CHAPTER I

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1. Education

1.1 Education is a three-fold process viz. imparting knowledge, developing skills and including proper interests and values as stated by Ananthakrishnan M.V. (1980).

Lokmanya Tilak, the founder of the Swaraj movement has taken the education in the widest sense, which includes education of the child, the masses and above all the humanity. According to him, the educational system is the agency which looks after the development of the child to adulthood so that it can take proper place in society in which it lives. Lokmanya Tilak has interpreted national education as a system of education which helps the child to develop itself wholly, both physically and mentally, by giving it through scholastic subjects that knowledge which gives the right interpretation of the pupils's environment in proper perspective and develops a capacity to react to the environment to live a successful life. According to him an educated person shall have no difficulty in finding the right profession and a satisfactory way of life. Lokmanya Tilak insisted on coupling education with different scholastic subjects with the practical side of the same. The National council of Educational Research and Training, Delhi, views education
as a single most important instrument of change, whether this be regarded as predominantly economic or social. The social aspect of human life is maintained and transmitted by education. It is education, which promotes the intelligence of a man, enables to be industrious and ensures his progress. Mahatma Gandhi interprets education as an all round drawing out of the best in the child and man - body, mind and spirit. However, the best in the child can be drawn out only after giving him the knowledge and the experience. Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life. It is an effort to secure for every one the conditions under which individuality is most completely developed. Education is the complete development of the individuality of the child so that he can make an original contribution to human life, according to the best of his capacity. Education is the development of the power of adaptation to an ever changing social environment. It is an activity or a process which transforms the behaviour of a person from instinctive behaviour to human behaviour. Education is the training of the eye and the mind so that the individual should make correct responses to the problems and opportunities of life, physical or mental.
1.2 Initially, the education gave the exclusive emphasis on physical development of the child. The whole personality of the child was not taken into consideration. Later, the development of the spiritual and moral side of the boy or girl was emphasised. For centuries intellectual development of the child was held supreme. This means only teaching him certain academic subjects and certain skills like reading and writing. The non-cognitive aspects of his personality like aptitudes, emotions, appreciations, tastes, etc. were completely neglected. Recently the emphasis of education has shifted to the development of social side and civic efficiency of the child. In other words, education has been catering only for the segments of student's whole personality. It never catered for the balanced and integrated growth of the child. When all the sides of the child, physical spiritual and moral, intellectual, social and aesthetic are harmoniously blended and developed then it is called integrated growth of the child. This consists in educating the character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country and the development of their literary, artistic and cultural interests.
1.3 The post-independence of educational history in India has been one of unprecedented expansion. India had, in 1969-70 about 40,00,000 primary school, 90 universities or University level institutions and 3000 colleges. The number of students attending these institutions today exceeds 70 million. The Indian system of education is, in fact, one of the two largest educational systems, in the world and is still continuing to expand. The rapid expansion of education in India has posed serious challenges to educational planners and administrators all over the country. There is a strong tendency in most developing countries for the educational administrator to look more to educational developments in developed countries than in his own country. The educational systems in most developing countries have been patterned on foreign models. There has been little evidence of a desire to learn from conditions at home or from innovations and experiments tested locally. There is a growing realisation that blind reproduction or transplantation of foreign models will simply not work. Education in India is largely a state subject, as a result of which a wide variability of educational policies and practices have come to be followed in different states in the light of local conditions.

1.4 Shankara Guda K.V. (1970), Education Minister,
Mysore in his address at the Inaugeration of the Programme of Field visit of State Education Department to Mysore has stressed that Education is the foundation of all developments in the country and it is necessary that there should be a proper and purposeful educational system in India. After the advent of independence the thirst for education has increased greatly and there is a demand from all quarters for expansion of educational facilities at all levels. There has been a great deal of expansion in the field of education, but one regrettable feature is that there has been no commensurate improvement in the quality of education. A number of new institutions have been opened without giving sufficient thought for providing them with minimum requirements for maintaining reasonable standards. As a result, there are now many schools without buildings, trained teachers or libraries and laboratories.

1.5 According to Joshi R.D. (1979) education helps a person in the unfolding of his personality by bringing forth and revealing the potential qualities in him. Education develops the mind, the physique, the senses and the skills and nourishes the thinking quality of the learners. It affords a means for a person to earn his livelihood and also serve the society in several ways. It can recreate and enliven personal interest in several facts of life. Viewed
collectively and on a wider scale it enables the nation to get an able administration, achieve a high level of production, provide gainful employment and offer welfare facilities to its citizens. Education should be perceived with a wide compass of things and events in the life around, which directly or indirectly influence the making of individual rather than just a narrow concept of education dealing with class rooms and examinations which certainly have their own place but whose relative importance and value need be modified in the overall totality of life. Beyond the usual coverage under education of nursery and kindergarten, primary school, the secondary school and going further up in the hierarchy, the college and university together with related aspects, we must also deal with work study and work experience, vocational commercial courses, practical training, apprenticeship schemes, exposing students to life situations, development of fine arts and industrial skills, cultural activities and community centres, learners and earners, on the job workers, research both fundamental and applied, educational technology as well as education through mass media such as radio and television. Education in a country is as complex and dynamic as the socio-economic conditions prevalent there, and in fact largely dependent on it. Education plays a very important role in the making
of men and the moulding of their qualities which go to make the nation what it is. It is again for the men to mould the educational system to achieve the best results. The educational system can play its part in correcting social ills, and in strengthening, if not shaping the national character of people to serve as a solid foundation whether it be fello-spirit, team spirit, industriousness, discipline self-confidence or other individual and corporate virtues which constitute the basic requirements of a prospective society. The socio-economic relevance of education is obviously noticeable in economic cycle linking education with production.

