

CHAPTER VI :

FINDINGS, CONCLUSION AND
RECOMMENDATIONS

I wish to find a way to break down the isolation of the teachers' colleges so that a growing proportion of intending teachers are trained side by side with students who are either vocationally uncommitted or committed to other carriers.

-- Mrs. Thatcher
Leader,
Conservative Party, Great Britain

6.1 INTRODUCTION

In this concluding chapter, three major tasks would be attempted by the investigator, viz., (1) retrospective review, (2) summary of findings and conclusion, and (3) recommendations. The first task will have three focal points viz., (i) to look back, review and broadly assess the fulfilment of the specific objectives formulated for the research; (ii) to determine the extent to which answers could be obtained of the research questions posed during the study, and (iii) to review broadly the implementation of the research design - the data, sample and the methodology. The second important task will be to summarise the main findings and draw conclusions therefrom regarding the effectiveness or otherwise of the teacher education programmes in Gujarat State and in the Philippines. If educational research is intended for improvement of education, then it should lead to improvement and enrichment of teacher education also. Therefore, the third task that will be attempted in this chapter will be to make recommendations based on the data collected, analysed and interpreted during the course of this study with a view to strengthening and enriching the teacher education

programme for primary teachers in both the lands, particularly in the Gujarat State.

6.2 A RETROSPECT

(1) Research Objectives

For the present study six research objectives were formulated (Vide Chapter I, Section 1.5). One of them pertained to developing a background picture in Gujarat and in the Philippines in perspective of their physical social, cultural, political, economic and educational settings. This has been attempted in Chapter III.

Another objective was to trace the historical development of the teacher education programme for primary teachers in both the lands. This has been done giving selected but meaningful details in Chapter III, under Section 3.7.

The research objectives 3 and 4 pertained respectively to the selection of candidates for teacher training and the college plant respectively in both the lands. Both these important dimensions of teacher education programme were critically examined in Chapter IV, under Sections 4.6

respectively.
and 4.7/ Over and above these, some other significant determinants of the effectiveness of teacher education programme such as administrative and supervisory set-up, leadership behaviour of the heads of teacher education colleges, institutional organizational climate, staff morale and academic and professional equipment of the teacher educators of teachers' colleges of both the lands were studied in some depth as permitted by the available data relating to them. This approach - particularly the Leadership-Climate and Morale Approach has given new insights to the investigator to identify the strengths and weaknesses in the teacher education programme of both the lands.

The research objective no.5 was fully, comprehensively and critically dealt with in Chapter V.

The sixth research objective pertained to a prospect - future reconstruction or reform. This will constitute the exercise in Section 6.4 of the present Chapter.

(2) The Research Questions

In all eight research questions were posed in Chapter I, Section 1.6. Q.1 pertained to the agency

having the responsibility of training primary teachers. This question has been fully examined in Chapters IV and V. The Q.2 referred to the setting up and the support of the physical plant of the teachers' colleges in both the lands. It was dealt with in Chapter IV but will be more pointedly treated in the present Chapter under Section 6.4. The Q.3 was about the selection of candidates for teacher training. The Chapter IV, Section 4.7 attempts to answer this question. The Q.4 pertained to the issue of a common teacher training programme for elementary and secondary teachers so that one can move smoothly from one field to the other without being required to go through additional professional work of training. This question was discussed fully in Chapter V, under Section 5.4, but it will be more specifically dealt with in the present Chapter in Section 6.4. The Qs. 5,6,7 and 8 were all dealt with and answered in a fair measure in Chapter V. They will be further treated in the present chapter under Section 6.4.

(3) Review of the Research Methodology

The data for the present research were collected mostly from five sources viz., (1) Official

documents such as policy^torders, syllabuses, surveys, manuals, educational publications, such as annual reports on educational progress of Department of Education, reports of Committees and Commissions, Study Groups, UNESCO Studies, educational planning, etc., (2) research studies, (3) field-visits and observation, (4) interviews and (5) published literature on teacher education.

The research methodology used includes both historical and survey methods. The researcher has not depended, as it is the general practice, upon the Questionnaire as a main tool of data collection. On the contrary, he has relied largely on field-visits and observation, interviews and discussions and case-studies of some sampled teachers' colleges so far as the study of the programme in Gujarat State ~~was~~^{is} concerned. The investigator could not use the sophisticated methodology of the Scheduling the Interview and of Case Studies. However, the interviews and case studies attempted were focused on the main focal points.

A sample of 15 teachers' colleges was used for data collection. It constituted about 23 per cent in the case of Gujarat, but was rather quite small in the case of the

Philippines which has a large number of teachers' colleges. That was obviously a shortcoming, which the investigator could not help, being now in India. However, he had tried to make good this deficiency by seeking data from recently published official documents relating to the education of elementary school teachers in the Republic of the Philippines.

6.3 MAJOR FINDINGS AND CONCLUSIONS

(a) Background Perspectives

The present study has shown that in a number of facets of the background perspectives, the Philippines emerges in the study much better than Gujarat State. Firstly, it is larger in area - almost one and a half times of Gujarat. By land area, it is almost as big as Norway, Poland, Japan, Italy and slightly bigger than the British Isles. Its land area can easily support a population of 80 million (as against its present population of 39 million); Gujarat with its population of 26.7 million is a deficit state in food crops and several other essential commodities. Secondly, religiously it is more unified, as around 95 per cent of its population are Christians and

only 4 per cent are Muslims and 1 per cent is other religious minorities. Thirdly, its administrative divisions are more, 76 provinces against Gujarat's 19 districts; each province being headed by a Governor whereas Gujarat's district is headed by an IAS Officer of the rank of District Collector. Fourthly, it has more cities - 61 in number as against 22 cities in Gujarat each (with population upto 50,000). Fifthly, it is economically better developed than Gujarat - it has 76 airports including 4 international ones whereas Gujarat has only 7 airports; all types of transportation are found in the Philippines: air, sea, and land, nearly all types of ships from other countries call at its 61 natural ports whereas Gujarat has only 1 principal, 10 medium sized and 39 small ports; it has larger population of workers as against only 31 per cent in Gujarat; its soil is very fertile capable of producing abundant crops - its agricultural lands aggregate 18.59 million hectares as against 9.81 million hectares in Gujarat; its agricultural and industrial workers has more education - 62.8 per cent of its labour force, 69.1 per cent of its agricultural force and 53.5 per cent of its industrial labour force are

primary school graduates against the corresponding percentages of 7.3, 4.6 and 23.9 for India. (Gujarat's figure will be slightly higher, but not very much better than India's figures.), more than half of its land area comprises forests whereas in Gujarat it is around 4.5 per cent; the literacy percentage in the Philippines being 72 per cent as against 35.79 per cent literacy in Gujarat. The Philippines has gained more benefits from the earlier colonial rule by the Americans than Gujarat has done from the colonial rule by the British. It has permissive social climate and liberal marriage laws than Gujarat.

Gujarat is better placed than the Philippines in having continuous mass of land (the Philippine being an archipelago of 7,107 islands. Ethnically it is more unified than the Philippines which has as many as 43 ethnic groups. It has more remote and glorious cultural past and heritage. It is a composite linguistic State, with Gujarati being the main language spoken all throughout the land, whereas 87 distinct dialects are spoken in the Philippines. The domination of the English language in education, life, commerce and trade is much less in

Gujarat than in the Philippines where it is widely spoken and is used even as the medium of instruction in schools; it has less obstacles of forests than in the Philippines where forest areas cover more than half its land areas. Gujarat has more decentralised administration than in the Philippines. Gujarat has better shelters from climatic disturbances than the Philippines. It is more Indianised and less westernised whereas the Philippines has become more westernised and sophisticated. It was almost left untouched by the World War II whereas the Philippines had suffered tremendously from the ravages and ruins inflicted by the War.

From these findings about the background factors, one conclusion can be drawn - the Philippines is in certain vantage positions about educational advancements and reforms in comparison with Gujarat. Its westernised character, well-rooted American tradition, a culturally better unified overwhelming Christian population, well developed transport and communication system, extensive radio networks and television facilities in several islands, extension of suffrage to those who are 18 years of age and above, better social and economic status for

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women spread of almost universal primary education, rapidly developing national economy, centralised system of educational administration, a higher rate^{of} literacy - all these have helped the Philippines move faster in educational developments and adopting^{more} westernised practices than has been the case with Gujarat. One reason why Gujarat could not move much in the sphere of education was its inability to break away from the steel frame of educational system and practices bequeathed to it by the former British regime. Its pace of expansion and improvement of road, transport and communication facilities is also slower. A high rate of illiteracy among its masses communal disharmony among its viable religious minorities and the cultural, political and economic problems that they had created in the past were responsible for slowing down the pace of modernisation and of social change in the Gujarati Society. This was aggravated by the traditional outlook and orthodox way of life of the people, the slow rate of economic growth, the population explosion, etc. Whereas in the Philippines the political, economic and social factors have been more conducive to educational progress and development, the very same factors acted^{largely} as hurdles in the case of Gujarat.

