

## CHAPTER 284

### OUR SOCIALISTIC PATTERN AND THE CONSEQUENT GUIDING PRINCIPLES AND TRENDS IN TEACHER- EDUCATION.

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As indicated in Chapter VIII, Chapter IX is the first chapter of Part 'B' of the study undertaken. This part comprises eleven chapters inclusive of this chapter which is devoted to the socialistic pattern of society and the consequent guiding principles and trends in teacher education.

The discussion in this chapter centres round aspects such as the socialistic pattern of society and its implications, responsibility of the training colleges, other factors affecting the aims and pattern of education, the impact of the changing aims and pattern of education on the teacher education programme and some outstanding trends in teacher education pertaining to selection and recruitment, duration of the training course, student participation, practice-teaching by the students, professional education, the personal life of the teacher in relation to professional preparation, evaluation, the placement programme, the follow-up programme and trends in teacher education as expressed in one of the UNESCO seminars.

## (a) Socialistic pattern of society :

India in conformity with its tradition achieved its independence non-violently and peacefully and indeed after a considerable lapse of several centuries. The Indian people took over the reins of the government to model and shape the administration of the country for the good and wellbeing of the people. The Congress which took over power from the British was a pioneer organization since 1883. Starting solely as a political platform it developed its activities also towards constructive work and social welfare problems in the twenties of the present century under the leadership of Mahatma Gandhi and ever since did not lose sight of this aspect of development of the country inspite of the pressing work for the attainment of political freedom.

The Republican Constitution of India was framed after great study and deliberations and was adopted on 26th November 1949 by the people of India in their constituent assembly. The Constitution resolves to establish a sovereign democratic republic, visualising independence in its internal and external affairs, with the real fountain head of all powers being derived from the people and the sovereignty also vested in the people of the country.

The purpose of the various government resolutions, the Constitution and objectives of the Five Year Plans tend towards the evolution of a social order of society. In December, 1954, Parliament declared that the broad objective of economic policy should be to achieve the 'Socialistic Pattern of Society'. It was in the Avadi Session of the Indian National Congress that the following important Resolution on the 'Socialistic Pattern of Society' was adopted.

"In order to realise the object of the Congress as laid down in Article 1 of the Congress Constitution and to further the objectives stated in the Preamble and Directive Principles of State Policy of the Constitution of India, planning should take place with a view to the establishment of a socialistic pattern of society, where the principal means of production are under social ownership or control, production is progressively speeded up and there is equitable distribution of the national wealth."

(77:4)

It was in this session that a precision and definiteness was given to the already existing social thinking.

(a) Its implications :

The policy behind the socialistic pattern of society is not a doctrinaire one but is dynamic and has full scope for change in conformity with the needs of the situation and the good of the community as a whole as against the profits of a few individuals. Emphasis in such planning will have to be to level up rather than level down, and thus, shrink the gap between the 'haves' and the 'havenots'. The transformation of the social and economic order

must be effected through peaceful, non-violent democratic methods ensuring at the same time national unity and integrity.

The basis of all this will be more production of wealth through the judicious use of modern technology and science, its equitable distribution, a bold decentralization of economic and political power bringing about a real harmony between the individual and the community and gradually aiming towards total self-sufficiency with healthy international trade and elimination of unemployment and underemployment.

There is no doubt that in such a society, equality of opportunity for all citizens will be provided. But this opportunity will have to be offered by removing the basic inequalities, otherwise the very spirit of this lofty principle will be defeated. In a democratic set up, the liberty of the individual is implied but with reasonable restrictions imposed by the legislature. Unless this reasonableness is made a justiciable fact it may overstep its limits.

Further, the government will do its best to promote free and compulsory education for all children until the age of 14 years and this elementary education will be of the basic pattern to fit in with our country's social objectives. In view of the rapid scientific and technological advancements, greater emphasis is laid on this aspect of education at higher levels. Any international exchange in this connection should aim towards integration of individuals and nations.

(b) Responsibility of the training colleges :

It is not sufficient to enunciate principles but all efforts made should tend towards the implementation of these principles in actual practice. Here it is very necessary to realize that the formulation of principles is a relatively easy matter than to work them out in day to day life. Eminent leaders of this country have all come to the unanimous conclusion that education alone is the potent means for the realization of our objectives.