1.6 Naik J.P. (1975) in his Tagore Memorial Lectures, emphasises that Education and development are not two different things but merely two sides of the same coin; education should lead to development and development should create the motivation for education as well as provide the tools for it. Education needs to be transformed into a powerful instrument of social change and closely link with national development. It must be primarily orientated to the masses of Indian people who still live below the poverty line, create new self awareness among them and realising their productive capacities enable them to participate effectively in nations building.
1.7 According to Taneja V.R. (1976) Education is an attempt on the part of the coming generation in accordance with its own ideals of life. Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity, Education is the development of the power of adaptation to an ever changing social environment. Education is an activity or a process, which transforms the behaviour of a person from 'instinctive behaviour' to 'human behaviours'. Education is a conscious purpose to train the children for fulfilling the responsibilities of adult life. It develops in them thinking and reasoning power in order to fit them to rise to the occasion when they are faced with the pressing problems of home, community and worked. Education is the training of the eye and the mind so that the individual should make correct responses to the problems and the opportunities of life.

It is the prime concern of education to direct the undeveloped capacities, attitudes interests, urges and the needs of the young people into the most desirable channels. The instincts in the child have to be properly directed in order that their satisfaction may be socially acceptable. Educative process is nothing but directing the children to have worthy interests in the various phases of life. Education creates
an environment which is stimulating to develop desirable attributes of individual as well as social personality. It must open out to the people a wide universe of worthy objects. In wider sense education includes every influence in life. Our character and faculties are influenced by various factors, - the home life, the social life, the religious atmosphere, the environment etc. All these are indirect agencies classified under the categories of 'Informal Education'. As against this the education at the school is 'Formal Education' where teaching is direct.

1.8 According to Ashraf Jaweed (1978), the Soviet system stand for socialist education. The educational system of the Soviet Union is growing and developing reality. Peter the Great introduced the concept of modern education in Russia. He began the secular traditions in Russian academic life and tried to link education with production and technology. All democratic elements right up to the Bolsheviks, upheld the ideal of secular, democratic and scientific education for the masses. They continued the struggle for the unity of teaching and culture expressed the word 'Education'. The Soviet system of education as it developed, was really the product of practical needs. It had to produce cadre to man factories, power houses and
collective farms which were being build up by the revolu-
tionary socialist society.

2. **Teacher and Teacher Education** :

2.1 All developing countries and even some of the advanced countries are gripped by an anxiety to secure new teachers of quality and to upgrade the quality of those already in the profession. The growth of science and technology has been so phenomenal in recent years that it has set into motion radical changes in the very nature of the social organisation of old and new nations and compelled them to review and recast their patterns of living into appropriate new moulds. Redo adjusting the educational system and placing it into the hands of teachers who are sufficiently able and trained to make it an instrument of social change is the most important measure for answering the challenge of this 'Age of Science'. Since education is the prerequisite for economic productivity and removal of economic backwardness in this scientific age, economists are insisting that education should show its traditional role of preparing "gentlemen of leisure" and instead produced skilled workers in every sphere of life. They have emphasised the need for teachers of quality, Educators, economists and other social scientists from the advanced
and developing countries have been doing considerable joint thinking in recent years for devising an educational system that would face all explosions squarely and prevent an accentuation of the harmful imbalance in economic and cultural conditions already prevailing between advanced and developing countries. As economic imbalance inevitably cause political imbalances, the attention of thoughtful politicians is also gratitating towards the quality of educa- tion and the need for securing able teachers who can raise and maintain quality.

2.2 Though a remodelling of the content of education is essential for its qualitative improvement, it has become obvious that a revised curriculum can be of no avail if, teachers possessing the requisite scholarship, skills and vision are not available for putting it across. The concern over the quality of teachers is, therefore, increas- ing. Dr. D.S. Kothari, Chairman of the Indian Education Commission, once observed that the teacher is "the single most important element in education". The World Confedera- tion of the Organisations of the Teaching Profession declared in 1963 that "The essential condition for Quality Teaching is a Quality Teacher". Naturally, therefore, much is being done in advanced countries to ensure the quality of teachers. Increased years of general education,
better recruitment, intensive professional preparation and provision of opportunities for further academic and professional development, are some of the chief measures taken for raising it. In the United State, the teaching profession itself has begun to insist on enhanced certification requirements for its members. Though the problem of growing enrolments and shortage of teachers faces even the advanced countries, their instance on securing better prepared teachers is on the increase.

2.3 The demand for better teachers is growing stronger because education is now viewed as an investment in the development of human resources for ensuring economic growth. However, if education is to be considered as economic investment, it must have a Sterling value. In addition, all potential must efficiently, be utilised. It must, therefore, proceed according to clear plans and phased schedules; function under the vigilant care of a highly talented body of administrators and supervisors; have physical facilities and equipment which save labour, increase speed of learning, promote its precision and ensure a finished educational product; be tackled by well-trained teachers possessing enough skills and motivation to utilise every factor that can maximise educational attainments and, minimise the costs. Everything considered, it is the
quality of the teacher that would ultimately decide whether education is going to be a real investment or not. Today, therefore, if there is any point of social policy on which the economists and thoughtful educators are in complete accord, it is the need for teachers of quality.

