

WHEEL OF DEMOCRACY,  
PLANNING AND PROGRESS



CHAPTER I :

I N T R O D U C T I O N

T H E R E S E A R C H P E R S P E C T I V E

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Comparative education is a part of the wider attempt to explain phenomena, first, within educational systems and institutions and second, surrounding education and linking it with its social environment.

-- Harold's Noab  
and  
Max Eckstein

in "Towards a Science of Comparative Education", 1969.

## 1.1 INTRODUCTION

### Background of the Study :

The present study is in the sphere of education of primary school teachers. It is a comparative study of the programmes of the education of the teachers operating at the stage of fundamental universal primary education in the Gujarat State and our Asian neighbouring country of the Philippines.

The investigator had an opportunity to spend one full academic year at the University of Philippines, Manila, in 1971-72 where he read for his Master's Degree in Education. This was facilitated by a scholarship that he received from the UNESCO. He had, at that time, an opportunity to have a close look at the system of teacher education in the Philippines. Some of the features of the programme of teacher education of the Philippines had particularly impressed him. He had a natural reaction to examine the teacher education programme of his own home State, Gujarat and that of the host country, i.e. the Philippines and to find out whether the system of teacher education of the Philippines in its entirety, or some features of it,

could be used to enrich and strengthen the programme of teacher education at the primary school stage in Gujarat State.

The motivation to do this became stronger as the primary school stage is almost a fundamental education stage. It is on the success of universalising primary education and on its effectiveness that the literacy of masses rests; the minimum essential training in citizenship is imparted at this level; it carries the potentiality of ensuring social and economic well-being of the masses; and if the instruction at this stage can be made effective, it can be harnessed to build up a viable and sound structure of civic and political democracy. It is not only crucial to universalise primary school education in the age-group of 6-14, but the education to be imparted in primary schools should be effective and efficient. It is not enough to make universal provision of school and to enrol every child of the age-group 6-14 in school but it is more crucial to retain the child, till he or she successfully completes Class VII which is the terminal standard at the primary school stage in Gujarat. What is still more crucial is to ensure that

he or she receives education in primary school makes  
him or her a knowledgable, skillful, productive and  
progressive citizen with positive attitude and broad  
and varied interests.

It needs to be examined whether such a reorientation of instruction at the primary stage in Gujarat State is possible, and if it is possible, then to find out whether an inquiry would prove fruitful as to how the Primary School Teacher can be equipped with the necessary knowledge, skills of teaching and planning and positive habits, attitudes, and interests. In other words, it becomes imperative to examine the programme of teacher education that is in vogue at present in Gujarat State in this larger and wider perspective. This is broadly the background and genesis of the present study. The concern and focus in the study are, therefore, to identify those aspects of the programme of teacher education at the elementary school stage in <sup>the</sup> Philippines that could be adapted to enrich and strengthen the education of the primary school teachers in Gujarat State.

## 1.2 THE PROBLEM

The little discussion given on the background, genesis and the rationale of the present study in the previous Section, would now place the statement of the problem selected for this doctoral study in the appropriate frame. The problem is stated below :

"Comparative Study of the Programme of  
Elementary Teacher Education in the  
State of Gujarat and the Philippines."

The clarification of the key words used in the title will better define the problem of the study.

Comparative Study : It is envisaged to examine those dimensions of the programme of teacher education at the elementary stage in Gujarat and the Philippines which reveal a reasonable ground for comparison and which have potential ideas which can be critically examined with a view to enriching the teacher education programme of one land or the other. The word 'study' suggests critical analysis, seeing and establishing relationship<sup>s</sup> between two or more variables and suggesting application on a viable and rational basis.

Programme : This term is used in a wider and comprehensive frame of the selection of teacher trainees, the duration of training, the physical plant of the teachers' colleges, teacher educators, the teacher education curriculum (theory and practice), methods and techniques of training, evaluation and certification and inservice education of primary school teachers.

Elementary : It denotes a primary school with Classes I to VII in the case of Gujarat State and an elementary school having six grades in the Philippines.