The manner in which this education is given is more important than the system of education and the manner will depend upon the person who imparts it. In the development of national life, character and culture, the teacher plays a significant role. It is his great responsibility to educate the children to enable them to develop their minds in such a way that in the last analysis the grown up man is capable of using his discretion to the best advantage of the country and humanity at large.

In order to educate such a future citizen the teacher himself should be equipped with the necessary social and personal qualities and intellectual standards. This great responsibility rests with the teacher education institutions.

In the first instance these institutions should aim at widening the interest of their students, at enlarging the contact with life and providing them with necessary facilities to enrich their personality so that they may satisfactorily influence the growth of their pupils. They should realize the impact of the new forces and

movements on their own programmes of work constantly keeping in mind that educational problems and situations do not rise all of a sudden but spring from the wide forces that operate in national and international life functioning outside the institutions. It is essential that the teachers are made to realize this fact and strive towards a balanced development for the survival and well-being of mankind.

In modern world, social and co-operative values and co-existence are more and more stressed both by individuals and nations. The programme of the training institutions should be so organized that this aspect is clearly emphasized. A training college which keeps itself aloof from the national life and the movements which influence and direct it, will reduce its usefulness, for, any amount of professional efficiency cannot be a substitute for a living contact with life around. It should therefore so organize its activities to include participation in community development programmes and bring about the sharing of life and interest which is a sign of cultural unity and a necessary condition for national integrity.

Teacher education is just one aspect of the whole field of education. Education at any time reflects strikingly the society of which it is a part. The educational system undergoes a change as changes are experienced by the society in its needs and aims. These changes in the educational aims and pattern in their turn affect the objectives and programme of teacher education. Thus

the education of teachers can never be considered as an isolated factor and treated as such. A successful programme of teacher education is to be worked out only in relation to the various other developments.

(c) Other factors affecting the aims and pattern of education :

During the time when society was simple and limited, the social needs were few and a general contentment reigned among the people. The development of communication gave rise to greater movement of people and this in turn resulted in expansion of trade and industry and made society more complex. As science and technology made remarkable progress, communications and industry advanced considerably affecting once again the social life of the people. The sputnik and technological age still further altered the aims and made greater demands on life ultimately resulting in greater complexity and complications.

During the past ten decades, the world has witnessed tremendous changes in its political, economic, scientific and sociological spheres. World wars and international tensions and strains arising out of the expanding life of the nations, the struggle for independence by the dependent nations, the fight to overcome racial and communal discrimination, the struggle to establish the supremacy of peace in the teeth of all obstacles, expanding concepts of democracy with stress on co-operative living and co-existence, new philosophies of living, growing sense of inter-dependence among the peoples of the world, challenging scientific discoveries, rapid mechanization of industry and development of the means of transportation and communication are all responsible for influencing and

having repercussions on the life of the society at large thus resulting in new needs and new demands.

Secondly changes in the psychology of learning and theories of education are other factors which also contributed towards a change in the educational field. As faculty psychology declined giving rise to organismic, dynamic psychology, the theory of mental discipline, mechanistic concept of habit formation and emphasis on the value of memorisation, drill, repetition etc., which predominated the learning theories of the 19th and early 20th centuries yielded place to new theories of learning wherein the learner was recognised as an active growing organism who responded as a whole to the experience of living.

The third factor is the scientific movement which extended its inquiry into the realm of human behaviour at the beginning of the 20th century and this undoubtedly influenced education so much so that findings of research became more and more important to the growing science of education. The development of scientific attitude in problem solving became one of the chief means of education. The movement of educational measurement, investigations of individual ability and achievement, research in the teaching and learning of various school subjects, inquiries regarding functional curriculum, analysis of instructional materials and explorations in methods of working in groups etc., revealed new hopes, new techniques and new methods of approaching a problem.