2.4 Though the quality of the teacher is, without question the key-stone of the edifice of effective education, several other factors are also involved in the harmonious construction of this edifice. If they are not available in adequate proportion, the quality of the teacher can neither be maintained nor utilised to the maximum extent. Such factor, therefore, have to be viewed as the variables that impinge upon the quality of teachers. The important ones among these may be identified as follows and considered one by one, in relation to our situation: 1) Traditionalism in education; The role of education as the producer of scholars, social reformers, high officials and white-collared workers usually becomes so firmly entrenched in a traditional society like ours that its new role as the producer of scientists, inventors, technologists, agronomists, skilled industrial workers, and innovators in all walks of life, cannot be easily grasped. In traditional education, the teacher has had only to keep the class engaged in completing the prescribed curricula and making the studies simple enough
to enable pupils to pass their examinations. Apart from this, there is also a vague expectation that teachers should transmit the cultural heritage of the society and build up the "personality and character of the pupils" most through some co-curricular programmes. No special efficiency in modern instructional techniques or insights into the productive functions of education are expected of them, because education is looked upon as a means of entering government services, white collar occupations, political activities - in short, a life of few exertions and many advantages. Educational institutions are more a symbol of social prestige than instrument of socio-economic change. The growth of such institutions, in recent years has only served to consolidate the traditional character of our education. In the societies which are already modernised, it is easy to read just the roles of the educational system and its teachers to meet the demands of socio-economic changes. But in the developing countries which are still largely traditional, the task of changing the goals and structure of the educational as also the roles and functions of the teachers, is not simple. For them, the new function of education as an instrument for attaining the national goals which stand conditioned by the twin impacts of science and technology on one hand and the increasing complexity of
international relations on the other, is not easy to understand. Moreover, the emotional security of traditional societies lies in their inertia and, therefore, all changes which are likely to disturb it are viewed with suspicion and fear. Whatever is familiar, is safe. Changes require readjustments of habits. This calls for much mental effort for which the tradition-ridden mind has a distaste. It, therefore, resists innovations, either by calling them unpractical and ignoring them or indulging in hostile criticism against them, or simply ridiculing them. Unless measures for reform are wrapped up in traditional pacing they cannot be made acceptable. All this applies to the problem of creating a receptive social atmosphere towards the new roles and quality of teachers. The reluctance to accept new reforms in teacher-education has to be viewed from this standpoint and suitably tackled. 2) **Content and Method of School-education**: If innovations are to be successfully initiated, the traditional methods of education must be clearly seen and examined. Even a cursory glance shows that at the post preprimary levels, the system expects the student to cram for prescribed text-books, and correctly answer examination questions. Teaching means either lecturing, dictation of notes or mechanical questioning to elicit information. Examinations are designed to test what the student does not
know. The efficiency of a teacher is assessed from the number of students he can push through an examination regardless of how much he manages to teach them or they manage to learn through this process. When curricula are revised, they merely receive an addition of more subjects or more topics. The meaning of "standards of education" is rarely examined from the point of view of what the given type of education is expected to achieve at the particular stage of education for which it is prescribed. Most of the students and teachers involved in this system continue to go through the courses without knowing why they are studying the prescribed curriculum. The over-emphasis on the use of books at the higher levels is counter-balanced by an over emphasis on the "activity method" at the primary level. It more or less rejects the connection of books with experience and active learning. Such extremes of "Experience Centered" methods which underestimate the utility of books are a unhelpful as extreme bookishness. The fact that there is no logical antagonism between books and experience or between the natural environment and the class-room, is often lost sight of by many of us. We find that either the first or the second tradition is firmly defended, mostly from an emotional concern for its stability. This causes a confusion about what teaching techniques a good teacher should adopt.
3) **Composition of the teaching profession**: In a developing country subjected to the impact of the explosion of rising expectations, a rapid increase in enrolments and institutions becomes inevitable. The shortage of well-educated persons, however, compels the country to recruit poorly educated persons to meet the speed of expansions. At the primary stage where the expansion is the greatest, such recruitment assumes a vast size. The low educational attainment of the teachers results in an increase in the failures and "drop-outs" of pupils. Much of the large financial provision for primary education is thus wasted. Even those pupils who somehow manage to pass examinations know very little except those parts of their text-books considered "important for answering examination questions". The shipments of confused information gathered by them fail to serve as a base for replacing their traditional habits of work by the new skills required for developmental activities. At the primary stage, teacher-costs consume most of the financial outlay and very little is left over for the supply of satisfactory physical facilities and teaching aids. But even if finances were available for provision of effective teaching, they would lie idle unless teachers who can use them are provided. Educational economists have, therefore, emphasised the need to recruit teachers who have at least completed secondary
education, in order to introduce the use of new teaching aids and effective techniques of instructions, which would reduce failure and wastage. The application of such techniques as visual aids, programmed learning instruction by radio and television and the use of modern curricula and text books depends on the quality of teachers. Their effective use cannot be expected from persons who do not possess enough academic knowledge of the technical process, involved in them. Together with technical knowledge, the teacher must possess appreciation of the need to discard traditional method. The minimum academic preparation of the members of the teaching force in a developing country, therefore, has to be the completion of secondary education. If such teachers are appointed, the costs of primary education can be kept down by maximising the services of a small group of more highly talented and trained personnel. New instructional techniques are usually devised by an imaginative educator in special institutions, with a selected group of pupils, and with all the advantages of a controlled purposeful environment. They, therefore, rarely fail to produce good results. But when they are used out of the situational context, difficulties begin to arise. When applied throughout the educational system, they fail to produce the desired results. The blame for failure is then placed on the teachers
and as many other people as possible, who are charged with conservatism, laziness, lack of faith and antagonism. But the truth of the matter is that the technique fails because the majority of teachers lack the educational background, motivation, atmosphere and support with which the original experimenter is normally blessed. It is, therefore, the nature of the composition of the teaching force, more than the availability of new methods or technical aids, that determine the feasibility of utilising them. New techniques particularly the radio, films, taperecorder, television programmed instructions and so on, would surely reduce the cost of school education and make teaching more effective. But the condition precedent for this benefit is the upgrading of the teaching force. Such a step generally raise the initial costs. However, the effectiveness of education can thereby be safeguarded. The costs become reduced progressively because with better teaching-force more children can be taught by fewer teachers. Thus, the factors of the basic attainments and nature of techniques are jointly related with the quality of a teacher's performance in the classroom.