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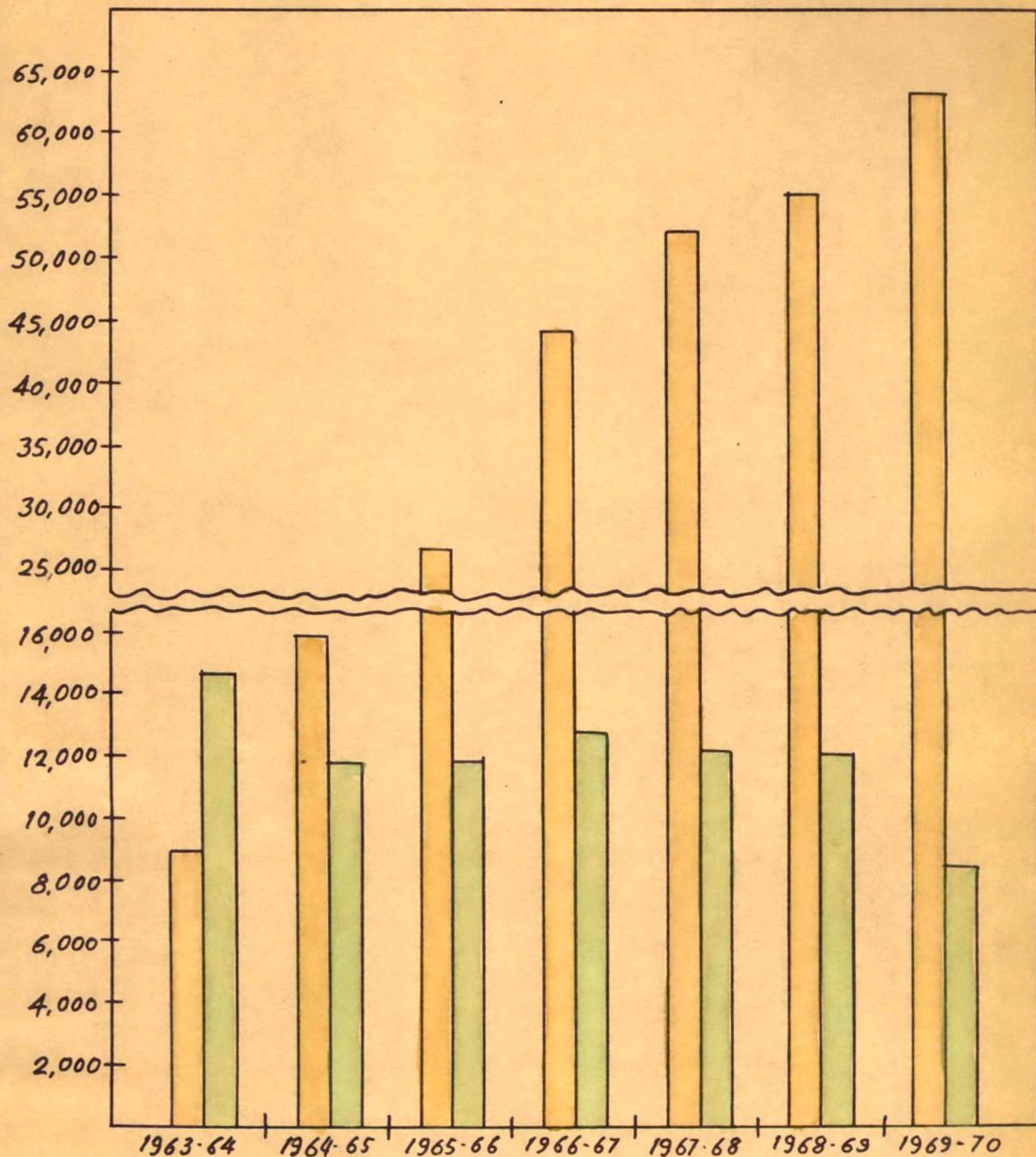
(2) The Educational System

The present educational system in the State of Gujarat is largely built on the British set-up inherited by the former bilingual Bombay State in 1947. Thereafter, it was considerably expanded and strengthened by the Government of Bombay as an integral part of the programme of reconstructing its own educational system between 1947 and 1960, with considerable influence and help from the Centre. More conspicuous changes took place in the system only after Gujarat became one of the States of Indian Union. These changes include, among others, making of all school education from Grade I to Grade XI tuition free, establishment of primary teachers' colleges in almost all the districts of the State, location of colleges in increasing number in rural areas, conversion of all traditional teachers' colleges to the Basic education pattern, the expansion of facilities of training primary school teachers in crafts, increased emphasis on correlated teaching and on community life, the introduction of two streams of primary teacher training, one of two years for primary school graduates and the other of one year for high school graduates, the added interest

2 and emphasis in educational research in primary education, and in surveys of teacher education, clearing all the backlog of untrained teachers and ensuring that all primary teachers are trained, improvement of service conditions and pay scales of primary teachers and primary college teacher educators, introduction of a new trend of inservice teacher education for the primary school teachers and teacher educators.

In the Philippines, the present educational system is built on the American ideology and practices injected therein by the American regime of about half a century between 1899 and 1946. The Philippines nationalism has effected many changes in the system inherited from the American administrators, but the basic structure has remained the one formerly ingrained by the American influences. The Philippines educational system is more westernised and modern than the Gujarat educational system. Between 1946 and 1975, the educational system has considerably expanded and been enriched. Elementary education is compulsory for children of the age-group 7-12 and free and free textbooks are also provided to school children. There is a primary school in most of the barrio (village)

TEACHER SUPPLY AND DEMAND IN THE PHILIPPINES
(CITIES AND PROVINCES)
PUBLIC ELEMENTARY SCHOOLS



LEGEND:

- NUMBER OF TEACHER APPLICANTS
- NUMBER OF POSITION (EXTENSION)

SOURCE: THE PRESIDENTIAL COMMISSION: Op. cit., 1970

3 with grades 1 to 4 covering a 4-year period. It is usual for those who complete the fourth grade of a primary school in a barrio to continue their education in the fifth grade of the Central Elementary Schools. By 1970, the enrolment ratio at the primary stage had reached 109, accounting for 48 per cent of female enrolment and with a pupil teacher ratio of 29. Since 1960, the average rate of increase in enrolment at the first level (primary stage) has been 5.2 (as against 5.8 in India). Female enrolment is nearer to 50 per cent at primary and secondary stages and even more (around 57 per cent) at the higher education stage. The Philippines is one of the Asian countries where the private enterprise has been quite prominent. The Republic does not face any shortage of trained elementary graduate teachers. In fact, the teacher-training schools are graduating more than what the school system in the country can absorb.* The relationship between the output of the normal schools and their needs in terms of production and employment quantitatively has been in disequilibrium. The conclusion, therefore, is that though the Philippines has made remarkable strides of development

* Vide- Chart XXII.

4 and progress in the sphere of education at all stages of education, including the education of elementary school teachers, the country has reached a point of saturation in respect of turnouts of the training schools. There is an over-supply of employable teachers and has been feeling the vital need of reducing or limiting enrolment in the teacher-training courses.

(3) Administration and Supervisory Set-up

In Gujarat, the administration of the education of primary teachers is closely directed and controlled by the State Government. It is somewhat centralised. The State Education Department prescribes detailed syllabus outlining the programme of teacher training and determines the quota of the intake of teacher training. All teacher training colleges are supervised and inspected for a day or two by a panel of experts and administrators prepared by the State Board of Teacher Education which is headed by an unofficial teacher educator of eminence. The principal of a teachers' college is under the supervision and direction of the Education Officer (the DEO) of the district in which it is located. Teachers' Colleges at primary level are financed almost cent per cent

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by the State Government on their approved annual expenditure. The contrary is the case in the Philippines. Some of the characteristics of the administrative and supervisory functioning of government teachers' colleges in Gujarat were found to be as under viz., (a) administration lacks warmth; (b) the organisation hierarchical and there is line-and-staff relationship; (c) the staff stability is uncertain; (d) the identification of the staff with their work is little, and motivation for promotion to Class II service rather than genuine interest in teacher education determine the interest and attitude of their staff members, (e) there is subdued academic freedom for the staff and students; (f) doubtful rapport seems to prevail between the staff and students; ^{and} (g) administration is largely examination-result oriented.

In private colleges rigidity is comparatively less than in government teachers' colleges, but the decision-making process in them is controlled by the Board of Management. The principal of the college has to function according to the wishes and directions of the college Management Board. The infra-administrative practices are not always clean and honest in private colleges and

6 skillful manoeuvring goes on quite often behind the curtain in the budgeting, expenditure and in accounting it in college records. The involvement of the staff and student-teachers in the planning of the teacher-education programme varies from college to college - in a few colleges there is appreciable involvement; in some, there is little involvement and in a number of them the involvement is almost nil. There is less of ^{the} line-and-staff relationship operating in private teachers' colleges than in government colleges.

In contrast to Gujarat, the administrative and supervisory practices in the Philippines appear to be better articulated and structured. The administrative and supervisory organisation of the Philippine Normal College is determined by the National Board of Education and is statutory. The four principal executive officials in the college organisational structure are: (a) the Dean of Instruction, (b) the Dean of Graduate School, (c) the Administrative Officer and (d) the Registrar. None of these, exist in government or private teachers' colleges of the State of Gujarat. The seven Regional Normal Schools have a different administrative and supervisory organi-

7 sational set-up. A Regional Normal School is headed by a Superintendent who is under the direction, supervision and control of the Director, Bureau of Public Schools, Department of Education. They come closer to Gujarat's government teachers' colleges. This category of teachers' college has two wings: One is responsible for teaching and training, and the other is mainly responsible for administering the student-teaching programme, both on the campus and the off-campus. The second wing of this type of teachers' college is headed by a Divisional Superintendent who is not under the authority and control of the Superintendent of the college - he works in co-operation with him - but he has administrative link in terms of supervision and control with the Director of Public Schools. In the Gujarat system, the principal controls all practice teaching and practical work, both on the campus and the off-campus.