### 1.3 SCOPE AND LIMITATION OF THE PROBLEM

The nature of the study is historical, administrative and curricular. In order to put the teacher education programmes of both Gujarat and the Philippines in proper perspective, an attempt will be made to clarify the ideology in teacher education in particular and the philosophy of education in general advocated and followed in both the lands, to describe briefly the historical growth and development of the system of primary education                      and teacher education in

these two lands briefly covering the significant landmarks and contours. An attempt will also be made to describe in pertinent outlines the administrative structure, infra-relationships and the agencies connected with the teacher education programmes in both the lands. This is intended to make the systems of teacher education in Gujarat and in the Philippines clear and to identify the strong and weak links in the relationship between the State, its Education Department, its Inspectorate, its agencies of teacher education at the primary school stage and the academic planning and programming including evaluation and certification done in teacher education. A fuller account of the programmes of teacher education in both the lands will be attempted as permitted by the available data in this sphere.

However, there would be some limitations. The data would be true upto 1973 at the best. In the Philippines, the Department of Education is one of the Executive Departments of the National Government and is responsible for the administration and supervision of the entire educational system of the country. As against this, Gujarat State is one of the total 22 States or local

governments of the Indian Union, and though the administration of education is a State responsibility,<sup>a</sup> State is considerably influenced in the matter of educational policy by the Centre and its Advisory Bodies. Therefore, the decision-making in education with the Gujarat Government is not as much free as it is in the case of the Philippines. Further after 1951, the educational developments in all States of India have become an integral part of the National Five Year Plans in education. This difference will constitute a limitation of what a State in India can<sup>do which</sup>/does not fall within the orbit of the national policy in education.

The study will also be limited to the pattern of primary education and of teacher education in both the lands. The collation and interpretation of the data in both the lands will have to be confined to the educational system and structure functioning in them.

The hiatus in physical plant and facilities as well as in financial resources available for teacher education in both the lands will constitute another limitation in drawing conclusion<sup>^</sup>, making generalisation<sup>^</sup> and suggesting

applications for the reorganisation of teacher education in Gujarat State.

In Gujarat State, formerly two streams of teacher training at the primary stage operated, one which admitted the candidates who had passed the Primary School Certificate (the P.S.C.) Examination of the Gujarat State Board of Examinations and the other which admitted candidates having the S.S.C. or the Matriculation Certificate. The first stream has been abolished with effect from 1974. The study will therefore be limited to the category of the Matriculate teacher trainees. The Gujarat State has already taken a policy decision to recruit only candidates with at least the S.S.C. passed qualification to staff its primary schools. This category will now provide a better base for comparison with the system in the Philippines, where the entrance qualification in a teacher's college is high school graduation.

The study will be limited to those dimensions of teacher education programme which have been indicated earlier in the clarification of the problem and the definition of the terms in Section 1.2.

#### 1.4 IMPORTANCE AND RATIONALE OF THE STUDY

Earlier the importance of the study was indirectly touched. The need to reorient primary education in the light of the increasing task-expectations from the products of the seven-year primary school was stressed and the consequent need to equip the Primary School Teacher through professional training and inservice education to be able to turn out such end-products from the entrants of the State's hundreds of primary schools was also brought out. The investigator had an opportunity to discuss the question of the quality of primary school teachers turned out by the State's sixty-five training colleges with the Chairman and some members\* of the State Board of Teacher Education, the principals and teacher educators of training colleges and Administrative Officers of Panchayat Education Committees. He got an impression from such talks and discussions that the current programme of education of primary school teachers

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\* They include Shri Ishvarbhai Patel (who is now the Vice-Chancellor of Gujarat University), Professor R.S. Trivedi (Sardar Patel University), Professor D.M.Desai (M.S.University of Baroda), Dr. D.V. Desai (South Gujarat University), Prin. M.D. Vaishnav (Saurashtra University), Shri J.L. Rathod (Rajpipla), Shri R.N. Mehta, Dr. B.U. Parekh (Director, State Institute of Education), Shri P.C. Parikh (who is now Jt. Director of Education, Gujarat State, Smt, Kusumben Patel (Dy. Director of Education), Gujarat State.

in Gujarat State is rather weak, superfluous and does not develop among the teacher trainees an identification with the school, its objectives, and its programme and a concern to turn out well informed, ~~and~~ well groomed and well oriented citizens. He also found a good measure of agreement among them that the professional training of school teachers should be given a fresh thinking and modern outlook.