4) Administration and Control of the teaching profession: The quality of administration and the nature of the control exercised by it on the teaching profession, are important determinants of the quality of teachers. The procedure for
the selection, a promotion and supervision of teachers determine their status and morals. The nature of control, its flexibility or rigidity, impersonality or personalisation of management procedures - substantially contributes to the maintenance, increase or decrease of the qualitative performance of teachers. If the quality of teachers is to be assured, administration must provide them not only with the security of service-conditions which offers legal protection and redress, but also with the security that is generated by opportunities for professional improvement and advancement. The quality of supervision directly affects the quality of the teacher's work. When able inspectors and supervisors impart to the teachers a continuous "on the job" professional training, they not only ensure instructional efficiency but also imbue the teachers with dynamism. The academic and professional competence of inspectors must be high enough to enable them to solve the instructional and professional problems of teachers. When qualifications, of teachers are raised in the interest of quality, there has to be a corresponding upgrading of the quality of the supervisor. If this does not happen, the supervisory staff leans more towards suppressing the quality of the teacher than maintaining or improving it. Evidence of such unhappy relationship between teachers and supervisors is by no means
lacking in the present situation. The motivation for better professional standards cannot develop simply through such administrative measures as increase in salaries and benefits. Provision of facilities in the school to do good work, encouragement and guidance from supervisory staff, removal of professional isolation by means of a greater participation in the activities of teacher's organisation, are some of the factors that can produce adequate professional motivation. These factors have been recognised quite early by the organisers of business and industry. It would be useful to take a leaf from their note-book, if teachers are to be motivated for a better performance. The status feelings and security of workers in any field are increased by five factors (i) being continuously well informed about one's work (ii) getting chance to be creative in one's tasks (iii) availability of material resources to increase and demonstrate ability (iv) existence of avenues for communicating new ideas and receiving due recognition for them, and (v) getting chances to engage in some activity which is not directly related to the job and in which the worker can express himself with full freedom simply as a citizen. Industrial enterprises have been rapidly increasing the morals of their workers and their output through these motivating approaches which are based on the need for all human beings to find satisfaction in expressing and
and asserting themselves. That "Man does not live by bread alone" is true of every profession. In addition to the "bread" which nourishes his body, man needs a substantial mental nourishment for maintaining the vigour and vitality of his spirit. It is this spirit which is ultimately reflected in the teacher's professional performance.

(5) Organisation and Supervision of Teacher Education:

On account of the difference between their medium of instruction and entrance qualifications, our secondary and primary teacher-education programmes have grown along divergent lines. The medium of English brought secondary teacher education under the control of the universities and the use of regional language kept primary teacher education outside their portals. Today this difference of medium has disappeared but the separation of control remains. One more reason why primary and pre-primary teacher-education could not be placed under the universities was their admission of non-matriculates. The entrance qualifications to universities has been matriculation, now the S.S.C. Even though the admission qualification to pre-primary and particularly primary teacher-education courses has been raised to the S.S.C. in many instances, they still continue with the Education Department, instead of being transferred to the University, as a matter of historical tradition. The tone of teacher-education institutions is undoubtedly set by the traditions of the agency which controls them. Organised
and managed by universities the courses for the professional education of the secondary teachers have largely remained free from restrictive ideologies and practices. The course for primary teachers have, however, been designed from time to time according to definite ideological patterns. At the secondary level, there has been a trend towards raising the academic qualifications of the staff and increasing their participation in the revision of the professional curricula and practices. During the last 10 years, their contacts with schools have increased through extension services. At the primary level, on the contrary, the qualifications of staffs show a lower trend, their participation is not expected in devising the training programmes, and extension services are yet to spread among them. The absence of an agency for coordinating the organisation of our teacher-education programmes has given rise to two closed systems of teacher-education, one under the universities and the other under the Education department. Between the two, there is hardly any mutual consultation and pooling of resources. Consequently it has not been possible for the state to workout plan for an integrated improvement of school education and quality of teachers. While the institutions functioning under the Department are regularly inspected for maintenance and improvement of standards, no such
provision exists for those functioning under the universities. The Department decides the teacher requirements before starting new institutions, but it does not similarly plan the institutions at the secondary level. If the policies for the provision of facilities for teacher-education and its improvement are jointly formulated by all the controlling agencies, a mutually agreed standpoint can be taken on the minimum standards of attainment and the qualifications of teacher-educators at different levels.