A teachers' college in Gujarat does not ordinarily have collegiate or academic departments as is the case with teachers' colleges in the Philippines. They are too small in size of students, staff and programme to warrant such an elaborate infra-structure. It has also nothing to do with the education of secondary teachers (for which a

separate system exists) nor with post-graduate teaching and research which is largely the monopoly of University Departments of Education or University Colleges of Education and of bigger private colleges of education. A college in Gujarat enjoys comparatively less internal academic autonomy than is ~~enjoyed~~ by a Philippines regional teachers' colleges, private teachers' colleges and universities in the Philippines. The colleges in the Philippines have elaborate organisational structure which seem to have little relevance to primary teachers' colleges in Gujarat, ^{at least} in the present times.

(3) Leadership Behaviour of Heads of Teachers' Colleges

Halpin, and Winner's pattern of leadership behaviour was used to study the leadership behaviour of the heads of teachers' colleges in both the lands. The case studies of the 15 teachers' colleges of Gujarat revealed that 40 per cent of the college principals revealed the HL pattern, 30 per cent the LH pattern, 6.3 per cent the HH pattern and the 23.7 per cent the LL pattern of leadership behaviour. In the Philippines, a different pattern of leadership behaviour emerged the

9 largest percentage (45 per cent) of the heads exhibited the HH behaviour pattern, the next best was the HL behaviour pattern (39 per cent) ~~and the least was the LL pattern (2.7 per cent)~~ and the least was the LL pattern (2.7 per cent) was the LH behaviour pattern. The overall conclusion is that (a) more of the Philippines heads of teachers' colleges than of the Gujarat's teachers' colleges reveal a highly effective leadership behaviour; (b) more of the Gujarat heads were found to be ineffective leaders as they seemed to ooze with the milk of human kindness which contributed little to effective performance; (c) Halpin (1966, p.99) would have described the leadership behaviour of 2.3 per cent teachers' college leaders of the Philippines as (d) the leadership behaviour of 23.7 per cent of the heads of teacher colleges as "ordinarily accompanied by group chaos and mostly ineffective"; (e) the 30 per cent of Gujarat's teachers' college heads and 13.7 per cent of the Philippines teachers' college heads were found to be in the words of Halpin "martin and the cold fish so intent upon getting a job done that they forget they are dealing with human beings, not with cogs in a machine." The leadership behaviour pattern in teachers' colleges in the Philippines, thus, has been found to be more effective than that in Gujarat's teachers' colleges.

(4) Organisational Climate of Teachers' Colleges

The study revealed that Gujarat's colleges were rated "high" on two of the total eight dimensions of the OCDQ viz., Hindrance and 'Production Emphasis', average on five dimensions viz., Disengagement, Esprit, Intimacy, Thrust and Consideration. In only one dimension, viz., Aloofness, the rating was the same for all the three categories of ratings - high, average and low. The conclusion is that the teachers' colleges of Gujarat lean more towards Intermediate type of organisational climate.

The teachers' colleges of the Philippines stood "low" in Disengagement, Hindrance, Aloofness, and Production Emphasis, "high" in Esprit, Intimacy and Consideration and "average" in Thrust. From this, the possible conclusion is that the Philippines teachers' colleges lean more towards the Open Climate than the Intermediate Climate.

(5) Staff Morale of Teachers' Colleges

It was found from the study that teachers' colleges in the Philippines have much better conditions to promote staff morale than is the case with the teachers'

1 colleges in Gujarat State. In the Philippines 'low' morale was rated by none, whereas 66.66 per cent of the teacher educators rated the staff morale of their institution as 'high' and 33.34 per cent as 'average'. The reactions of Gujarat teacher educators showed that 'high' morale was perceived by only 6.26 per cent of the teacher educators, a large majority of them (66.66 per cent) perceived their staff morale, as 'average' and 27.08 per cent as 'low'. The Philippines teachers' colleges were rated higher than the Gujarat's colleges on all the individual factors of teacher morale, viz., teachers' rapport with the principal, teachers' satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, college facilities and services and community pressures. This evidently leads to the conclusion that comparatively, staff morale is much better in the Philippines teachers' colleges than in the Gujarat's teachers' colleges.

(6) Physical Plant of Teachers' Colleges

Whereas in the Philippines, most of the teachers'

2 colleges have adequate and well-built buildings, this can best be said about around 30 to 35 per cent of the teachers' colleges in Gujarat. Unlike its counter part in the Philippines, the Education Department of Gujarat does not seem to be very much concerned and agitated about the unsatisfactory conditions of building for teachers' colleges at the primary stage. Quite many of the private colleges in Gujarat are housed in private buildings some of which are unsuitable for the piloting of a teacher education programme. Cramped space is a problem with more than one-fourth of the teachers' colleges. Each of the teachers' college in Gujarat generally has a hostel attached to it, but only 54 per cent of them are housed in the college's own building whereas 46 per cent are in located in private rented buildings. In the latter case, the environment, the floor space and facilities are far from satisfactory. Nearly 70 per cent of the sampled teachers' colleges in Gujarat are not able to provide residential quarters to their faculty. Eight out of every 10 teachers' colleges have each a library room. Nine out of every 10 teachers' colleges do not have a separate Geography Room or social studies Room. Hardly 6 out of every 10 colleges are able to provide a separate room

3 for craft teaching and practical work. Most of them (but not all) have at least some land nearby for teaching and training in gardening. Most of the rural colleges are deficient in audio-visuals aids, materials and projectors to screen films, slides, etc. As regards the location of the colleges, 25 per cent deemed it satisfactory, 30 per cent moderately satisfactory and 45 per cent as 'bad' or 'the least' satisfactory. It may be concluded that the State Department of Education in Gujarat has been doing very little to improve the plant of the teachers' colleges in Gujarat.

In contrast to the physical plant of an average teachers' college of Gujarat, that of the Philippines college is avowedly superior. Whether such a college in the Philippines is public or private, it has its own college building and is larger, well-built, ^{having a} better look and ^{is} well-maintained with greater scope for future extension. Most of them have an Assembly Hall, a Library, a Museum, a Conference Room, Seminar Rooms, Science Laboratory, Science Instructional Room, Canteen or Cafeteria. Not only that the Philippines college buildings are better than those in the Gujarat's colleges, but they are also

4 better utilised. Most of the buildings are one-storeyed. They have ordinarily their own Laboratory School on their campus. Whereas in Gujarat the model for a teachers' college is a high school; in the Philippines it is a college. Though the physical plant of colleges is pretty good, there is some dissatisfaction in the Philippines about it and periodical discontent or criticism is voiced about the inadequacy and outdatedness of their equipment.

(8) Selection of Candidates for Teacher Training

In Gujarat State, the element of selection of candidates for teacher training is on a minimum level. Only a few ^{conditions} are insisted upon. They include a high school graduation certificate with at least 50 per cent marks in the subjects of Science and Mathematics, an overall percentage of not less than 40 in the S.S.C. Examination and an age not less than 16 and more than twenty-two. They can exceed the maximum age-limit if the student-teachers are deputed by a Panchayat Education Committee. The age condition is also relaxed for applicants belonging to a tribal community. In Gujarat, primary teachers' colleges have ordinarily fixed quota of seats determined

5 by the Education Department, and they are also required to admit students selected by the Department as the first priority. Private Colleges can admit candidates on their own only after admitting all the candidates approved by the Department and only if some vacancies occur in the seats allotted to them by the Department. In the case of filling these vacancies, there does not appear to be in use any scientific procedures of selection. This has given rise to a situation where almost three-fourth of the students getting admitted to teachers' colleges who have motivation to become teachers only to earn their living. They are actuated by economic considerations to do a 'job' rather than by an impelling interest or taste for teaching as a career of their natural liking. A very small percentage of entrants to teacher education colleges are actuated by a desire to do social service, and to serve the nation by catering to the needs of development of the rising generation of children. The teaching profession in India has now been so much down-graded that few people with ambition or spirit of adventure ever think of entering it by choice. The present study also revealed the fact that persons of doubtful

abilities get into the teaching profession. It was found that around one quarter of the entrants to teachers' colleges have some background in teaching. Out of every 10, 6 to 7 were found to have low motivation to pursue teaching as a career, 6 to 7 are drawn into the teaching because they did not get an opening in other jobs, 5 were found to be deficient in clear articulation and correct accents, only 3 to 4 had pronounced cultural interests, 3 to 4 were also handicapped by unhappy home background (maladjustment), around 4 were having political affiliation and 6 out of every 10 had physical appearance which could not be stimulating and effective in^a teaching situation.