All such changes should naturally penetrate into the life of the school and the children. The changes in the social life of the people affect their educational expectations. The school life has now to reflect the pressures, the insights the new hopes and aspirations and the needs of the society. All the various new educational theories which gained prominence make their new demands. Provision has now to be made for activities and experiences significant and useful in the ongoing process of living. Education has now to serve a real purpose in the development of the child through his own intelligent participation. Thus a closer co-ordination between education and life has become the order of the day. The school programme and learning experiences have to be designed from the point of view of social functions and the exploration and exploitation of individual and group needs. The individual has to be considered not merely receptive but dynamic and productive. With a view to help the individual to greater maturity, efforts have to be made to bring about greater relationship between method and content and means and ends.

The growing discontent with the existing pattern of education which is the legacy of the British system of education, is another factor which is instrumental in bringing about new changes. Education can no more be considered as an accumulation of unrelated inert facts to be passively acquired by the child. He is to be an active participant throughout the learning process and emphasis

has to be laid on the establishment of a close relationship between learning, living and labour. The felt needs of the child now form the basis of all knowledge and this is to be acquired through the pursuit of a creative, productive, purposeful and socially useful activity.

School has now to become the dynamic centre of the community. School programme can not merely consist of teaching the academic subjects but has to embrace the totality of experience which the child gains through the multifarious activities in and out of school. It has to touch the life of the child at all points and help in the evolution of balanced personality. The school life has to be intimately connected with the child's community life interpreting for the child its salient and significant features thus enabling him to come into contact with some of its important activities. On the one hand the child has to be made to feel that he forms an integral part of the community and on the other, the community has to be made to realize that the school is a vital and invaluable part of its life.

The impact of the various developments on school programme and life is very well made clear by the resolutions passed by the International Conference on Public Education convened in Geneva by UNESCO and the International Bureau of Education which assembled on the 4th July, 1958 for its 21st Session. The conference discussing the aspect of curriculum resolved :

" One of the main aims of modern education should be to prepare children to take a conscious and active part, appropriate to their age and stage of development, in the life of the family, the community and the nation, and in building a more fraternal world society, rich in

variety but united in the pursuit of common aims: Peace, security and fruitful collaboration among all men.

All curricula should include three elements: knowledge to be assimilated, skills to be mastered and means of satisfying physical, emotional, aesthetic and spiritual needs of an individual and a social nature.

In drawing up syllabuses for successive grades, children's capacity to understand and assimilate at various stages of growth should be taken into account in order to ensure that they receive a well organized intellectual education proceeding at a normal pace.

In fixing the content of syllabuses, regard should be had not only to children's mental processes but also to their interests and needs and to the whole of their emotional life and their health.

In drafting primary school syllabuses, it should be remembered that moral and intellectual development should have the following aims: learning to think and to express oneself, learning to act and behave.

(54:20-21)

With the changing philosophy of education and the development of new psychological and sociological trends, changes have become inevitable in the organization and administration of the school programme. Previously, when curriculum was viewed as a logical organization of a fixed body of subject matter, only experts were employed to select the content matter. But gradually, this has yielded place to the active participation of the teaching personnel in the formulation of the purpose, content and nature of the curriculum.

Pioneering studies in child growth and development has

recognized the dynamic nature of learning of the child and the philosophy of democracy has stressed on their active participation. This has resulted in emphasizing teacher-pupil participation in planning the work.

The latest technique of action research has resulted in greater co-operation between teachers, supervisors and administrators in discovering the effect of their practices. This co-operative effort has aided those who are engaged in it to analyse the problem, perfect hypotheses, gather data and test conclusions in the laboratory of the classroom itself.

With the widening of educational aims, the inclusion of parents and other members of the community in the building of the curriculum and school programme of work is considered necessary. For this purpose even lay or parent advisory councils are organized and with a view to find out the opinions of the members of the community as to the purpose of the school, public opinion polls are established.

Thus greater and greater efforts have to be made to enlist greater amount of public cooperation and the school can no longer stand isolated but has to become a part of the community and work in close partnership with the home and the community in promoting the education of the children.

Let us now see the impact of these changes on the teacher education programme.

(d) The impact of the changing aims and pattern of education on teacher education programme :

Before going into the teacher education aspect it is useful and worthwhile to summarize from the above discussion some of the predominant educational ideas that had significant implications for the modification of the education of teachers in both its preparatory and in-service phases.