(6) **Physical and material conditions of teacher's Colleges:**

In the education of teachers, as elsewhere, the learning that takes place is as much environmental as curricular. The physical and material conditions in teacher's colleges affect the quality of the curricular work of the student-teachers and also influence their professional attitudes. The conditions in which they live and work during their training influence their status feelings as teachers, affect their concern for social values, shape their view-points on school education, and decide the degree of motivation for seeking satisfaction in their profession. It is true that the buildings, furniture, equipment, apparatus and teaching aids required for carrying out professional studies cannot be provided without funds. But the necessary funds have to be provided if teacher-education is to attain its objectives. Durable and functional buildings, suitable furniture,
equipment, laboratories and libraries, clean and comfortable hostels, are amenities which contribute substantially towards effective teacher-education and help to raise the status and quality of teachers. (7) **Curricular for Teacher Education**

The effectiveness of the curricula for teacher education is contained only partially in the topics of the syllabus. Most of it lies in the manner in which the different elements in the total professional programme are interconnected. Professional education is firstly intended to adjust the teacher to a given philosophy of education and secondly, to help him grasp the techniques of class-room teaching. But, if the teachers are to make education meaningful, the professional programme must provide something more. It must give them an insight into the problems of their country, acquaint them both with the pain and pleasure inherent in the profession, offer them a chance for the cultivation of their special teaching talents and lay a broad foundation on which they can build a personal and professional life of intellectual, emotional and aesthetic satisfaction. Professional education must also help teachers to intellectually appreciate the cultural values which have to be guarded and promoted in an age dominated by science and technology and help them to feel the call of art, music and literature. If professional education is to prepare teachers who can build up the physical and mental health of children,
it must first undertake the task to ensure such health for teachers. But such a development of teachers cannot be fully attempted through a formal institutional course. Teacher education, has to be a lifelong process in which the teacher remains a perpetual student. It is these wider viewpoints on curricula and courses that ensure "quality teachers".

(8) Techniques for Teacher Education: The student teacher is a professionally motivated adult and cannot be subjected to the treatment and educational process intended for school pupils. The individuality of the student teacher is fairly developed by the time he enters a teacher's college. He cannot be easily impressed with ideas and sentiments which are not in accord with his knowledge of life and the place that he would normally be assigned in society. Whatever the reasons, techniques of teacher-education, have, therefore, to take into account his social security, professional expectations and the need for adjusting his attitudes and values to the objectives of education. But the traditional methods of teacher-education treat him and a student of general education almost alike. There is hardly a difference in the planning and organisation of the programme of teachers' colleges and colleges of general education. Superficially acquainted with the foundations of education and bored by the monotony of mechanical practice lessons, the student-teachers leave the colleges only to undertake their teaching
tasks with reluctance and difference. The improvement of
teacher-education can be accelerated if emphasis is placed
upon changing three major factors: (i) teacher-educators
(ii) Student - teachers and (iii) curricula. The first
factor is very important because the teacher-educators are
in the strategic position of spreading among the teachers
new ideas and techniques. A systematic effort to concen­
trate on the upgrading and reorientation of teacher-educators
would certainly be the best strategy for achieving liveliness
and quality in teacher-education. Educational expansion
cannot reduce the quality of education only if teachers and
teacher-educators are persons with adequate qualifications.
The strategic value of teacher-educators in introducing and
sustaining the process of change in education is also so
outstanding that the attention paid to it invariably promotes
the quality not only of teachers but of education as a whole.
In a good preservice professional programme the tempo of
work has to be kept high through plenty of daily activity
and its sustenance throughout the year, with very few and
only short breaks for holidays. Still, the courses cannot
be overcrowded with an excessively heavy daily time-table.
If an attempt is made to contain them into a very short span
of time, they get implemented mechanically and their hectic
pace leaves the student-teacher no time to absorb their real
significance. In such a case, training usually becomes a meaningless drudgery and instead of promoting the right values and attitudes, leaves in the student-teacher's mind the unpleasant memory of the continuous grind of work he had to put up with. The plain truth is the professional values and attitudes cannot be taught. Their understanding is to be achieved by a person through self-effort, by analysing a large number of inter-related professional experiences. This process takes considerable time. It is for this reason that the duration of a teacher-education programme constitutes an important variable in determining the quality of teachers. Proper professional attitudes are the motivators of the skills of the teacher. Neither attitudes nor skills can be acquired by him without close observation of children, discovering the problems involved in class-room instruction, noting how they are influenced by other general aspects of the work in the school, attempting to find original solutions to the problems through their discussions with colleagues, and resorting to experimental measures. The educational skill required in the teacher can develop only when a continuous practice is given to him in observing and solving all types of problems involved in educating the child. Further, in a predominantly rural country, the question of school community relations has to
be clearly understood by the teacher through direct experience, even for the successful implementation of the classroom instruction. Such experience cannot be gained except by living in the community for some time and organising school-community programme. In this process of educational discovery, the teacher has also to first discover his own inclinations and aptitudes for the profession of teaching. He has to learn to understand himself in relation to his different functions as an educator of children and a community educator. The teacher-education programme thus involves a study by the student-teacher of himself, his pupils, their parents, the school as an organisation and its relationship with the community which it serves. Though it is true that the preservice programme is only an initiation into the profession of teaching, it must involve the study and understanding of a large number of problems which are concerned with human beings of different types. This understanding cannot be achieved in a short span of time and even the initiation period has to be fairly long. The adequate duration of the preservice professional course, therefore, has been taken to be at least two years for entrants who have completed graduation and 3 to 4 years for those who have completed secondary education. It is considered to be bad educational economy to save money on the preservice programmes by
shortening them. If the preservice programmes send out teachers who are not properly motivated and whose value orientation is vague, the objective of developing the pupils into "human resources" necessary for the country's advancement cannot be served. (9) **Opportunities for Professional Development**: The programme of preservice teacher-education serves only a induction into the teaching profession. It is the starting point for the teacher to further increase the depth and breadth of his professional knowledge by means of independent study and courses of inservice education. For the maintenance of the efficiency of not only teachers but all educational personnel, new knowledge about education has to reach them continuously and as quickly as possible. A wide variety of programmes is necessary to enable everyone to keep abreast of new knowledge and to advance in their professional career through a readjustment of their outlook and skills. The programmes have also to be suited to the kind of location into which they have to work, so that the fact of their being posted in an inconvenient place does not prove to be a handicap in further professional studies. The role of professional organisations in conducting the inservice education of their members is very significant. Ultimately, in a walk of life, it is the worker himself who has to decide that he shall spare no effort to raise the quality of his
work and keep it dynamic. If such a decision does not come from him, external efforts for raising his quality can only have partial utility. The progress of professional development should not be strictly limited to the elements in the job. They should offer scope for the development of special talents and interests, also. A person whose self-esteem is based on achievements not directly concerned with his job, is emotionally more secure and can look at his job performances more objectively. This has a beneficial effect on his total efficiency. Members of the educational personnel, therefore, have to be given encouragement and opportunities to become versatile individuals, interested in many areas of knowledge and skills conductive to personal satisfaction through self expression. Unless teachers themselves develop creative hobbies and take a wider interest in the variated activities of life, they cannot enthuse their pupils to explore the vast fields of knowledge and to engage in scientific and creative pursuits. The in-service programmes cannot be effectively implemented without the aid of books, journals, audio-visual equipment and field experience relevant to the area of study. They have, moreover, to provide a series of new information and skills for constantly readjusting the practitioner of education to new concepts and practices. It is only through their dynamic character that
the in-service programmes can ensure dynamism in the functionaries engaged in educational tasks. (10) Appropriate Planning of Teacher Recruitment and Teacher Education:

Educational planning has recently come in for considerable attention, particularly for solving the problems of developing countries. In the past, the growth of the educational system used to be viewed as the promotion of several unrelated schemes for the improvement of some sector or the other which either exhibited a large number of deficiencies or called for greater attention on account of public demand. The concepts and procedures of educational planning are not yet fully evolved, but are fairly clear to those who are anxious to apply the scientific method to the problems of education. If the practice of preparing schemewise programmes on a numerical basis without going deep into their relationship to the quality of education, is adopted and if other factors such as the location of the schools, the nature of the population in the area, its educational needs, the stage of advancement which it has reached, and several such matters remain outside the pole of scheme planning becomes ineffective. At present the requirement of the curriculum rarely figures as an essential factor in deciding teacher-requirements, either in recruitment or output of teacher's colleges. The basic qualifications level of maturity, and professional
skills of teachers, which are factors closely related to the effective implementation of the curriculum are lost sight of in the glamour of numbers. Though it is well known to observers that several persons who get recruited as teachers, particularly at the secondary level, leave very soon to join other occupations, hardly any estimates of the present holding power of the profession are made as yet. While drawing up the numerical requirements of teachers, the extent of this wastage is rarely calculated. Criteria for preparing the estimates of teacher-recruitment and provision of facilities for teacher-education, for the various stages of education, are now indispensable for ensuring the quality of recruitment and teacher-education. It is common experience that desertions from the profession take place in a larger measure in some area than others. The causes for this situation have to be studied in order to overcome them through a proper planning of the location of educational institutions. It is found that educational units below a size serve as a drag on the educational system because they are uneconomical and inefficient. Specific studies in this respect are needed for the full utilisation of the funds invested in setting up schools and colleges. In regard to the teacher-education programmes proper location of the institutions is a very important matter
particularly for the implementation of the programme of practical work. Enough schools have to exist around the institution, within a reasonable distance, for the convenient placement of teachers and systematic supervision of practical work. Norms for the size and location of institutions of all types are essential if their establishment is to contribute to a successful educational programme. The availability of staffs of the right type for implementing the curricula of Secondary School, Teacher's colleges, Arts and Science Colleges and Professional colleges is a major factor for deciding on one hand how many institutions should be started to suit their availability and on the other for instituting measures for preparing the required staff, if a certain number of institutions are to be preparing the required staff, if a certain number of institutions are to be started within a given period of time. The estimates of teachers and teacher-educators have to consider the curriculum in terms of the hours required for its completion in a given span of time, together with other ratios. Briefly, planning for quality in teacher requirements and the teacher-education has to take into consideration three major factors (i) type of institutions to be established (ii) the curricula to be implemented and (iii) the kind of teachers needed for implementing the curricula.
(11) **Research and Advanced studies in Education**: Such a planning is possible only through a close and continuous study of the field problems of education. The goals of education have to be viewed in terms of the availability of resources, before the planner can decide the time and effort required to bring them within the range of "attainability". The developmental needs in education have to be necessarily related to finances and human resources. But priorities be decided on the basis of the potential of one factor to including another. The most influential factors, particularly those with a radiation effect such as teachers, need to receive concentrated attention in order to avoid the scattering of the resources over many of the unrewarding areas. Applied educational research in administration finance, effectiveness of the curricula in achieving their objectives etc. is essential to give a sound basis to educational planning. Failure to anticipate the problems thrown up by expansion and lack of readiness to meet them, affect the quality of education adversely. Dealing with these problems squarely is as important as supplying the educational system with teachers of quality. The conduct of much of the urgently needed educational research and preparation of highly trained researchers and university teachers in education, is usually the work of University Departments of Education and
Centres for Advance studies in Education. A very close correlation exists in the quality and extent of work done by such academic bodies and the quality of teacher-education.