It is true that every country has to develop its own programme of professional training of its teachers geared to its own goals and needs, <sup>but one</sup> country can learn something precious from the examples and experiences of other nations in this sphere. Usually one is inclined to look to the extensive and rich stock of accumulated experiences in the field <sup>in</sup> of western countries like the U.S.A., Great Britain, Soviet Union, West Germany and others. While accepting the fact that a nation can learn a lot from the European countries which are far more advanced and economically better off, <sup>one</sup> if it happens to be a developing Asian or African country, <sup>one</sup> can learn very many precious things from the struggles and triumphs and failures of the countries of the Third and

the Fourth Worlds. As indicated earlier, the investigator had the benefit of one year stay in the University of Philippines, Manila for study in a Master's Degree Programme, He got acquainted with the teacher education programme of that country. He, therefore, thought it worthwhile to examine critically the system of training of elementary school teachers prevailing in the Philippines and to see whether that system has anything to suggest for enriching and strengthening the programme of teacher education for the primary school teachers of the Gujarat State. The investigator wants to undertake this comparative study with an open mind. That is to say, he wants to inquire whether Gujarat State can adopt some features of the teacher education programme of the Philippines which would help ~~it to~~ inject a much desired vitality in its programme of training primary school teachers.

Apart from this specific relevance and importance, the study carries some general significance also. Its concern is to identify approaches and programmes which can contribute to the improvement of teacher efficiency at the stage of the primary school. Improvement in the

results of education depends immediately on the ability, understanding and cooperativeness of teachers. In turn, the quality of teachers is largely determined by the excellence of their own professional training adapted to the spirit of the times. Hence, there, always, is the need for a continuous re-orientation of teacher training.

To re-orient teacher training is to redirect the organization of the programme and of the student teacher activities in such channels and to such ends that they may ensure a maximum efficiency for their physical, intellectual, moral and social development.

As an employee of a school system, the teacher is expected to do his job "satisfactorily". If one admits that the education of children is tremendously important, one must also admit that the training of educators is of the greatest consequence, and that any attempt to contribute towards the improvement of such a training is more than justified.

Thut and Adams (1964, p.vii) observe that to study education well is to study it comparatively. In order to look into the elementary teacher training programme in

Gujarat State, it will be useful and valuable to compare it with the programme in another country which has similar general conditions. Although, as observed earlier, the success of an educational practice in one country does not guarantee its success in another, certain practices modified and reshaped; and certain principles adapted to local conditions may serve the cause of teacher education. So, the Philippines which is very similar to India in a number of respects - its Asian setting, its colonial pre-independence political history, its predominant rural character, its developing economy, the cultural practices of the people and the educational problems may provide clues to the improvement of teacher education programme at the primary school stage.

#### 1.5 OBJECTIVES OF THE STUDY

The over-all purpose for undertaking the present study has been already indicated earlier. It is to identify areas or points of strength and weakness in the programme of teacher education both in Gujarat State and in the Republic of the Philippines with a view to

examining the strengths of the latter for their practicability of adoption to reorient the system of professional preparation of primary school teachers of Gujarat State. The specific objectives are, however, as under :

- (1) To develop a brief background picture of the land, people, the educational structure and the system and teacher education in Gujarat State and the Philippines;
- (2) To trace the historical development of teacher education programme for primary school teachers in both the lands;
- (3) To examine the effectiveness of the procedures followed in both the lands to select candidates for teacher training in the primary teachers' colleges;
- (4) To identify the strengths and weaknesses in the physical plants, equipment, staffing, etc. of teachers' training institutions in both the lands;
- (5) To inquire into the main dimensions of the programme of teacher training at the elementary school stage followed in both the lands and to attempt

a broad evaluation of them on the basis of their potentiality to contribute to increase the effectiveness of teacher training at primary school stage in Gujarat State; and

- (6) To suggest a model, in broad outlines, of primary teacher training curriculum for the Gujarat State.

Thus, the focus in the objectives of the study is on identification of such dimensions and procedures in training elementary school teachers followed in the Philippines which have potentiality for enriching and strengthening the primary school teachers' professional pre-service and inservice education in Gujarat State, and vice-versa.