Firstly, there was growing consciousness among educationists of the importance of understanding child growth and development and of adjusting educational practice to the needs that reflected the years, experiences, prospects and individual differences of children. Secondly, it was more and more realized that the schools, students and teachers were not isolated factors but integral parts of the community and of the larger social order and it was essential that this relationship was more effectively cultivated.

As regards the content and organization of the school programme and courses, a distinct trend was evident in the direction of experimentation aiming towards a closer relationship to the needs and greater degree of integration and continuity. It was also felt that education should be a process of shared creation rather than of a task which was externally assigned and mechanically performed.

Lastly, due to the fast changes that were taking place in the world, a rising concern was expressed on the part of educational leaders with regard to democracy as idea and reality and with regard to the status of many traditional values and institutions.

Thus every aspect of human existence and every social institution is rapidly undergoing changes and is constantly under strain. As a result of new inventions, new discoveries and new methods of operation, communications, agriculture, industry, and trade are rapidly changing due to which the basic human convictions are shaken and have resulted in a conflict of ideas. Traditional concepts and patterns of behaviour have begun to be questioned. This is a great challenge to education for the time demands mutual trust, understanding, imagination, right thinking, boldness and cooperation. Upon its efficiency and effectiveness alone depends the ability of our future citizens to tackle constructively and intelligently the problems of the times. All these point at last to the teacher and his education as of key importance if educational change is to keep pace with changing and evolving personal and social needs. This has brought about great changes and modifications in every aspect of teacher education programme and attempts are being made to bring it into closer consonance with the purposes and needs of schools.

During nineteen twenties and thirties, three trends were particularly notable in America :

"The first was in the direction of attaining a greater degree of integration and continuity in programmes both for prospective teachers and for those in service .....

Then there was a tendency to strive more vigorously to make certain that educational experience was functionally related to the real needs of teachers, as private persons and citizens no less than as professional workers; .....

Finally, teacher education showed an increasing concern with the implications of general social developments and of the related conflicts of basic social ideas. There was growing pre-occupation with the nature and requirements of democracy.

(1:5)

(e) Some outstanding trends in teacher education :

1. Selection and recruitment -

One important field where change is visible is with regard to selection and recruitment of candidates for training. Changes are effected in the selection procedure to ensure higher level of quality among those eventually selected for admission to the profession. In judging a candidate various factors are taken into account including physical and mental health, vitality, intelligence, academic accomplishment, breadth and character of interests, human quality especially as it affected relations with children and young people, cooperativeness, integrity, moral character, and the degree to which the individual felt a genuine aptitude for teaching.

Secondly, the selective process has become a continuous one and is not confined to the beginning of the session alone. Thus it has become closely linked with guidance and the aim has shifted from mere selection to guiding the teacher throughout his training.

2. Duration of the training courses -

In view of the rapidly advancing knowledge, changes and complexities in social life and growing importance of the education of teachers requiring greater skill and better equipment, the inadequacy of the present duration of the training course is more

and more realized and a need is felt for an extension of the same. In some places there has been a move to increase the period from 4 to 5 years while in our own country, the trend is towards two years.

### 3. Student participation -

Another important move is the encouragement given to the trainees for better participation by them in planning the details of the educational experiences enjoyed. The idea that students should be worked with, rather than on, has affected college practice in many ways. Personal responsibility is more and more encouraged by helping the individual to estimate his own strengths and weaknesses and arrive at his own judgements as to the methods he should adopt for the attainment of an adequate level of professional competence. Student representatives are included in faculty committees especially with regard to planning and evaluating the details of the course of instruction.

The student is no more shunted according to institutional regulations but more and more opportunities are provided for him to share the responsibility in taking decisions which affected him. Efforts are being made to assist teacher trainees in understanding the factors which contributed towards success in their profession, to find out the proper means and to decide for themselves the procedure to be adopted. Thus the trend is towards self-analysis and self-education.

Many are the reasons for this striking trend towards provision for more responsible participation by trainees in the determination



of their educational programmes. The most important is the desire to realize the implications of democratic theory. Belief in the worth and potentialities of the individual has demanded that he should not merely be permitted but actually stimulated to share in choosing a course of action in the light of his personal goals. Educationists are also convinced of the superiority of group methods which involved the principle of give and take according to their capacities and needs. Lastly, adherence to the idea that self-guidance according to the dictates of one's own reason should receive all possible encouragement has further encouraged the employment of such methods.