2.5 According to Bhaskara Rao (1978) the role of teachers need not be overemphasised in all fronts of national development. Teachers are expected to be real builders of the society converting the under educated students into fine finished products which will have a proper demand in the employment market. The teachers should be competent, well versed in the subject, equipped with proper skills of teaching and continuously maintain intellectual standards. Good teachers along with willing students are the ingredients of the education, and with a good rapport between teachers and students one might look forward to an educated population of some merit. Knowledge has brought with it some understanding of the complexity involved in the ingredients of the educational process. The conserved pattern of education still involves a teacher certainly, who is still the heart of the matter. But to make possible the growth and true development of a teacher, to enable him or her to deal with the growth of knowledge, one has to think of variety of other sources and materials of education. One has to think of how to enlarge the subject content of teaching at school level and not merely to make a fetish of methodology, though methods do
matter. Education is in consistent need of evaluation. No dogmas and superstitions can be accepted without verification. The continuous process of evaluation implies tools and measurement, and the tools in turn imply a process of fundamental research in learning and teaching. One has to get all this knowledge along with its practical findings to the teacher in the field. Educational research cannot be in vacuum. It has to reach out to the teachers in the field and to make him feel so deeply involved in the growing process of education that he shall take initiative in accepting the new processes and methodologies suggested by the research workers in the field.

2.6 Teacher plays a pivotal role in educative process. The quality of the future citizen of country depends to large extent upon the quality, competence and character of its teachers. Perhaps he is the most influential factor in the moulding of the personality and life pattern of any individual. Long before, the teacher was considered to be above god in India. Today it may not be so but still he occupies a noble position in the society. The significance of professional education of teachers was stressed by University Education Commission (1949), the Secondary Education Commission (1953), the International Team on Teachers and Curricula in Secondary School, (1954) and
Education Commission (1964-65). The recommendations made by these commissions and several other study groups have not yet been implemented in any large measure; the abovementioned authorities made suggestions and recommendations related to both of these aspects of teacher training programme. Inspite of all these the teacher training programme is under turmoil. At present the theoretical part of Secondary teachers training programme is comprised of philosophical and sociological foundation of education, educational psychology, school organisation, methods of teaching, historical development of education, work experience etc. The Education Commission (1964-65) recommended to eliminate irrelevant matter and to relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies. Moreover, student teachers at this level need to be provided with specific learning experiences in constructing achievement and diagnostic tests, in spotting talent, in developing enrichment, in developing programmes for inculcating creativity, in diagnosing difficulties of under-achievers and in planning remedial programmes. The second part of the teacher education programme is the practical teaching with respect to which the different commissions and study groups made recommendations and suggestions for its improvement. The Secondary Education Commission (52-53) recommended that the practical
training should not consist only of practice in teaching, observation, demonstration and criticism of lessons but should include such subjects as construction of scholastic tests, organisation of supervised study and students societies conducting library periods and maintenance of cumulative records. Inspite of these recommendations, the teaching practice or student teaching programme did not improve much. Even today the student teachers are required to give a specified number of lessons, many of which are often unsupervised. The practice of continuous block teaching with different durations ranging from two to six weeks is adopted only in a few teacher education institutions and its organisation still leaves much to be desired. Looking into the weaknesses of the student-teaching programme, the Education Commission (1964-66) recommended that the student teaching programme should be provided in two stages. The objective of the first stage should be to orient the student teacher to the entire school situation and to initiate him into actual teaching. He should have opportunities to observe good teaching and to become familiar with the school programme, functioning of school library, the workshop, the art room and organisation of co-curricular activities in the school. The objective of the second stage should be to enable the student-teacher to do continuous teaching for a specified period of at least
eight weeks, under real school conditions. Besides the recommendations of Education Commission (1964-66), the student-teaching or practice teaching programme did not improve to desired level. Kaul J.N. (1977) while commenting on practical training, remarks that every student is required to give 40 to 50 lessons in a practice schools and in recent years this has been sometimes substituted by continuous block teaching for two to six weeks. Here again, the ritual consists of a few demonstration lessons by the staff of the training institution, followed by preparation of lesson plans and delivery of lessons in schools by students under training. All lesson plans are not and cannot be corrected by the staff, in fact, lesson plans are sometimes written by students not in advance to actual teaching but at leisure after the deed is done and in collusion with the supervisory staff. The staff in training institutions would much rather teach theory than supervise lessons, the higher the level of teacher education the less inclined he becomes to do this "dirty" work; the professional and academic class of a teacher in a training institution is determined by the distance he manages to keep from this chore. A fiction has been cultivated that the headmaster and teachers in practices schools are working in concert with the staff of the training institutions and that there is an effective partnership in supervision. Nothing of this sort happens for no one concerned with this programmes
has any stake. Hardly does any candidate fail in the university examination at the most he may get a third class in practice. The final practical examination is a neatly stage-managed business in which no one is a loser. Teachers in the schools who are supposed to be co-supervisors could not care less; in any case, this exercise gives them a little leisure and happy interlude in the drab drudgery of the school. The better schools grudgingly admit a few good student teachers for practice, the majority converge on poor schools with low morals and deficient vitality. It is surprising that so many trainees develop immunity to such damage and professional hazards. Considering the fact that most of the teacher's colleges have not been able to lift even hundred percent grant from University Grants Commission, for improving and enriching the practice teaching clearly demonstrates that the colleges have neither any urge nor any new ideas to revitalise this important segment of their programme. The whole exercise, from the beginning to end, scares away sensitive and scholarly student in the universities and colleges from the prestige of institution of teacher education.