#### 1.6 SOME RESEARCH QUESTIONS

The problem of the study reflects a concern for the reorientation of the education of the elementary school teachers in Gujarat, and for the consequent improvement and enrichment of the training programme. This raises <sup>two</sup> a fundamental question)- what are the most desirable dimensions or facets of the reorientation of a teacher education programme and what really constitutes

improvement and enrichment in teacher education?

The attempt to answer the above two questions would lead to further questions and may also lead to the building up of theoretical foundation of an effective teacher education programme. These questions would constitute the research questions. Some of them are listed below :

- (a) Who has the responsibility of training school teachers?
- (b) Which agency can be expected to support the setting up of the physical plant of a teachers' training college?
- (c) Should anybody who possesses a minimum prescribed academic qualifications and who desires to take up teaching as a career have an easy and open access to a teacher training programme, and if selection is to be made of the entrants to the teachers' colleges, which agency should have a legitimate right to exercise this judgment and how it should exercise it?

- (d) Does the concept of the professional preparation of teachers cut across the traditional isolation of primary and secondary teaching training in watertight compartments?
- (e) What are the ingredients or dimensions of an effective teacher education programme?
- (f) Is it possible to plan a curriculum of teacher education which would enable school teachers to move from one level to another and to treat teacher education as a total process?
- (g) What is the effective, but at the same time practicable, duration and <sup>what should be the</sup> structural organisation of teacher education programme?
- (h) How can an inservice teacher education programme be geared to supplement and enrich the pre-service teacher education programme? etc., etc.

It is intended to examine these and such other questions during the course of the presentation of the data or their exposition, elucidation or interpretation in the present study. This may also help the investigator to build up a viable theoretic model of teacher education

at the primary school stage in a developing country. The material, the shape and the dimensions of the model will be drawn, as far as possible, from this study and also from the programmes of teacher training tried out in other lands and which have been referred to in this study.

#### 1.7 THEORETICAL REFERENCE FRAME

In this section, the investigator would attempt to present briefly some of the ideas which, at this stage, are in the form of theoretical postulates, but which will be examined for their practicability during the course of this study. They would in fact, serve as a theoretical reference frame in the study.

The recent trend in understanding the growth and development of the education of primary school teachers in a country or a territory is to study it in the context of a few major determinants. The determinants usually studied are the past or historical influences, the stage of expansion reached in universalisation of primary teachers, the availability of the stock of academically

qualified manpower to constitute the teaching cadre, the responsibility which the State has agreed to bear in making provision for teachers' colleges, and providing adequate supporting finances to operate them and the perspective and vision the State has about the quality of the end-products of the teacher training institutions.

The countries which had a colonial political framework will have their system of teacher training determined and structured by the prevailing ideology and practices in the colonising countries. These past traditions die hard and get entrenched so much so that countries after having won political freedom from the foreign yoke and after having attained the status of an autonomous, democratic republic, find it difficult to shake off the weight and the pull of the past traditions and carve out new paths. Not that an effective break-through is not possible, but it takes time for the innovations to find roots and the "protagonists of" innovations and reform have to encounter considerable resistance and the change is a slow process.

In developing countries, the funds for education are quite often small and fluctuating and they do not easily flow from the State treasury. There is often a tendency among top ~~administrators~~ administrators to accord greater priority to the programmes of industrial growth and economic activity. The value of education as an investment is not adequately appreciated, and even among the programmes of educational development, more weightage is given to such programmes of expansion which can forth right catch the eye of the public and which can serve the purpose of propaganda for the political party that is in power. <sup>\*\*</sup> Teacher education, and that too of primary school teachers, is verbally acclaimed and lip sympathy is showered on <sup>it.</sup> But the State contents itself with running a few teacher training institutions to justify its role or to serve as model, leaves the major responsibility of setting up and running teacher training institutions to local self-government bodies and to private educational or religious bodies. In this case, the training institutions subsist <sup>s</sup> on the income from tuition fees, Government maintenance <sup>^</sup> grants and from other sources such as endowments, donations, contributions, etc. When this happens, the quality of

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\* Vide - V.K.R.V.Rao : Education and Human Resource Development, Bombay, Allied Publishers, 1966; also Report of the Kothari Education Commission (1964-66), para 19.04-19.06.