This is definitely a healthy and welcome change for it develops his ability to understand his own motivations and work out plans accordingly and in consistent with professional success. It develops in him the skill to identify the problem, locate and use the resources relevant to the solution thereof. This promotes self-reliance and initiative and pre-disposes him to treat his own students later on with the same respect that he enjoys.

#### 4. Practice teaching by the students -

As regards this aspect there is a distinct tendency towards providing full time experience for a definite period in typical off-campus schools. Even those colleges which have campus schools desire to send their students for at least part of the period to off-campus schools.

The most important objectives for providing such arrangement is to make it possible for prospective teachers to get the feel of the whole school situations and often to community situations as well. This provision is also to help the students to get really acquainted with at least a few children to observe them from close quarters and to discover for themselves the significance of teacher pupil relationship. It is also to facilitate them to understand teacher-teacher, staff and administration and staff and parents relationship and the degree of institutional unity existing. Lastly, it also provides an opportunity for community study, the school-community interplay and its significance for teacher's work.

##### 5. Professional education -

Changes are also visible in the study of various professional subjects. Two subjects of study which have received outstanding attention as important elements in the preparation of all teachers are those which are concerned with individual human beings, particularly children, and human beings organized in the mass, particularly the community.

Therefore, aspects relating to child-growth and development, social understanding, creative expression, direct experience, guidance etc., are being included in the teaching course.

One marked trend with regard to this aspect is to combine the various elements of professional education into a few

relatively large and inclusive units instead of a large number of short, specialized and quite distinct courses. Though quite a number of subjects have found entrance into the training college, yet the courses are integrated in such a way so as to allow full benefit to the trainees.

6. The personal life of the teacher in relation to professional preparation -

There is growing awareness among the colleges of the influence of the presence or absence of personal or vocational worries on academic accomplishment. This awareness has given rise to the establishment of guidance services in some colleges as an integral part of the institutional programme. It is realized that this has made a great contribution to the improvement of teacher education. Therefore provision is made for both theoretical and practical aspect of guidance.

7. Evaluation -

The system of evaluation is also gradually changing. More and more stress is laid on self-evaluation and adequate weightage to the work done by the students throughout the training period. Previously, the important aim of evaluation was to judge the progress of individuals and the effectiveness of the educational programme provided for them. But gradually, this is supplemented by other aims as making it possible for the students to improve by clearly demonstrating their strength and weaknesses. It is no more mystery carried on exclusively by experts but a persuasive activity carried on, though with external and expert help, by the members of the staff and students. It is through such practice

alone that a democratic respect for personality could be manifested.

These changes have their own advantages. Firstly, a soundly conceived and widely shared programme of evaluation has very valuable integrating consequences for teacher education. Emphasis on self-evaluation under guidance continuous throughout the preparatory programme facilitates the integration of the individual and the institution to integrate its services. An appraisal of the institutional programme as a whole helps in the clarification of objectives and in the consideration of the extent to which the various aspects of the programme fitted together and supported each other.

There is also another advantage of a programme of evaluation with student participation. It has its own effect on their own practice when they become teachers. Their experience of appraisal of their strength and weaknesses and of democratic treatment by their instructors in its turn will urge them to adopt similar methods with regard to the treatment of their students.

#### 8. The Placement programme -

In the new programme, placement has assumed importance. Under the changed circumstances, merely providing training facilities is not considered adequate. In the interests of both the schools and the teachers under training, it is considered essential to maintain a placement programme.

By maintaining an educational picture of each candidate supported by cumulative records, the college is in a better position to advise intelligently both the individual and his possible

employees as to his suitability for particular openings.

9. The follow-up programme -

The responsibility of the college does not end here. Guidance and help is essential to the teacher during his professional career and especially during the first few years of his active employment. Therefore, it is considered essential for every college to develop a sound follow-up programme. This has its own advantages. It not only provides the much needed help to the teachers and the schools but also enables the institution to maintain a constant check on the suitability and effectiveness of its own pre-service activities. This follow-up programme has given great importance to in-service education which is being promoted in our own country through Extension Service Departments.