In regard to the selection of the trainees, the Philippines picture is brighter and comparatively more encouraging. Some basic conditions are laid down by authorities. For instance, to qualify for admission in a teachers' college, a candidate has to be a high school (10 years) graduate, he must be at least of 16 years in age, and must belong to upper 50 per cent (boys) or upper 25 per cent (girls) of their graduating high school. He has also to pass a prescribed physical and medical fitness

test. He has also to present a certificate of satisfactory moral character and integrity. Teachers' colleges in the Philippines select their candidates on the basis of their satisfactory performance in personal interview test and they are admitted to the college only after careful screening. A candidate can be compelled to withdraw himself from the training programme under certain conditions such as unsatisfactory academic progress in the first semester, bad character, bad discipline. Thus, the Philippines normal colleges have adopted more vigilant and searching procedures to select candidates for teacher training than teachers' colleges do in Gujarat.

(9) Academic and Professional Equipment of
Teacher Educators

In primary teachers' colleges of Gujarat the mean age of the faculty was found to be around 30 to 35 years. The ratio of teacher educators to a training class or division is 2:1. Teacher educators are largely Arts or Science university graduates having also a degree of Bachelor of Education. Only a few of the teacher educators have ^{an} M.A. or M.Sc. degree. However, 6 to 8 per cent of

8 them do have ~~a~~ M.Ed. degree on professional side.

The proportion of teacher educators having a training in Basic education has gone down in course of last 8 or 9 years. It is now 18 per cent as against 48 per cent in 1965. Six out of every 10 teacher educators in Gujarat have maximum teaching experience in school (primary or secondary but mostly secondary) and 4 have experience of teaching in teachers' colleges. The study has also shown that ^a large majority of the teacher educators in Gujarat develop a real understanding of the needs and problems of primary schools and primary teacher education only after they have worked in a teachers' college for a period of 3 to 5 years. Their staff morale in colleges in Gujarat was found to be average. Their professional interest and attitude were also found to be average.

The study further revealed that around 40 to 50 per cent of the teacher educators were exposed to in-service teacher education programmes. The investigator's broad evaluation of the faculty of teachers' colleges in Gujarat is that hardly 25 to 30 per cent of them are a fairly good motivated lot; their professional status is not at all impressive; the senior lot is pedantic,

conservative, skeptical and a slow moving type. He found only one or two teacher educators per college who can be considered intellectually agile or alert, innovative and of the ever-learning type. He also found a general tendency among the teacher educators to create a cell of isolation for themselves and build up a defence mechanism to justify their withdrawal to the cell.

It was further found that most of the teacher educators did not possess specialised knowledge about primary schools and the teaching-learning going on therein nor were they knowledgeable or adapt in the effective use of materials, tools and methodology of training primary school teachers. Most of them were found having a narrow background of training as a secondary school teacher. The conclusion from the Gujarat study is that the effectiveness of teacher educators when judged on the basis of their educational qualifications, professional experience and productivity is a little below average, as educational attainment correlates highly with professional competence and productivity. However, it also leads to another conclusion and generalisation that experience develops and provides insights and skills that cannot be gained through

only academic and professional studies.

The Philippines picture is in happy contrast to this. The staff - the faculty is professionally much better equipped than the faculty of the teachers' colleges in Gujarat. Their quality is, therefore, superior. Among the faculty of the Philippines primary teachers' colleges, 7 to 8 per cent were found having a Ph.D. or Ed.D. doctorate degree in education, 50 per cent having ^{an} M.A. or M.A.T. degree, 17 per cent were Masteral candidates, 24 to 25 per cent having a B.S.Ed. degree and a small minority having undergraduate degrees (diplomas). The quality of the faculty can be judged from the fact that a sizeable proportion of them had reported having to their credit creative work or researches. Though the research output in the teachers' colleges of the Philippines is adjusted by knowledgeable persons to be meagre, it was found to be much better than what was done in Gujarat's primary teachers' colleges where even to-day hardly any climate for educational research or experiments on scientific lines obtains. In the Philippines set-up, around 2 to 3 out of every 10 teacher-educators were found to have gone straight into college teaching jobs

and 7 to 8 entered a teachers' college after having worked either in elementary/secondary schools as teachers or after having occupied administrative or supervisory positions in public or private schools before getting teaching jobs in a teachers' college. It was also found that the faculty members of teachers' college in the Philippines, by and large, teach subjects in their area of specialisation. It was found that this did not happen in all cases in teachers' colleges in Gujarat.

Another characteristics about the faculty of the Philippines teachers' colleges yielded by the present study was that female teacher educators outclassed male teacher educators in numerical strength. In teachers' colleges of Gujarat, most of the faculty members - nearly 80 to 90 per cent were males and the remaining were females. The median age of teacher educators in Gujarat was around 35 to 40 years, it was 47 i.e. higher in the Philippines. Further, in the teachers' colleges in the Philippines around 3 out of every 10 teacher educators were unmarried; in Gujarat hardly 1 out of every 10 were found to be unmarried.

The perceptions of the teacher educators about the mental calibre of the student-teachers of their colleges were found to be generally on the same lines as those of teacher-educators of Gujarat. Nearly half of them expressed a view that the student-teachers belonged to the average mental ability group, but they also conceded the fact that some outstanding students also get into teachers' colleges. The perceptions of the teacher educators of Gujarat were also found to tally with this ~~with only this~~ difference that they felt that hardly around 5 per cent talented students enter teachers' colleges. The study also pointed out to the fact of greater degree of motivation and zeal for further education or professional training existing among the Philippines teacher educators than among the Gujarat teacher educators. It was also found that ~~a~~ female teacher educator in the Philippines, on an average, had a better outlook and attitude to her work and held the view that teaching in a teachers' college is a prestigious and stable calling. Most of the female teacher educators in teachers' colleges in Gujarat seemed to have taken these job in the teachers' college as it came to them readily; in any case that did not have any special preference for it. Their outlook and attitude to their

work in teachers' college, however, was found to be better than their male counterparts - they, by and large, believed that their job in teachers' college is prestigious and enjoyable. The overall conclusion is that psychologically, economically, academically and professionally, the faculty of primary teachers' colleges in the Philippines possesses definitely an edge over their counterpart - faculty members in Gujarat, in mental ability, qualifications, attitude, interest and value system.

(10) The Teacher Education Curricula

(a) Objectives

In Gujarat State, the present teacher education programme was reorganised under the 1970 Revised Syllabus. For the first time, the Syllabus has formulated specific objectives of primary teacher training in terms of behavioural changes or development. This constituted, no doubt, an innovation. In all 22 objectives are formulated, 5 of them relate to understanding, 12 to skills and abilities and 5 to attitudes. An analysis of the catalogue of the 15 sampled teachers' colleges of the Philippines revealed nine major objectives which were focused on concerns such as preparation of student-teachers for teaching and for

educational leadership, contribution to the preservation of national culture and to the socio-economic and political development of the nation, development of ability to think independently in a student-teacher and to express himself effectively , provision of education relevant to the needs and aspiration of the country and of opportunities to achieve all round or total development, development of human dignity, appreciation of values associated with Catholic learning and with Christian ideals of love, freedom and service. These objectives were adjudged too general and broad to be able to guide specifically a teacher education programme on concrete lines. The objectives laid down by the Philippine National Board of Education too are general. They include provision of general education, understanding of children and of the materials and methods to help them to develop and learn to the best possible extent, promotion of resourcefulness and proficiency among student-teachers' in the preparation and fruitful use of curriculum materials, understanding of adult education, of group dynamics, skills in using the group process in guiding group thinking, decision and action and provision of adequate laboratory experiences through on-campus and off-campus student-teaching. The

5 conclusion is that the objectives in Gujarat curriculum are more specific, comprehensive and likely to be able to direct teacher education programme in more fruitful and productive channels that can be expected of the Philippines Curriculum objectives.

(b) Course Offerings

The study has revealed that although in fundamentals the Gujarat and the Philippines teacher education curricula differ very little, ~~but~~ in major course offering the difference is more pronounced. The Gujarat Curriculum has five major components or sectors, viz., (1) Productive, (2) Pedagogic or professional, (3) Academic or General Education, (4) Community Life and (5) Special Skills. As against this, the Philippines Curriculum has three major sectors, viz., (1) the General Education component, (2) the Professional Education component, and (3) Area of Concentration. There is also an Extra Load provided in the Philippines curriculum which is compulsory for all the trainees. The Gujarat Curriculum has two distinctive components, namely, Productive (Craft) work and Community Living which do not have comparable courses

6 in the Philippines Curriculum. In the Gujarat Curriculum there is also a separate component of special skills which, however, forms an integral part of the General Education and Professional education segments of the Philippines Curriculum. The Gujarat segment of Community Life as a compulsory course offering has no comparability in the Philippines Curriculum. It has a course on ^{Adult} Education but it is one of the many optionals that a trainee can choose and it is not at all obligatory for all. Further contents of the course in Adult Education are radically different from the contents of the programme of Community Living as prescribed in the Gujarat Curriculum. The Gujarat Curriculum does not include any course carrying extra load as is the case in the Philippines Curriculum.

The course offerings in the Gujarat and the Philippines curricula also differ in terms of weight^{gh}age allotted to each component. In the Gujarat Curriculum, the General Education or the professional education sectors carry an identical weightage of 27.27 per cent in terms of total marks allotted to the final examination of certification conducted by the State Government. In the Philippines Curriculum both these components carry a weightage of

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65.38 per cent and 26.21 per cent respectively in terms of total units of the primary teacher training programme. Thus, the Philippines Curriculum is over weighted on the side of General Education course offerings. This is because the prevailing thinking in the Philippines seems to be that the recent explosion of knowledge ~~to~~ makes it necessary that subject requirements in the areas of general education and fields of specialisation are increased and their contents are updated.