\*\* This point has been very well brought out by Dr. J.P.Naik in his study "Approaches to the Fourth Five Year Plan in Education", Bombay: Allied Publishers, 1963.

teacher training becomes a chance affair - it verges mostly on mediocracy. The reason is that non-government teacher education institutions have always to struggle hard to <sup>make</sup> meet both their ends meet. These institutions, therefore, in many cases do not have adequate physical plant and equipment; their staff of teacher educators is not often well qualified, experienced, insightful and dedicated with the result that the training programme becomes a set of mechanical schedule of lectures, rounds of practice-teaching lessons, practical work and co-curricular activities which are often more window-dressing rather than having intrinsic training values of their own. The teacher training institutions become sub-standards<sup>ff</sup>. They almost become factories to "produce" the so-called trained teachers. A State can pride itself ~~with~~ <sup>on</sup> rising percentage of trained teachers available to staff its primary schools,\* but the process and product of teaching in primary schools continue to be poor. Children acquire perhaps, literacy but not education which alone can <sup>not</sup> develop them in knowledge, and skills, build in them healthy habits, generate positive and progressive attitudes and stir in their

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\* This is what was exactly pointed out to the investigator by Shri S.C. Tikmani who has done considerable research in the field of primary teacher training in Gujarat.

minds wide and varied interests. The intellectual, social, economic and political horizons of the products of primary schools turned out by such a force or cadre of "trained" teachers remain limited, hazy and uncertain.

The political, administrative, academic and professional coordinates have their conflicts and even contradictions in some situations. When political set-up of a State is democratic, there emerge at many points of interactions, contradictions and conflict between professed democracy, decentralisation, communication channels and media on one hand and actual decision-making on the other. The latter is done largely by "experts" but is considerably toned down or changed or influenced by the bureaucrats in the government executive departments which hold in their hands strings of finance or have powers of execution\*. A programme of teacher education, quite often, appears to have a number of contact points with the needs of the developing community, but actually they reflect largely the ideology and reflection of some pressure group or groups in non-official and official influential circles.\*\*

This gives rise to conflict between the needs of the

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\* This is what is happening in Gujarat as pointed out by members of the State Board of Education whom the investigator interviewed in 1974.

\*\* In Gujarat, the emphasis on craft work in primary teacher training is largely due to some influential Gandhians wedded to Basic Education.

society-~~and~~ of the nation and the actual teacher training institutions, and contradictions arise between what is professed and what is actually given by way of teacher training to the State's hundreds of unsuspecting simpleton primary school teachers. There is hardly involvement of professional associations of primary school teachers either because they are lethargic and inactive or because they lack insightful and vigilant academic and professional leadership.

In economically developing countries, inadequate funds for education in general and for teacher education in particular constitute a major obstacle to the development of a sound and effective programme of teacher education.\* The institutions of teacher education become largely "training schools" rather than "colleges" or "institutes of teacher education." They get isolated, as the National Education Commission has said (1966, para 4.04) "from the main stream of the academic life of the universities." The curriculum is also externally laid down by the State Education Department.\*\* Little concern really exists to maintain academic and professional standards, unless the university which is located

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\* In Gujarat in 1972 Rs.4.71 millions were spent on primary teacher education which constituted 0.75 per cent of the total educational budget of Rs.628.63 millions.

\*\* This has been largely the case in India from the days of the British rule.

in the area is vested with the function of supervision in its modern concept of curriculum development and innovation.\* The certificate in education is awarded by the State Education Department to candidates who pass the examinations in theory and practice that are set by it every year.

Candidates selected for teacher education programme have to pay tuition fees and do not have, the benefits of 'stipends' and 'awards', as it is done in some countries like Great Britain, to maintain themselves (i.e. to meet their living expenses), during the period of their professional preparation as prospective school teachers. As a majority of these "trainees" come from middle or lower classes, their maintenance as well as their training expenses pose to them challenges and keep them under financial strains. This situation is not conceived to be in the best interest of effective teacher education, because a candidate has to demonstrate concern only to get a "teachers' certificate" rather than to equip himself well academically and professionally. Such reforms do not catch the eye of the makers of educational policy because they are perceived

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\* This is to be found only in few countries like Great Britain.