It will not be out of place to end this chapter with the trends in teacher education as stated by the group which discussed the problem "Educating teachers to understand child growth and development" during the UNESCO Seminar held at Ashridge, near Berkhamsted, Hertfordshire, England, between July 15 and August 25, 1948 :

- ✓ (i) A shift in emphasis from subject-teaching to the needs of the child.
- (a) Emphasis on child growth and development rather than general educational psychology.
- (b) Increased contact with and study of children out of school, in play centres, youth clubs, parks, canteens, or in the streets.
- (c) Re-organisation of college curriculum so as to provide for the cooperation of several departments on combined projects.
- (d) Substantial reduction in the number of subjects in the curriculum.
- (e) Increased free time to allow students to work on projects.

- (f) Greater independence for students during working hours.
  - (g) Increased allocation of time for general education as opposed to more specific professional instruction.
  - (h) A tendency to move away from the formal end-of-the year examination towards a credit system in deciding promotion.
- (ii) Greater use of activity methods :
- (a) Increased participation by students in planning courses and methods of study.
  - (b) Increased opportunity for students to evaluate and criticise all aspects of the work, including the efficiency of tutors.
  - (c) Greater freedom in choice of subjects.
  - (d) Use of the last few weeks of the school year for experiments in activity projects, handled largely by students.
  - (e) Allocation of working time for student clubs of an educational nature.
  - (f) In general, a tendency to abandon rule from above in favour of democratic cooperation between staff and students.
- (iii) Increase in direct experience :
- (a) Greater use of visits to institutions where direct experience of new methods can be obtained.
  - (b) More excursions into the country to study the natural sciences
  - (c) Arranging of tours to other countries and districts.
  - (d) Collection of specimens, in preference to notes.
  - (e) Greatly increased use of camps for both educational and social purposes.
- (iv) Increased emphasis on social understanding and social service :
- (a) Increased field study of local environment, social conditions and culture.
  - (b) Encouragement of students to take part in community social services such as adult education, youth organizations, first aid, teaching of crafts, fighting illiteracy, spreading information on hygiene.

- (c) Training of youth leaders as a college activity.
- (d) Training of senior students in vocational guidance and intelligence testing procedures.
- (v) Encouragement of creative expression :
  - (a) Increased importance given to music, art, crafts, dramatic work and physical education in the college curriculum.
  - (b) Provision of facilities for all students to take part in these activities.
  - (c) Greater provision for specialization in these subjects after basic training has been completed.
  - (d) Emphasis on the development of the prospective teacher as an integrated personality.
- (vi) Increased use of resources outside the teachers' college :
  - (a) Use of university facilities in certain fields, for example, in study of anatomy and physiology; exchange of library privileges.
  - (b) Greater use of outside lectures for single lectures and for series of lectures.
  - (c) Co-operation with child guidance clinics in work with difficult and backward children.
  - (d) Increased invitations to cultural units such as orchestras, dramatic companies, demonstration teams, plays, debating teams, etc., to outside audiences.
  - (e) Invitation to high school audiences to college performances.
  - (f) Regular meetings with teachers from surrounding schools to discuss school practice and new projects.
- (vii) Further training of teachers in service :
  - (a) A growing part taken by colleges in the further training of teachers already in service.
  - (b) In America, rapid growth of the workshop movement, in which in-service teachers meet to work out immediate educational problems.

- (c) In-service courses and activities regarded as regular school work.
- (d) Provision of adequate finances for in-service training projects.
- (e) In America, development of informal state councils made up of representatives from all branches of education to act as clearing houses and coordinating centres for educational projects.
- (f) Appointment of full-time officers to organize courses for ex-serviceman and students in outlying areas.

#### Conclusion

Though none of the developments outlined above may be particularly new or revolutionary, they show that a steady growth and change is taking place in teacher education. The old, academic, subject dominated type of training is rapidly being displaced by a training aimed at the personal as well as professional development of the teacher and effective citizen."

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(681:28-30)

Keeping these trends and the present social needs especially of our own country in view, let us see in the following chapters what the pattern of a successful teacher education programme ought to be.