Though the components of Productive-craft work and Community Living in the Gujarat Curriculum constitute distinctively a better part of the programme of teacher training in comparison to what is provided in the Philippines Curriculum, the actual operation part of both these the courses in Gujarat was found to be weak. The failures of the teachers' colleges of Gujarat, ^{not} to be able to do effective work in these two areas have taken away much of the value of these courses in a programme of teacher training. Correlated teaching woven around a basic craft or children's immediate environment constituted formerly a strong feature of the Gujarat Curricula but now it, too, has lost miserably both in scope and effectiveness.

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It was found that the Philippine Curriculum provides a variety of General Education and Professional courses whereas the course offerings in both these areas in the Gujarat Curriculum is limited, offering little choices to student-teachers for selection and the contents, too, were judged as not "updated."

One conclusion reached by the investigator is that the craft work and community life, though both good in themselves, have lost much of their popularity. The fact that emerged from the study pointed out that there is little choice available for the student-teachers in the selection of basic crafts and they have to learn compulsorily spinning and weaving about which many of the student teachers feel, ^{they} have little relevance in their life and in their actual work in school. The productive craft work done in Gujarat teachers' colleges is not done under proper conditions and, therefore, it is fast becoming unpopular.

(c) Methods of Teaching

Methods of teaching adopted by teacher educators of Gujarat teachers' colleges consist largely of lecture

9 and questions-answers. There is little interaction between a teacher educator and his student teachers in classroom instruction^{al} situation on one hand and among student-teachers themselves on the other hand. The teaching is traditional and is, therefore, little stimulating. Audio-visual materials and aids, though they are advocated for student-teaching and are recommended to the teacher trainees are seldom used in college teaching. Methods like ~~traditional~~^{tutorial}, guided reading and written assignments, group-work and discussion, seminars, workshops, etc. are rarely used in day-to-day college teaching. The conclusion, therefore, is that the methods of teaching used in Gujarat's teachers' colleges are largely traditional, routine type less stimulating and hardly capable of posing any challenge to the intelligence and ability of student-teachers. It was also found that class notes are also dictated in some subjects by some teacher-educators. The corresponding situation in the Philippines was found to be decidedly better. Though lecture method continues to be considerably used in Philippines teachers' colleges, a variety of other techniques and methods are also inter-mixed with it. Group work, group processes, observation, assignments, seminars, workshops, project work, etc. also

figure more or less in the day-to-day teaching work that goes on in the teachers' colleges of the Philippines. The teaching in them is comparatively more challenging (for both the teachers and the students), more creative, innovative, varied and stimulating than it is done in the teachers' colleges of Gujarat.

(11) On-Campus and Off-Campus Student-Teaching

In both the Gujarat Curriculum and the Philippines Curriculum, student-teaching forms a crucial component.

In Gujarat, where the duration of the training programme is of two years student-teaching is spread throughout the period of training, i.e. in both the years. It is given a place in the Gujarat Syllabus^{as} an integral part of the component of educational or professional area. Half the weightage of the total loading of this area is allotted to Student-teaching. In the scheme of evaluation, student-teaching is divided into two parts, (1) sessional work in practice-teaching and (2) final examination lesson. The weightage in terms of evaluation marks is 2:1 (i.e. 100 marks: 50 marks). The loading of student-teaching in the total evaluation marks for the whole teacher training

programme is 13.6 per cent.

Some conspicuous facts about student-teaching in Gujarat were identified as under: (1) it is essentially an on-campus teaching; (2) it consists of scattered 16 practice-teaching lessons in the first year and 20 such lessons in the second year; (3) there is nothing like internship in student-teaching as is the case in the Philippines; (4) in a ~~large~~ many cases, the practice-teaching lessons are supervised by the staff-members of the teachers' college concerned; (5) there is nothing like the laboratory school in Gujarat set-up; (6) the faculty members of a teachers' college give a few demonstration lessons in the beginning of the academic year to illustrate the methods and skills of teaching; (7) the earlier weightage and emphasis on "correlated teaching" has been considerably reduced in course of the last 7 or 8 years, and now a large majority of practice-teaching lessons are castⁱⁿ the traditional mould; (8) the only redeeming feature is that student-teachers are required to give 1 to 2 practice-lessons in Activity Method, Combined Lessons, Multiple Class Teaching, Physical Education and Unit Teaching; (a) a student-teacher is required to

2 observe at least 10 demonstration lessons given by the teacher-educators of the college and 30 practice-teaching lessons given by his fellow student-teachers; (10) practice-teaching^{is} largely of the on-campus type and that too largely in private schools; (11)^{there is} dearth of facilities for off-campus student teaching, excepting one week continuous teaching outside the campus; (12) the quality of practice-teaching lessons and of supervision work was found to be slightly below average. The weaknesses noticed in practice-teaching lessons were the following: (a)^a few teaching aids are used; (b) a little variety is noticed in method, (c) both quality and adequacy of lesson-guidance was adjudged to be below the level of satisfaction; and (d) supervision is done on routine and traditional lines with little concern to identify talented teachers and stimulate experiments and innovations in teaching. Difficulties experienced by student-teachers in doing their practice-teaching included absence of laboratory schools, distant location of practicing schools in some cases, inadequate sitting accommodation for school children which made class management and actual teaching difficult for student-teachers, difficulty of readily getting teaching aids,

3 lack of organisation and system in practice teaching work, heavy load of other assignments on student-teachers and absence of climate for the encouragement of innovations and experimentation.

In the Philippines, the situation was found to be altogether different and was adjudged decidedly superior qualitatively. Distinguishing characteristics of student-teaching in the Philippines were noticed as under:

(1) every normal college has a laboratory school where student-teachers spend the first 6 weeks of their training in observation work including study of children and of observation of teaching-learning going on in real classroom setting; (2) a large segment of student-teaching is done in off-campus schools (which are called the cooperating schools) which are selected mostly from the home province of the student-teachers; (3) internship in student-teaching is practised in cooperating schools; (4) the supervision work of student-teaching during the off-campus teaching is done by cooperating teachers who are ordinarily rewarded or remunerated for this extra job that they do; (5) the teacher educators of teachers' colleges operate as 'critic teachers' during the student-teaching weeks; (6) the off-campus teaching in public schools is

directed, controlled and coordinated by the Bureau of Public Schools through its specially appointed personnel for this task; (7) only student-teachers who are able to secure a grade of 80 per cent in their work in the semester are allowed to do off-campus teaching in a public school; (8) private teachers' colleges are required by the Education Department to have enough supervisors on their staff to assist the cooperating teachers in supervising the student-teaching of their students; (9) each student-teacher is expected to work with his cooperating teacher for at least 8 weeks; (10) The rating of the intern is largely the responsibility of the cooperating teachers and the principal of the cooperating school; and (11) the choice of the cooperating school and the cooperating teacher is made by a committee of two composed of a representative of the Bureau of Public Schools or the Bureau of Vocational Education and a representative of the Bureau of Private Schools.

It was found from the present study that the internship student-teaching programme in the Philippines is not without its problems. The major source of difficulties lie in traditionalism, conservatism and failure on the part of the principals and teachers of the cooperating schools. But they, too, are now being exposed, in a larger

5 degree ~~more~~ than before, to inservice education programme which help in modernising their perceptions and outlook and modifying their attitude to internship in student-teaching and many innovative ideas and practices in teaching.

The overall conclusion of the present study is that the Philippines programme in student-teaching is better conceived, organised and implemented than the Gujarat programme of student-teaching. It is also more innovative, stimulating, comprehensive and effective. A student-teacher is much better prepared for doing his job not only in the classroom, but in the school, in the playground, in the school assembly and in other dimensions of work of elementary schools.

(12) Examination and Evaluation

The Philippine programme of elementary teacher education in its dimensions of examination and evaluation reflects modern trends and practices. For instance, course organisation in colleges is on Semester basis; the evaluation is continuous and comprehensive; it is predominantly sessional and internal; it is both diagnostic and remedial;

6 the teacher education system gets at least some feed back from the evaluation outcomes; undesirable and weak teacher trainees are weeded out sufficiently early through this system and the teaching profession is, thus, saved from the entry of such undesirable or weak elements; and lastly evaluation is done in terms of letter grades rather than numerical marks on a hundred point scale:

As against this, the examination and evaluation system in the Gujarat system is largely traditional. The system and procedures of evaluation are all prescribed in the 1970 Revised Syllabus, and a teachers' college have no freedom to deviate from it and break new grounds. A total of 1,100 marks are allotted for the final certification examination, of which 250 marks are earmarked for the productive area, 300 marks for the educational area, 300 marks for the academic area, 100 marks for community living and 150 marks for the special skills area. The Gujarat Syllabus has laid down conditions pertaining to sessional attendance (of at least 200 days), satisfactory progress in yearly sessional work (50 per cent in each area) etc. for earning eligibility to appear at the final certification examination which is set and conducted by

7 the State Board of Examinations. The passing standard is not quite exacting - it is only 40 per cent in each of the five areas of the curriculum.

The conclusion is that the Philippine system of tests and evaluation in its teacher education programme is more modern, refreshing and challenging ^{than that of Gujarat.}

(13) Inservice Teacher Education

In Gujarat, the trend in the inservice education of primary school teacher is new. It is hardly a decade old. The principle of inservice education for teacher is recognised by the State Government. But the initiative and leadership seems to have come from the Centre. The State Institute of Education is the main agency of inservice education for the teacher educators of primary teachers' colleges. The State Board of Teacher Education also suggests and directs some selected programmes of inservice education for teachers of primary schools and primary teachers' colleges.

The inservice education has spread to a small percentage of the State's network of primary schools and to the army of the primary school teachers. The findings of the

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study is that around 40 per cent of primary teachers' colleges are reported to have Extension Service Centres, but they do not appear to be either active or doing work which has of surface effectiveness. The State Institute of Education, Gujarat State, has been found to have to its credit a record of fairly good work in providing inservice training to around 40 to 50 per cent of the teacher educators and to a larger percentage of supervisors and educational inspectors of primary schools. Its work with primary schools and primary teachers, however, was found to be largely through publication of brochures, pamphlets and handbooks including teachers' handbooks for reference and guidance purposes. The handbooks are grade-wise and subject-wise in some major school subjects areas of the lower primary stage (Grades I-IV).

The areas where the inservice education activities of the SIE, Gujarat State has borne some fruits are:

- (a) development of group centres or school complexes in certain districts to upgrade the quality of primary schooling,
- (b) establishment of village Education Committees in villages which did not have them before,
- (c) in reduction of dropouts and stagnation,
- (d) in initiating reforms like

9 the non-graded primary school, (e) in preparing teachers' handbooks at the primary stage, (f) in the publication of the popular monthly "Jeevan Shikshan" to serve as a forum of opinion and exchange of experiences to primary school teachers and to all others who have interest therein, (g) development of instructional materials and aids for the adoption and use of primary schools etc. With all these, the unescapable conclusion is that the programme of inservice education for primary school teachers to-day has many gaps and inadequacies.

The corresponding picture in the Philippines is appreciably much better. Inservice education for school teachers has been pretty well spread, and in some measures effective too, from late nineteen fifties. By and large, a well organised network of schools exist^d in the Philippines which provide inservice education to public school personnel right from the classroom teacher to the superintendents of the primary schools. Three agencies are found to be operative in the Philippines in the sphere of inservice education. They are (a) the Bureau of Public Schools, (b) private educational institutions and (c) State colleges and universities. The inservice programme

0 reveals a rich variety not at all to be seen in the Gujarat programme. The programmes are in areas of curriculum development, administration, guidance and counselling, adult education, audio-visual education, supervision, student teaching, college teaching and take varied organisational forms such as conventions, work-conferences, seminars, workshops, refresher courses, orientation courses and training sessions. The inservice programmes are organised at provincial, regional and national levels. In most of the cases, funds for inservice programmes come from the national government. One good feature emerging from the study was that the programmes are so arranged that in most of the cases they do not interfere with the normal working of schools. Inservice teacher education programmes were found to have been also initiated and funded by private schools. Various incentives are used by private schools to motivate their staff members to participate in various inservice education programmes. The study also brought to light several difficulties that come in the way of the effectiveness of the inservice programmes such as inadequate funds, teachers' participation interfering with their regular work in school, political interference, etc.

The overall conclusion is that a better and more extensive and intensive work in inservice education of primary school teachers is being done in the Philippines than in Gujarat.

(14) Some Other Findings

Over and above the findings and conclusions presented in the above thirteen areas, a few others were also identified in the study. They are as under :

- (1) The tide of student-unrest which has been the dismay and distress of almost all the universities of Gujarat (of India too) has also spread, though in small measure, to campuses of teachers' colleges in Gujarat.
- (2) The Gujarat Education Department has given evidences that it is in no mood to permit the expansion of private teachers' colleges.
- (3) In teachers' colleges of Gujarat the centre of gravity continues to lie in the principal.
- (4) Professional and instructional leadership displayed by college principals is mediocre.
- (5) In the Philippines, the association of officials of the Education Department with practice teaching of

student-teachers is welcomed, whereas in Gujarat the contrary would be the reactions of the staff of the teachers' colleges.

- (6) The example of the Philippines provide a pointer to the fact that a teachers' college principal should be well trained and equipped professionally and exposed to innovative ideas and experiences if a better quality is expected of the teacher training programme.
- (7) In Gujarat, the possibility of dropout or wastage in teacher training programme is less than in the Philippines, because the pattern of examination is annual and examination rules permit completion of the training course subsequently also.
- (8) The ROTC Course and the Rizal Course are peculiar to the Philippines curriculum.
- (9) The duration of teacher education in Gujarat is of two year duration whereas in the Philippines it is a four-year degree course. In Gujarat, the study noted some possibility of introducing a three-year degree course for primary school teachers after the S.S.C. Examination after the conclusion of 10 year school education.

Such are the major findings and conclusions emerging from the present study.

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6.4 RECOMMENDATIONS

Educational research has one important goal or end. It should result in identification of future dimensions and directions in which education can and should move in order that it ^{may} serve the community better in meeting its needs and aspirations and also gets geared to the needs of economic growth, social change, national integration and strengthening and enriching of democracy both as a way of life and political form of government. In this context it is significant that the latest national education Commission both in India and the Philippines are styled as "Education and National" Development, the Report of the Education Commission (1964-66) in India and Education for Development: New Patterns, New Directions (1970) in the Philippines.

The present study has identified some areas needing further development. The study warrants some recommendations to reform the teacher education programme in Gujarat State and also to some extent in the Philippines. In any case such recommendations are made here thinking that they might provide a frame of reference for further explorations or provide a framework, as the Philippines SAGTE Report (p.25) observes "for the establishment of future programmes."

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The recommendations are grouped under the following headings :

- (1) The objectives of primary teacher education.
- (2) The agencies of teacher education and their respective roles.
- (3) Administration and supervision in teachers' colleges.
- (4) The financing of primary teacher education.
- (5) The duration of the teacher training and a common programme for the education of school teachers.
- (6) The physical plant of the primary teachers' college.
- (7) Building up open climate, high staff morale and effective leadership in primary teachers' colleges.
- (8) Recruitment and training of primary teacher educators.
- (9) Selection for and retention of teacher trainees in the teachers' colleges.
- (10) Teacher education curriculum.
- (11) Student-teaching.
- (12) Examination and evaluation.
- (13) Inservice education of primary school teachers, and
- (14) Innovations and experimentations in primary teachers' education.

These recommendations would be classified in three

5 categories, viz., (A) Common, (B) for Gujarat specifically, (C) for the Philippines specifically depending upon the nature and relevance of the recommendations to the findings and conclusions of the present study.

(1) Objectives of Primary Teacher Education

(A) Common

The objectives of primary teacher education in both the lands should be reformulated on the following pattern: They all pertain to development of understanding knowledge, skills, interests, attitude or character.

1. Understanding the primary school, its programmes and problems;
2. understanding of the role of education in social change, national integration, strengthening of democracy and economic development;
3. understanding of the psychology of child development, adjustment and learning;
4. acquisition of knowledge of what to teach and skill in how to teach;
5. acquisition of skills in unit planning (curriculum);
6. development of professional personality and moral character;

7. acquaintance with newer developing educational technology;
8. understanding of all task-expectations of a primary school teacher in school, in the local community particularly in enforcement of compulsion, adult education, continuing education and in community development.

(2) Agencies of Teacher Education

(B) Gujarat State

The universities in Gujarat should integrate in their Department of Education or in affiliated colleges of education the education of all the categories of school teachers viz., (a) pre-primary, (b) primary, (c) high school, and (d) higher secondary school. All these training programmes should be organised under one umbrella in the form of different wings of the same teachers' college. They should have both common and differentiated staff of teacher educators to teach common and differentiated specialised teacher education courses.

The State Board of Teacher Education should be so reconstituted, and equipped in such a way, that it can do

7 the work of setting standards of teacher education, co-ordination, guidance and even help the State Board of Examination in setting standardised tests and evaluation.

(C) The Philippines

A National Board of Teacher Education should be constituted which can provide leadership, set standards and guide Government in evaluating, maintaining as well as raising the standards. It has also to coordinate teacher education in public and private teacher training institutions.

(3) Administration and Supervision in Teachers' Colleges

(A) Common

The following administrative set-up should ^{be} built in teachers' colleges: The headship should be with a Director. Wings should be set-up according to different stages of teacher training. Each wing should have its head and specialised staff. Teacher training programme should have some common streams such as science ^{of} education, library, audio-visual education, tests and evaluation, on-campus student teaching, off-campus student teaching and co-curricular programmes.

Specific departments should be set-up so as to achieve

the objectives and programme of teacher training effectively at each stage of school instruction. There should be interrelated coordinating committees. There should also be provision of monthly staff conferences and sectional staff meetings. The decision-making should have the maximum possible involvement of the staff. Even the junior-most among the staff should feel free to express himself and offer ideas fearlessly. The emphasis should be on stimulating group thinking, group decision-making and helping group leadership to emerge. The college leadership should be vigilant to see that each staff member feels confident that he has something to offer to the college and to the programme. The line-and-staff relationship may be there, but it should be permeated with overtones of human engineering and human relationship.