\*\* In Gujarat, tuition is free in Government training colleges and for trainees deputed by Panchayat Education Committees.

as 'luxury which a State can ill-afford.' Economic and political determinants<sup>an</sup> prove more powerful and decisive than educational determinants in such cases.

Economic determinants also influence the duration of teacher education. Teachers usually demand shorter courses which cost them less and which open them earlier job opportunity. The conflict between the 'limited means' and 'the desired quality or standards' that develops leaves little prospects for 'continuously rising standards' which the Kothari Education Commission (1966, para 2.44) so strongly commended every institution to pursue. In an economically poor country, quality of education has always to fight a losing battle for its maintenance. This makes it inevitable to have many compromises and make adjustments in "standards of education" which are practical rather than ~~ideal~~ ideal and desirable.

One significant recent development in teacher education in many Asian countries is the rise in the qualifications of the entrants to the profession of teaching.\* Several nations have found it possible to fix the minimum qualification for primary school teachers

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\* This is supported by Edward Pire's study.

as completion of secondary schooling at the end of ten, eleven or twelve years in the school. This is a healthy and helpful trend. While some countries have found it possible to require graduation from college as required qualification for teaching in the primary school, several countries with a long tradition of a separate two or three year training in a training school for primary teachers have not found it possible to adopt the reform of concurrent academic and professional training. In such cases one who enters the field of teaching in a primary school <sup>as a</sup> teacher continues to be a primary teacher till he retires from his service or earlier in event of death. The bulk of the primary school teachers in such countries, therefore, do not have a chance to move into the high school for teaching. The recent thinking favours such reforms in the programmes of teacher education that help a teacher from one level to move on to another level without repeating courses which are almost identical to those he had previously done while under going training at a primary teacher education college. Such a reform is, indeed, desirable, but to make it a fait accompli would pose many problems arising from ingrained tradition, economic

factors, social and political ethos, and attitudes and perceptions of the entrants to the teaching profession.

In some countries, the tradition of teacher education relates only to pre-service conditions. It is assumed that as soon as a candidate successfully completes his or her training and is awarded a certificate in teaching by Government, he has become competent to function as a classroom teacher in a school system. That pre-service training for a teacher in itself is not adequate, has been now well realised by educators and educational administrators. The need for inservice teacher education has, therefore, been stressed. But in countries where the State assumes limited responsibility for the professional training of primary school teachers, the inservice teacher education becomes just an ornament or a frill - it does not become an integral part of the teacher education system nor a programme of a teacher college. This becomes all the more so at the level of primary teacher education. Without a regular and adequate programme of inservice education, teachers cannot be helped to enrich and strengthen

their knowledge about new ideology and developments in education, refresh and deepen their teaching skills, develop professional outlook and interests and form wholesome and positive attitudes. But the reform of extending facilities for inservice teacher education flounders on the rock of shortage of funds.

These are some of the theoretical reference points for the present study. They will be referred to when such reference is pertinent and warranted. This theoretical ideology will be examined from the point of its practicability. Some of the ideas thrown out in this framework will also serve as basis of hypotheses or assumptions which would be examined or varified at appropriate points in this thesis.

#### 1.8 THE RESEARCH APPROACH

The study as reflected in its title belongs to the sphere of comparative education. In the University in which this study is done there has been so far only one study of this kind done at doctoral level, though a number of dissertations at the M.Ed. level are attempted.

They cover many countries, but most prominent of the Western countries are the U.S.A., U.K., U.S.S.R., and West Germany, and among the Asian countries is Thailand. The usual trend is to describe separately the educational system, developments, problems, etc. of India and the foreign country selected for the study, to draw conclusions and compare them in perspective of the possible lessons that countries under study can derive from each other. Studies by Kusum Patel (1951), Mirchandani (1951), Bapsy Mehta (1953), Rati Tachakra (1953), Datta (1962), Pra Maha Lamaheskdi (1971), Chamras (1972), Motonday (1972), Virbala Patel (1972), Tippasan (1973), Suthar (1973), Vijya Dongre (1973), Cantako (1974), Tongboonchoo (1974), Bhochaka (1974) etc. are of this type. Dr. Shaukat Ali Sahib's doctoral thesis entitled "Educational Reorganization in the Colony of Fizy" (1963) and Dr. K.C. Bhatt's doctoral thesis on "Vocational School Education in West Germany and in India" (1973) also fall in this category. But the former is a doctoral study on another nation done by a citizen of that very nation but done at the M.S. University of Baroda. The second doctoral study is of general comparative education

mould as are the M.Ed. Dissertations referred to above.