2.7 The National Council of Teacher Education has presented to the teacher educators a curriculum frame work of teacher education with specific aims and objectives.
Weaknesses of the existing system of education have been repeatedly pointed out by a number of national and international professional commissions. UNESCO publication entitled Alter Structures and Method in Teacher Education (1975) and Exploring New Doctrines in Teacher (1976) have also indentified weaknesses. After having reviewed the positions of the teacher education the Education Commission has recommended that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. With this recommendation, the State Board of Teacher Education has launched upon the task of revision of B.Ed. syllabus, since 1977. Previous committee under the Chairmanship of Principal Smt. L. Patil has prepared course copies of which were sent to the colleges of education. The questionnaires were prepared and sent to the college of Education and alert teacher educators responded and added a rich frame of suggestions to the committee. But this information was not duly analysed before implementation of the revision of the syllabus. Allahabad Conference of Professors of Education concentrated its deliberations upon this framework. This curriculum prepared with reference
to the publication of UNESCO and NCERT was accepted as a National policy on Teacher Education and the Universities were requested to revise the syllabus of B.Ed. course immediately. The salient features of these courses are:

A. Pedagogical theory, B. Working with the Community,
C. Content-cum methodology and practice teaching (including related practical work). Course under A would be useful to mainly develop cognitive abilities. Practical work of this course would offer scope to develop skills in human relations and skills in measurement and experimentation. B part of the course will be helpful to develop attitudes, interests and personality traits of the pupil teachers when they are actually working with the community doing S.U.P.W. and an additional advantage would be in terms of their interests in games, recreation and health programme. Course under C would be useful to develop skills, officer experience of classroom teaching. The teaching of subjects like Work Experience, SPUW games, recreational activities and health would be outside the class room teaching. These later activities are bound to bring the pupil teachers closer to the pupils and thus give him opportunities of knowing the learners. The first part of the courses under C is an intensive course of the Core training to equip the pupil teacher with skills of teaching. Second is theoretical training,
course taking both content and methodology. The pupil teacher would be equipped through this programme to know and practice the skills of teaching analysing the content, teaching different subjects and practicing different approaches as well as different methods of education Teacher is reminded of his duty towards the community in this programme.

2.8 Taking into consideration the various suggestions, the University of Poona, has revised its syllabus for the B. Ed. with effect from June 1983. The syllabus is as under:

A. Pedagogical theory: (1) Teacher Education is Emerging Indian Society  
(2) Educational Psychology  
(3) Foundations of School Practices (Methods of Instruction, Evaluation, Procedures, Problems, of Education and School Administration)

B. Working with the Community: Social Service and Socially useful Productive work

C. Content-cum Methodology and Practice Teaching: (1) Core Training Programme including 4 lessons on integration of skills
including Related Practical work (2) Special Training Programme
Courses in (a) Methodology of two school subjects
(b) Course in content Enrichment of two school subjects.
(c) 16 lessons, 8 in each subject.

Core training programme comprises of practising 4 skills of teaching from the following: (1) Stimulus Variation (2) Clarify of Explanation (3) Questioning (4) Re-inforcement (5) Narration (6) Demonstration (7) Black Board writing (8) Lesson Planning (9) Set induction (10) Closure (Four lessons per skill are to be given by the student teacher.) That is to say he has to give 16 micro-lessons in all the four skills. After mastering 4 skills, the student teacher has to give four lessons, each lesson of 20 minutes, in integration of skills for which twenty marks will be given. Each student teacher is expected to give 16 class room lessons equally distributed in the two methods, subjects, he has offered. These lessons equally be given on school classes, for standards V to X. Wherever, block teaching should be encouraged. The syllabus also recommends the rating scales for the marking of the lessons, with the other student teachers as the observers.
2.9 The syllabus, therefore, appears to give stress on the following three aspects of the Educational system, under the Teacher Education:

1) Micro-teaching
2) Vocational Guidance
3) Work Experience

2.10 It is, however, observed that while introducing the syllabus the opinions of the Teacher Educators, as well as of the Heads of the Institutions involved in Teacher Education do not seem to have been taken into consideration, which should have been necessarily taken up to make the change in the syllabus effective and resulting into the benefit to the teacher educators.

2.11 The Research worker has, therefore, taken up his subject of Research as:

DESIRABILITY AND FEASIBILITY OF DEVELOPMENTS IN SELECTED FIELDS OF EDUCATION IN THE STATE OF MAHARASHTRA.
REFERENCES:


