthy attitude towards social and educational life of the community (Adaval, 1957).

Educational programme of training colleges consists of professional and academic studies, teaching practice and social and cultural activities. Almost all training colleges organise an introductory course of three or four days to initiate students into their new environment and method of study. During this period, students make informal and friendly contacts with the staff and among themselves, get an idea of their new community life, know their environment and accept a new position of being student-teacher.
Professional studies concern especially with principles and practices of education which include principles of education, educational psychology and history of education. These studies are common courses. Their aim is to build a sound professional attitude and to give the students a background of those basic principles which may help in class teaching. On the teacher education programme in England Helen Arnold (1975) remarked that "... courses in the theory of education, now almost universally split into psychology, philosophy and the Sociology of Education, and professional or curriculum courses including tuition in the teaching of subjects for particular age ranges. The theory course often seems irrelevant to the student in training. Regarding practice teaching, each student has to do actual work in a school for a total period of twelve weeks. In England, the teaching practice is undertaken at intervals during the three years - (Helen Arnold, 1975).

In America, by the end of the 19th century, normal schools grew in number and began to be considered the chief agency for preparing teachers for ordinary schools. Pongburn (1932) described that these training institutions attempted to give command of elementary subject matter, academic secondary studies, and professional studies including history of education, science of education, and methods in the elementary branches and mental science.... The majority of city Normal schools at that time admitted only high school graduates to a one year course of technical nature.
Normal schools in the United States turned into Teachers' Colleges and awarded degrees for the courses from two to four, or in some cases five years. These colleges offered courses for elementary school teachers. The professional part of the programme included (1) Philosophy (history and principles of education) (2) Educational Psychology (3) School management, (4) General and Specific methods of teaching (5) Observation of lessons and practice teaching. Later, new features emerged such as use of innovations in the field of educational technology of teaching, programmed instruction, mass media like television and their use in the educational process.

Hillard (1971) argued that courses of teacher education seem badly in need of a tighter concentration of carefully selected aspects of educational theory which are directly related to the practical tasks, likely to fall to teachers in the first few years of their professional work. During this time young teachers will be largely concerned with the work of class-teaching.

Iannone (1977) mentioned that in teacher education programs across the country there are five distinct orientations viz., performance orientation, community orientation, models of teaching orientation, human orientation and realism orientation. It was said that in the late sixties and early seventies the teacher education literature has been filled with such terms and concepts as, "competency based, cost effectiveness, cost benefits, delivery system, feedback-loop, modules, hardware,
soft-ware, input-output analysis and so forth". Both the cry for accountability and the Federal government's interest in a system approach for education have influenced teacher education program designers to start looking at these terms and concepts for application in the teaching learning process.

Iannone (1977) observed that very few teacher education institutions have implemented any of these orientations, except perhaps on a small scale of experimental basis. Unable to generate the commitment and energy among teacher educators to move beyond their methods courses and student teaching programs, teacher educators hide from this reality by being concerned with the application of ideas... Unless we in teacher education start being honest about our own feelings, insecurities, and struggles, we won't be able to bring any sort of cogency or "balanced wheel approach", to the orientations presented. 

Education in USSR was based on Lenin's view that the school apart from life and politics is a lie and hypocrisy. Thus the teachers in USSR are trained with two main purposes in view: first is to see that they are politically reliable and loyal to the teaching of the party, secondly they are prepared to illustrate in every way and maintain the relationship between general education and economic life of the country. Soviet ideology believes that without teachers there can be little education, without education the standard of living cannot be raised and masses cannot be taken beyond the yoke of poverty and will continue to feel insecure.
In USSR, Teachers' schools prepare for kindergarten and creches first and offer courses in Russian language, singing, drawing, and physical training followed with methods of teaching the students to formulate mathematical notions, developing speech habits and conducting nature study. Those who plan for primary education, study Russian language, arithmetics, history, natural science, drawing, manual labour, singing and physical culture along with the methodologies involved in the teaching of these subjects. Thus there appears the system of blending methodological aspect with the subject matter to teach. Both the groups, for kindergarten and primary, offer pedagogical training and have practical aspects of teaching observation and participation.

Philosophical notebook (1963) mentioned that the methods arising and developing through the actual process of teaching are as original and unique as the personalities of those teachers and pupils who create and improve them, and as the conditions and work-style prevailing in each school. Teaching techniques can be epitomized as a set of teacher-pupil coordinated and inter connected activities in class. Each particular technique, each particular method will achieve its purpose only if it is expressly designed to do so, this purpose - serving quality being of crucial significance in solving the problem of how to teach any by what method.

Zverev (1963) observed that there is a recent trend of coordinated teaching of various subjects and in the absence of
unity of purpose and coordination between specialist teachers one can never be expected to solve the problem of effectively harmonizing teaching with personality development. The teacher's main concerns are toward off-slips and errors, to fortify self-confidence, to make the pupils enjoy learning and to instil in them perseverance.

The resolution on education policy in India (1904) mentioned those attempts to make teaching as a profession and to train the prospective teachers. The Calcutta University Commission (1917) desired to design education as a professional course and to promote to the status of academic discipline.

In India, since 1950, teacher education had made several meaningful strides. In 1950 an All India Conference of Training colleges (Baroda) discussed common problems confronting the world of teacher training. The Secondary Education Commission's Report (1953) referred the three types of teacher training institutions - Primary or Basic, Secondary and graduate working in India. The whole period of the development of teacher education may be classified into the three categories as follows:

a- The period of status quo, 1950
b- The period of flux and experimentation, 1960.
c- The period of reconstruction and implementation, the onward.
The National Education Commission (1964-66: India) reported that training and quality of teachers is the real need of the time and recommended to improve and increase training facilities; to improve quality of training institutions and of teacher education programmes, and to set up organisational agencies for maintaining standard in teacher education.

In the context of teacher education in India, Mathur, V.S. (1968) is of the opinion that the one year course of teacher education lack sufficient professional preparation and suggested to use the full time to cope with the extension of professional courses. Concerning effectiveness of training, he mentioned that although no authentic investigation in this direction is available, the general opinion so far gauged is that much of what is taught in a training college is neither worth practising nor is actually practised in schools; and nothing much, if at all, is carried over to the field. Some optimists, however, do believe that some small skills and habits like the use of black-board, questioning, pre-planning of lessons may persist in the newly trained persons at least for sometime eventually to die a natural death in uncongenial atmosphere.

Adaval and others (1984) in their analytical study of elementary teacher education in Indian context made an observation that in principle, one of the primary aim of all teacher education systems at all levels and stages has remained to produce "good" teacher, although these systems have
differed from one another because of differences in the means and interpretation of the word 'Good'. In olden times, the concept of good teachers rested on high scholarship and moral character, later on it shifted to subject-competence, while still later it meant a highly disciplined traditionalist. In an Indian industrialized and progressive society it would be difficult to define a good teacher because of the value considerations involved in it, but by and large in a democratic set up, the accent would be on a rational being who can share with the community at large, form of critical understanding and promote rational judgement. Hence mental culture, free judgement, academic freedom and autonomy, twin approach of theory and practice, local need oriented, and widening horizon of working with the community people should be envisaged and emphasized. It was pointed out that the National Council of Teacher Education could play an important role for characterizing the concepts and operational aspects in organizing task oriented teacher education programmes (Adaval and others, 1984).

Concerning the reform of teacher education, UNESCO has advanced various suggestions. In 1953 UNESCO pointed out the trend of teacher preparation for rural schools in Asian and Pacific countries.

The report of the meeting of International Experts on the current problems of teacher education (1970) clarified that teachers in our time are no longer mere disseminators of knowledge, they must know how to appraise and distinguish that
which is useful for the development of an individual and society. The report concerned with the course content for teacher education specified that academic courses be offered both for personal development of the trainees and for the subject matter, which they will subsequently be called upon to teach in the schools.

Concerning the reform of teacher education, UNESCO reported (1978) that one of the major problems of teacher education is the complete lack of overall planning with respect to formal teacher education as conducted by the universities and colleges.

Reviewing the international literature on teacher education it is understood that, the situation of teacher education still is in need of quite enthusiastic endeavour to improve it.

Empirical Studies

Though the teacher education has been much debated, but only a few empirical studies have been reported on the subject. The studies available in the literature have been grouped into the three main areas; viz: a-curriculum, b-evaluation and c-impact.

Armstrong and Purvis (1973) concluded that rural-urban differences might suggest changed pattern of different student based teacher preparation curriculum. ICE, Nepal (1974) found in
its national survey that the school classes were dominated by teacher activities and teacher ideas. Pfau (1979) found on a Nepal sample that the teachers gave fewer directions for students to do things. Shrestha (1980) reported that in Nepal, many of the academic programmes of the University have failed not because of the programmes were inherently defective but because sufficient orientation for teachers were not given. CERID (1980) observed that most students are found lacking the skill to solve arithmetical problems. They are found to have a particularly weak foundation in the four simple rules of arithmetic and in the way they are applied in practical life... the education system itself must be adjusted to their real needs. Mali (1982) recommended for Nepal that the techniques of handling of different concepts to suit children's cognitive capacities should be made part of teacher training curriculum.

Joshi (1985) found that the teacher preparation needs which were not addressed through the current IOE curriculum at primary level are:

a- Science education
b- Community education
c- Democratic education
d- Social education
e- Appreciation of Arts
f- Rural development
g- Child study
Singh (1960) studied on the qualities of a good teacher as ranked by the High School Students and found that subject matter mastery, impartiality in evaluation, refrain from corporal punishment and to be conversant with teaching techniques were preferred as much needed qualities. Joshi (1962) conducted a survey of the opinions of B.Ed. students on the evaluation system and found that both subjective and objective questions, relaxation of time limit, and permitting books for consultation during examinations were advanced as suggestions to be incorporated in the evaluation system. Suwannachairop (1980) found that college teachers (Thailand) have defective teaching methods in themselves. Students do not develop confidence and appropriate knowledge in methods of teaching before they start practice teaching.

Impact studies in the field of teacher education have more popular among researchers. Some of them were conducted in the area of teacher performance. Flanders (1967), Jackson (1968), Popham and Baker (1968), Mallis (1970), Popham (1971), Simons (1975) found that trained and untrained teachers did not differ significantly in bringing about learning in pupils. Husen (1972) in the report for World Bank (staff working paper No. 310) stated that the support for the importance of teacher variables as determinants of student achievements in less
developed countries is far from impressive. As it was cited in the report that Youdi (1972), Beebout (1972), Comber and Kees (1973), Fuller and Chantavitch (1976), Husen (1977) were consistent in their conclusions that students perform better with more highly trained teachers. But in Nepal, Karmacharya (1986) found that no different methods were used for teaching of social studies, health and language. Even the trained teachers did not possess knowledge and skills of teaching different subjects differently. CERID (1982) reported that trained teachers used direct and indirect teaching almost for the same amount of time, whereas untrained teachers apply the method of direct teaching a little more than that of indirect teaching. Doylo (1982) found in his study that neither academic nor student teaching achievement were significant predictors of social behaviour expectation, nor did social behaviour expectations predict student teaching achievement. Guthrie (1983) in an evaluation of Secondary Teacher Education in Papua New Guinea reported that the effect of teacher education in developing countries have been controversial. There looked discrepancy in effectiveness of training.

Only a few studies have been reported in the area of attitude development. Pannu (1964) found that the whole education system was in a mess, and one of the most important reason for this situation was the prevailing discontentment and frustration among the teachers which arises from multifarious
causes of socio-economic and psycho-administrative nature. Singh (1968) found that the conditions of training institutions produce adverse attitude towards teaching profession. Kaur (1973) found that effective teachers generally possess favourable attitudes whereas non-effective teachers unfavourable attitudes towards teaching. S.F. Kaur (1977) found the difference between the Government school teachers and private school teachers and male and female teachers for their job satisfaction situation.

Rationale of the present study

Teacher education has been a scapegoat for decades all over the world. It has been debated for its feeble impact on school environment in general. On one hand it has been criticised for its weightage on theory and practice, and on the other hand, for the stress on subject matter and method. In reference to developing countries, where the rural sector is predominantly large, the teacher preparation programme, needs a special rural bias.

Under the foggy nature of teacher education programme, most of the empirical studies report either on one aspect or the other of the total curriculum. Insufficient orientation, faulty courses, lack of integration between theory and practice, inadequate training of class-room teaching and lack of desirable attitude are the issues pointed out time and again in the empirical studies.
Teachers have the pivotal role for whole of the education system. Unless they are qualified, competent, motivated, satisfied and well equipped with suitable facilities, the efforts for quality education in the schools are bound to fail.

In Nepal, the development of the teacher education has a history of about four decades. During this period, many attempts have been made to change the face of the school education as well as the teacher education. The period of 1950s and 1960s remained as a period of expansion and dissemination of teacher education programme. During 1970s various reforms and innovations were introduced. The period of 1980s may be considered as a period of rethinking in the field of teacher education in the light of the effects of different views, suggestions and empirical findings incorporated in the field of elementary teacher education curriculum development. To what extent teacher education programme could be affected in their process and product needs a comprehensive evaluation. Hence the present study namely "Evaluative study of Elementary Teacher Education Curriculum of Nepal" was undertaken by the investigator.

Purpose of the Study

The present study intends to analyse the following aspects:
(a) Whether the present Elementary Teacher Education Curriculum is relevant to the needs of the school in Nepal.

(b) How does the organisation of the present Elementary Teacher Education Curriculum maintain the correspondence among:

I- Objective
II- Content
III- Teaching-learning process
IV- Evaluation techniques and
V- The Follow up activities

(c) What is the impact of the elementary teacher education curriculum on students' performance, teaching competency and job satisfaction.

Specific Objectives of the Study

In order to accomplish the above mentioned purposes, the study concentrated specifically upon the following objectives:

a) to review the objectives of elementary teacher education;

b) to examine the syllabi of the elementary teacher education;

c) to investigate the instructional programme of the elementary teacher education;
d) to examine the evaluation system for the product and process of the elementary teacher education;

e) to study the attitude of prospective teachers towards the elementary teacher education programme;

f) to assess the coordination among the different components of the functional curricula for elementary teacher;

g) to study the impact of the teacher education programme in the actual classroom situation of the elementary schools and that on the job satisfaction among teachers;

h) to formulate a hypothetical elementary teacher education curriculum based on school community needs, the national aspirations and modern trends in teacher education.

**Delimitation of the Study**

Teacher education as generally conceived, covers pre-service and inservice education programmes for the school teachers as a whole. The present study delimits itself only to the proficiency certificate in Education which authorises one to teach classes I to VII in schools. The course under investigation of the proficiency certificate in Education deals with:

a- Professional Education courses

and b- Specialisation courses of social studies.
For the purpose of the impact study, only the government aided schools have been taken for the collection of data. The data on different aspects of the study was collected from the students, teachers, experts and administrators, the details of which have been discussed in the following chapter.