(4) Financing of Teacher Education

(B) Gujarat

Separate funds should be allocated for teacher education, particularly funds required to reorganise it under comprehensive colleges, to break isolation of teacher colleges for training pre-primary school teachers and

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primary school teachers from that of the secondary school teachers, bring all the teacher education programmes of the State in the main stream of university life and to introduce a three-year degree programme of training for primary school teachers. To prepare estimates of funds needed for these by the State Government, a work-group should be set-up.

(C) The Philippines

"Additional financial investments in government teacher training institutions must be provided and directed ~~to~~ ^{for} the improvement of their physical facilities and equipment, research programmes and faculty development so that these institutions can exercise leadership roles in teacher education" (Report of SAGTE, p.129).

(5) Duration of Teacher Training

(A) Common

Exploration should be made to develop a programme of professional preparation of teachers cutting across the traditional isolation of primary and secondary teacher training in water tight compartments.

50 (B) Gujarat

It should be a three year degree programme after high school graduation (at the end of 10 year schooling). Common basic courses for student teachers intending to teach in pre-primary, primary and high school classes (Grade VIII to Grade X) should also ^{be} explored and developed through research and experimentation.

(C) The Philippines

Teacher education should be looked at as a total process and a common basic-curriculum which would meet the general needs of all prospective teachers whether they teach in primary or secondary schools should be developed. One way of doing this is to introduce in the B.S.E.Ed. degree programme, those facets of the common curriculum which are appropriate to secondary school teaching, besides adding a few extra courses which would prepare teachers to teach in secondary school. The degree may be common as "Bachelor of Science in Education"

(6) The Physical Plant of Teachers' Colleges

(B) Gujarat

- (a) All private teachers' colleges should meet in their own college building erected specifically to pilot a teacher education programme.
- (b) The State Board of Teacher Education should guide and direct the State Institute of Education (Ahmedabad) to plan and initiate a comprehensive survey of the physical plant of all teachers' colleges in the State, including primary teachers' colleges.
- (c) The State Board of Teacher Education should appoint an expert adhoc committee to determine the essential physical facilities and equipment for (a) comprehensive teacher training colleges, (b) primary teachers' colleges if they continue to offer the current two year programme and (c) if they switch on to a three year degree/diploma programme in teaching in primary schools.
- (d) The State Government/the U.G.C. and the State Government should provide at least 50 per cent building grants but preferably 80 per cent to enable private teachers' colleges to renovate and expand their physical plant. The management of the private teachers' colleges should be willing to contribute its share of 20 per cent by collecting public donations or using

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their own resources. A ten year programme for plant development should be prepared by the State Government in this connection making use of the expertise in public and private sectors.

- (e) The private teachers' colleges that are found to be in excess to meet the yearly demands of schools should be either closed down or they should be converted into Centres of Inservice Education of school personnel and of teacher educators.
- (f) A teachers' college, whether separate or comprehensive, should not have a strength of more than 500. Teachers' colleges should be built and equipped with this goal in mind.

(7) Building up Effective Leadership in Teachers' Colleges

(A) Common

- (a) Inservice training^{is} to be provided for all the heads of teacher training institutions with a view to increasing their understanding of and improving their competence in (a) initiating structure, (b) consideration, (c) communication, (d) coordinating work, (e) innovations and change and in (f) building up open institutional climate and high staff morale.

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- (b) Preparation of case-studies of effective and ineffective heads of teachers' colleges and involving leadership in teachers' colleges in a seminar situation to enable them to react to different parts of the case-studies to draw conclusion and to become conscious of their own strengths and weaknesses^{so} so that they can overcome their shortcomings.
 - (c) Making available to them published literature on leadership, climate and staff morale including research findings.
 - (d) Screening for them educational films on effective and ineffective professional leadership.
 - (e) Introducing them (particularly the Gujarat Principals) to newer techniques of group dynamics, supervision, panel discussions and to practices adopted in industries to increase workers' motivation, morale and participation in qualitative production.
- (8) Recruitment and Training of Primary College Teacher Educators
- (B) Gujarat
- (a) The following basic qualifications should be laid down for the recruitment of teacher educators of primary teachers' colleges.

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- (b) At least an M.A. or M.Sc. degree in Second Division, preferably in school subjects.
- (c) A professional Bachelor's degree in Primary Education.
- (d) A Master's Degree in Education.
- (e) Some experience of conducting educational research, experiments, projects, action research, etc.
- (f) At least some experience (pre-service or inservice) relating to the primary school, its programme, needs and problems.
- (g) Age not less than 27 years.
- (h) As far as possible the recruitment of teacher educators should have at least 40 per cent female teacher educators.
- (i) The teacher educators should have clear and correct speech, skill in using audio-visual materials and aids and direct seminars and workshops.
- (j) At least one representative of Education Department/
State Board of Teacher Education/^{should}State Institute of
Education/be included in the staff selection committee
for individual teachers' colleges.

Training facilities in pre-service and inservice training in primary education should be organised in the universities of Gujarat both at the levels of Bachelor

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degree and Master's as well as Doctorate degrees in primary education.

(9) Selection and Retention of Teacher Trainees.

(A) Common

- (a) Such recruitment procedures should be adopted by Government as would attract more promising youngsters to teaching in primary schools.
- (b) The identification of promising candidates for primary school teaching should begin from upper primary grades.
- (c) The quality of the entrants to teachers' colleges should be upgraded requiring at least a high second division at the high school graduation.
- (d) Admissions to teachers' colleges should be regulated by estimates of manpower needs at primary school stage - the intake, in any case should not exceed 10 per cent of the additional primary teachers needed every year.
- (e) A quota system should be adopted for every teachers' college, public or private.
- (f) Standardised tests and testing procedures should be developed by Government (or universities) to guide teachers' colleges in making selection of the students as per their quota determined by Government.

These tests should include a general mental ability test, a personality tests, teacher aptitude test and an interest inventory. Tests should also include General knowledge Test, Listening and Reading Comprehension Tests and Language Ability Test.

- (g) Personal interviews should constitute an important part of the selection procedures to weed out students having physical deformity, speech defects, skin diseases, wrong pronunciations, poor hand-writings and problem candidates.
- (h) The testing for selecting teacher trainees should be provided reasonable time - at least 2 to 3 days.
- (i) The practice of selective retention should find a place in teachers' colleges and can later on be adopted by them. A college's decision on whether a specific student should continue in teaching or be directed into some other field of study should be made at the end of the first semester or the first year ~~with~~ of course, the possibility of later review. This screening must take into account academic achievement, personal and social adjustment, and physical fitness. The final decision not to allow a student to continue in teaching should be made by a panel of experts.

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(10) The Teacher Education Curriculum

(A) Common

The primary concerns in developing a teacher education programmes are mainly four, viz., (a) what to teach (b) how to teach, (c) in what directions 'the trainees' personality growth and character are to be directed so that they can attempt a similar task of helping personality growth and development of their pupils when they become regular classroom teachers. The primary teacher education curriculum should, therefore, have at least five major components viz., (a) knowledge of the contents of primary school subjects, (b) knowledge and skills in work experiences included in the curriculum of primary schools, (c) the professional knowledge and skills to teach these subjects to children (d) to develop their own personality, values and character, (e) to develop an insight as to how similar personality growth and development of character among primary school children can be successfully attempted. Therefore, the four components of teacher education curriculum should be (1) Academic knowledge, (2) knowledge of and Skills in selected Work-experiences, (3) Professional education including student-teaching and (4) Community Living with focus on personality growth, inculcation of

18 desirable values and attitudes and building up the moral fibre of character. All these four segments should have preferably equal weightage in the curriculum. Specific recommendations for each of these four segments are given below :

(1) Academic (a) Since teachers must be able to teach a subject as well as know it, the subject courses for them may need to be different from those designed for others who are not going to teach in school; (b) The contents of the courses must be selected keeping in mind the contents of the courses of primary schools, but with wider perspective and greater depth; (c) the content of courses should be revised every 2 to 3 years keeping in mind the fast explosion of knowledge taking place in recent times; (d) There should be sufficient emphasis on conceptual understanding in different academic courses; (e) Selection and organisation of course-content should ^{be} based both on vertical and horizontal dimensions; (f) Course-outlines should be refaced by specific instructional objectives and indication of instructional approach; (g) Along with the prescription of course-contents, reference materials, assignments, hand-books should also be prepared by the course development

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committees; (h) The course-outlines should provide study of both the prescribed syllabus and textbooks grade-wise and subject-wise.

(2) Professional Education : (a) It should have sharply courses on child psychology, psychology of learning, psychology of personality, adjustment and character and behavioural problems of children of primary schools; methods, tools and techniques of instruction; class management, cocurricular activities and examination and evaluation; (b) it should include large-group presentations to give background information and assign works to be read, listened to or viewed in learning resource centres on the campus and in the cooperating schools where teacher trainees do their student-teaching; (c) they should be taught as they are expected to teach; (d) introduction to newer educational technology; (e) main elements of sociology as applied to education; (f) broad features of the elementary Education Act, enforcement of compulsion and the role that primary teachers have to play in reducing stagnation and weightage, adult literacy and community development.