The present study deviates from this direct and straight-forward approach. It first defines areas of study relating to the education of primary school teachers in Gujarat State and attempts to evaluate the strengths and weaknesses of the on-going teacher education programme in the State. After establishing such a framework of study, it turns to the study of the system of teacher education of the Philippines, makes a careful examination and assessment of its strengths and weaknesses and then critically examines the findings from the Philippine study in the context of their relevance and practicability for adoption to enrich and strengthen the professional preparation of the primary school teachers in Gujarat and vice-versa. State/ Thus, the methodology of study followed in the present research takes somewhat different mould and bent than what is so far followed in the M.S. University of Baroda. It is presumed to be more practical-oriented and down-to-the earth approach.

Professor George Bereday in his well known book "Comparative Method in Education" (Indian Edition 1967)

has defined comparative education as "the systematic study of foreign educational systems." He has been as the aim of the comparative education method "the search for lessons from the achievements and mistakes of different societies." Bereday, however, stresses a number of points which a researcher electing to adopt the comparative education approach should bear in mind.

The situations for inquiry and comparison will be selected, keeping in mind the purpose and objectives of the study and seeing to the fact that the groups are not disparate. Care will also be taken to see that the total situation is accounted to the best possible extent. The survey of the educational system in general and teacher education in particular both in Gujarat State and in the Philippines will be largely analytical. The points of discussion will be concretised - they will be clearly brought out and vagueness<sup>e</sup> would be avoided. The investigator would take all possible care to use such approaches and techniques that can stand the test of validity. His concern during the analysis and interpretation would be for a search<sup>of</sup> for useful and fruitful lessons. The analysis will be based on quantitative data where they are pertinent and are available, but at the same time the analysis will be expository as well as qualitative. The investigator had visited during his stay in the Philippines some school systems and primary teachers colleges. He had an opportunity to share his experiences and thinking with a number of UNESCO Experts, teacher educators, educational administrators and teachers on the emergent issues and problems of education of primary and secondary teachers in the Philippines. Though he cannot claim the knowledge of the Filipino language, but he is fairly well acquainted with the culture of the

people of the Philippine. He is in a position to have a check on the cultural bias of the people of Gujarat and of the Philippine in so far as they affect their perceptions and interpretations of the system of education and the programme and practices in teacher education. Thus, the present investigator has planned to place the methodology of his study on as objective and valid basis as possible.

One more dimension of the present research needs to be underscored. The investigator has visited at least one primary teachers' training institution district-wise in Gujarat and did a case study of it.\* This is true of the majority of the total nineteen districts of the Gujarat State. Similarly, he had the field-experiences of visits, observations of the teacher training programmes in action and discussion with a group of teacher educators of about six teacher training institutions in the Philippines, during his stay in that country. He also compared his notes of observations and deductions with some researchers in Gujarat who had actually studied or done/guided research on the problem or one of the other aspects of teacher training at the primary stage in Gujarat State. Among them he would like to

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\* For the guide-lines used in the case study, please refer to Appendix-I.

make mention of the names of Professor D.M. Desai (M.S. University of Baroda), Dr. D.B. Desai\* (Sardar Patel University, Vidyanagar), Shri S.C. Tikmane (Research Officer, S.<sup>5</sup>C.C. Examination Board, Gujarat State), Shri Gordhanbhai Patel\*\* (Deputy Director, Gujarat State Institute of Education, Ahmedabad), Smt. Veerbala Patel (Baroda), Shri Gordhanbhai B. Patel (Siddhapur), Shri Jayendra C. Bhatt (Ahmedabad), Principal Upendra Pathak (Petlad), Dr. Punambhai Patel (Borsad), Dr. Vinod B. Patel (Khambhat) and Dr. D.G. Pandya (Godhara). Of the 65 teacher training institutions in Gujarat at the primary stage, he made case studies of 10 per cent of the colleges, the names of which are given in the Appendix<sup>IV</sup>. During the Discussion as well as the Case Studies, the issues that particularly figures prominently are :

- The intrinsic motivation of the entrants into the partals<sup>o</sup> of teacher training institutions;
- Their socio-economic background;
- The recent recession in the growth of teachers'

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\* He is now Professor of Education in the M.S. University of Baroda from 1974.

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- education institutions;
- The possible impact of the trend in closing down Government Training Institutions and the placing of increased reliance on private training institutions on the quality of teacher training programme and the outputs;
  - The unemployment of the P.T.C. and Matriculate trained teachers - their difficulties in getting job in primary schools - the possibility of absorbing the trained teachers' turned out by training institutions by Panchayat Education Committees;
  - The lengthening of teacher training course for primary teachers;
  - The various physical and academic inputs in the teacher training programme; and their quality and adequacy, etc. etc.

In the end, it may be said that in the methodology that the investigator<sup>proposes to</sup> use in the present study would include such concerns<sup>as</sup> a careful analysis of the systems of teacher training in Gujarat State and the Philippines in the context of historical, socio-economic, political,

cultural and other influential factors. These are actually the indices suggested by Brickman (1969, p.184). The investigator would take all possible care to subject the collection, authentication and interpretation of data that he would collect from both the lands on the basis of direct observation, discussion, documentary analysis, person-to-person contacts (at the level of teacher educators and experts, administrators and reflection in as objective manner as possible. It would be, in a way, a synoptic study of the systems of teacher training at the elementary school level. The study of inter-relationship between cultural, political, social and economic factors and teacher training will naturally receive due consideration and focus, because socio-economic, political and cultural factors shape largely educational thinking and events. This is an established fact.

#### 1.9 CHAPTERISATION

The thesis is divided into six chapters. Chapter I is introductory. It presents a research perspective of the problem, objectives, scope and limitation of research, hypotheses or research questions, theoretical reference frame and research methodology.

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A brief review of related research in the field of teacher education will be attempted in Chapter II. It refers to about 70 researches on teacher education done in India, the Philippines and other countries of the world. These researches would largely deal with such aspects and dimensions of teacher education which will receive focus in the present research.

Chapter III presents a background perspective of Gujarat State and the Philippines. This perspective would include geographic demographic, sociological, economic and political dimensions of both the lands. This will be done in some details as it is presumed that education is the result of a number of inter-twining complex factors, and no true understanding of an education system or branch of it can be had unless these determinants of education are also adequately looked into. This is deemed all the more important in a study on comparative education.

The Chapter IV will deal with some crucial inputs of teacher education colleges. They would be administrative and supervisory set-up, leadership behaviour patterns of college principals, organisational climate of teachers' colleges, morale of teacher educators admission procedures

adopted in teachers' colleges, physical plant of the colleges and the quality of teacher educators.

The critical examination of the teacher education curricula of Gujarat State and of the Philippines would be attempted in Chapter V. It will be the main study on which the present research is focused. The chapter will deal with specific objectives, basic principles of curriculum of primary teacher education, the components of the teacher education curricula of Gujarat State and the Philippines, methods of teaching, on-campus and off-campus student-teaching, evaluation and examination and inservice education of primary school teachers and primary teacher educators.

Chapter VI will be the concluding one. It will present a summary of findings and conclusion and would also make a number of suggestions to modernise and strengthen the education of primary school teachers in Gujarat State as well as in the Philippines.

#### 1.10 CONCLUSION

Such is broadly the research design of the present study. It constitutes the sixth doctoral study

attempted so far in Gujarat State on teacher education. However, it is the first doctoral study attempted on the education of elementary school teachers and is also the first exercise in comparative education method to understand and assess the problems of the education of school teachers in Gujarat State and an Asian country.

The next chapter will be devoted to a brief review of related research on the education of elementary teachers that has relevance and meaning for the reorganisation of the programme of teacher training which has become crucial to ensure better output both from teachers' colleges and elementary schools.

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