(c) Work-experiences :

(A) Common

After the publication of the Kothari Education Commission Report in 1966, the emphasis in India seems to have been shifted from Basic education and craft-centred correlated education to work-experiences. The Commission has suggested a number of work-experiences for lower primary (Grade I-IV) and upper primary (Grade V-VI). Primary schools will have freedom to choose one of the many alternative work-experiences. This freedom should be extended to student-teachers too. They should be helped to develop a good understanding and reasonable skill in one or cluster of these work-experiences. Till work-experiences are able to replace Craft-work in primary schools in Gujarat, student-teachers of primary teachers' colleges should be freed from the present compulsion about learning the basic crafts of Spinning and weaving, but they should feel free to learn a craft of their liking and interest.

(d) Community Living

(A) Common

This facet of the teacher education curricula should

be carefully planned and include the following activities and experiences :

- (1) Living a corporate life in the college hostel;
- (2) Self-management of the kitchen and other aspects of living in the hostel on cooperative and democratic lines;
- (3) Group work in cleanliness and health;
- (4) Manual labour work;
- (5) Community service work;
- (6) Adult education work;
- (7) Family planning work;
- (8) Cultural activities and recreation work for the local community.
- (9) Organisation of Youth Clubs and Women's Clubs;
- (10) Participation in Cooperatives, Associations and Organisations.

The accent should be on group process, group leadership, group decision-making, social work and social service.

(11) Student-Teaching

(B) Gujarat

Student-teaching should not be conceived as the

2 'cornerstone' or 'the keystone' of the edifice of a teacher education programme but should be regarded as a steelframe to which most parts of the edifice will cling or derive their supports from it.

It is recommended, on a priority basis, that every teachers' college be financially and administratively helped to develop its own Laboratory School.

Other recommendations on student-teaching are as under :

- (1) Student-teachers ^{should} be exposed to the observation of two categories of demonstration lessons, one by teacher-educators, and the other by school teachers adjudged to be effective in their teaching work.
- (2) The first six weeks of teaching should be in the on-campus schools including the Laboratory School.
- (3) Student-teaching should include (a) observation and study of children, (b) studying of teaching behaviour, particularly the interaction between a teacher and his class and among the pupils themselves; (c) observations of the demonstrated specific teaching skills; (d) simulation experiences in micro-teaching; (e) black-board work, (f) participation in seminars on class-management, (g) participation in objective-based lesson

planning (h) experience in making and using programmed instruction materials, (i) participation in project-work in teaching aid; (j) participation in workshop on writing good question-papers, writing effective individual questions and objective test items, and in objective assessment of students' answers and evaluation of the sessional work, (k) experience in organising class visits, excursions, cultural activities, etc.

- (4) Off-campus student-teaching of around 8 weeks in selected cooperative schools under the guidance and direction of the cooperating school principal and the cooperative teachers.
- (5) There should be compulsory internship in off-campus student-teaching.

(12) Examination and Evaluation

(B) Gujarat

The following recommendations should be considered to strengthen evaluation work in teachers' colleges.

- (1) Examination and evaluation should be geared to instructional objectives.
- (2) It should be based on the principle that he who teaches

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also sets the test and scores it.

- (3) Evaluation should cover the whole of college sessional work - it should be continuous and comprehensive.
- (4) A variety of evaluative tools and procedures should be used depending upon the nature of instructional objective and the nature of the testing or evaluative situation.
- (5) Letter grade system, preferably based on a seven-point scale (as recently recommended by the University Grants Commission, India) should be used in place of a hundred-point scale of marking or scoring student performance.
- (6) Evaluation should be diagnostic and superficial.

(13) Inservice Education of Teachers

(A) Common

- (1) Teacher education should have wider connotation - pre-service training as well as inservice training.
- (2) Every teacher college should be helped to develop a Department of Extension Services which would provide inservice education to (a) its own alumni and (b) to teachers of its own on-campus laboratory school and off-campus practice-teaching schools.
- (3) Separate fund should be placed at the disposal of a

5 teachers' college to do its extension work to schools and to teachers.

- (4) The equipment of the teachers' college in library, reading room, laboratory, museum, audio-visual centre, workshop, etc. should be strengthened and enriched so as to enable the college to extend its facilities to its extension school in respect of inservice education work.
- (5) Every extension Service Department should have a coordinator and preferably an Assistant Coordinator to plan and administer programmes of inservice education.
- (6) It should also have a programme of useful publications to disseminate new ideas and instructional practice to its own old students and to the staff of its cooperative schools. It should also publish a Forum type of ^amonthly, bi-monthly or a quarterly.
- (7) The Department should organise for the benefits of its extension schools activities like demonstration, refresher courses, seminars, workshops, work-conferences guide and help the schools to plan and implement educational experiments projects and action researches.
- (8) It should play a role of catalysing agency in the sphere

of new educational ideas and new instructional practices.

- (9) The Government should continue to have its own inservice education programme, piloted through its own agencies, for teacher-educators, supervisors, administrators and even teachers.
- (10) An infra-structure should be developed to evaluate the effectiveness of the operation of inservice education departments and their programmes.

(14) Innovations and Change

(A) Common

Teacher education all over the world has been subjected to constant fresh and modern thinking. Many new ideas are being thrown out. A number of new practices in teacher education are being put forward for tryout and adoption. The teacher education system should be sensitive to the currents of innovations and winds of change. It should particularly take a serious note of and make a sincere attempt to inject some of the following innovations in its system and practices of teacher education:

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- (a) Training student teachers in specific teaching skills through the Micro-teaching Approach.
- (b) Programmed learning.
- (c) Use of educational technology like closed circuit telecommunication system.
- (d) Using the approach of achievement motivation.
- (e) A common basic programme of training primary and secondary teachers.
- (f) Making a teachers' college a centre of community education and development.
- (g) Ruralisation of primary teacher education curriculum.
- (h) A four stage approach in student-teaching viz.,
 - (1) First Introductory Stage : General observation of children's behaviour, teachers at work, instructional materials and books used, co-curricular activities, school system, etc.
 - (2) Second Stage : Period of intensive orientation in selected schools with the contents of curriculum, planning of lessons, techniques of teaching, methods of class managements, various textbooks and teaching aids, examination procedures, school-community activities and the like.

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- (3) Third Stage : A period of gradual instruction to practice teaching in classes.
- (4) Fourth Stage : The distribution of student teachers to the cooperating schools situated off-campus in order to assume their full duties in teaching and participation in school activities for a longer period.

Two factors are emphasised here. One is that student-teachers, with the advice of their instructors, should exchange experiences, share ideas, assess and evaluate their observations and teaching in situations such as seminars, tutorial guidances and conferences.

- (i) Vertical and horizontal integration of teacher education curriculum.
- (j) Weaving of all theoretical studies around student teaching programme. (The North-Western University Experiment, U.S.A.)
- (k) Development of conceptual curriculum in teacher education.
- (l) Experiments in integrate curriculum in teacher education etc. etc.

These are only a few of many innovations in teacher

education have come^{up} on the horizon. The administrators and planner of teacher education should not only take cognisance of them, but develop a strategy to adopt as many of them as possible with modifications and changes necessitated by their local conditions.

6.5 CONCLUSION

Professor N.P. Pillai, the former UNESCO teacher education expert, in his paper entitled "New Dimensions of off-campus Student Teaching" (June 1972) has put forward a point of view that metaphors like 'cornerstone' or 'keystone' generally used for student teaching are no longer appropriate and he has suggested that it should be regarded as "steel frame of the teacher education programme." The same line of thinking should be applied to the programme of primary teacher education. It should not be conceived as the 'cornerstone' or 'keystone' of the superstruction of education at any stage of instruction. On the contrary, it should be regarded as "steel framework" of education at every stage. It performs four important functions. Firstly, it provides a backbone in terms of support and effectiveness to all the constituents of education, namely, formulation of

objectives, redevelopment of curriculum materials, methods of teaching and learning, selection and utilisation of instructional materials and aids and piloting tests and examinations, etc. Secondly, it is the teacher education which makes the framework of school system flexible and productive by preparing school teachers to see teaching-learning as a part of a larger process of not only personal development of children but of national development with reference points for national integration, economic development, modernisation of a traditional society through social change, political democratisation and building up of moral fibre of individuals and the nation as a whole. Thirdly, the steel frame of teacher education should be so devised that it can project itself into every part of the body of an education system by taking care of the quality of its brick and mortar masonry and of the panels of lighter materials sticking ~~on~~^{to} the frame and in between the frames to give ultimately the structure of education durability, strength, a fulness and a personality. Therefore, teacher education should be regarded as of no less importance than curriculum development, examination reform, vocationalisation and manpower planning because it is the quality of teacher education which is going to determine the success of all these programmes. It is time that in this

larger and basic perspective teacher education is viewed by nations and they pride enough founds to modernise and strengthen this steelframe. The present study has revealed concern all throughout to keep this steel frame modern, sound and strong.

There is considerable sense and strength in the observation of the Kothari Education Commission, India (para 4.01) that "investment in teacher education can yield rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions." It is only through the professional preparation of teachers based on current international ideology and practices in teacher training that school teachers can be initiated to the needed revolution in teaching and lay the foundations for their future professional growth. ^{If} it is envisaged that the destiny of a nation is shaped in her classrooms, then its teacher education programme needs to be renovated and enriched. The teacher education should move in this direction. The present study has shown in what direction the programme of the education of teachers of primary schools should move. Amen !