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TEACHER EDUCATION PROGRAMME.
PERCEPTIONS OF STUDENTS, STAFF
AND EXPERTS

"The fragmentation and over-crowded nature of the training college programme has been a problem for many decades, and the fact that colleges have still to make considerable efforts to minimize the effects of these characteristics is testimony to the strong forces that they represent. The 'pull' between the needs of the polymath classroom teacher, who despite recent changes, is still the required norm in most schools, and the desire of the teachers' college to provide opportunities for studies in depth - partly out of a proper sense of the intellectual obligation, partly for considerations of academic status - is a perennial problem that derives from certain of the fundamental characteristics of the role of the teacher.

- William Tayler

"Society and Education of Teachers"

at present in operation in Gujarat. The Faculty of Education, Baroda, is the only college in Gujarat that provides training facilities for teachers of Commerce, Art Education, and Music. In the neighbourhood of Gujarat only the Regional Colleges at Ajmer and Bhopal offer training facilities to teachers of technical subjects at the secondary stage in Western India.

In all the Universities of Gujarat, the B.Ed. degree programme consists of two parts. Part I is Educational Theory and Part II Practical Work including practice teaching. Most of the courses in Educational Theory follow the pattern traditionally given. Some discussion of these theory courses had already been given in Chapter II. A clear trend is recently evident that a few newer courses are introduced. The ^{major} factors promoting this break from the established trend ~~are~~ ^{is} : the leadership exercised by some senior teacher educators of Gujarat like Professor D.M. Desai, Professor M.B. Buch, Professor R.S. Trivedi, Professor K.G. Desai, Dr. D.B. Desai and some of their colleagues. In the immediate past, such leadership had come from Professor T.K.N. Menon, Professor S.N. Mukerji and Professor M.S. Patel, the eminent trio of the Faculty of Education and Psychology, Baroda.

Another determinant of the on-going change is a feeling, that is gradually gaining ground in Gujarat, that the training colleges should show the secondary schools a way to try out new ideas and practices and expose them to new developments in teaching, learning and testing.

In other countries, the expanding and changing needs of the schools influence the training given to a teacher. The Colleges of Education in Gujarat are also responsive to the needs of high schools, but the latter have not taken effective lead in changing the programme of teacher education offered in colleges of education. The wind of change have come from the N.C.E.R.T., the All-India Association of Teacher Educators, from the few prominent teacher educators of Gujarat who visited and taught for some time in foreign schools of education particularly of the U.S.A. and some published research work especially on programmed learning, micro-teaching, ^{classroom}~~classroom~~-interactions, etc. The new ideas of internship in teaching coming mainly from the U.S.A. have also influenced in a positive way a reorientation of student-teaching organised in the colleges of education in Gujarat.

Professor M.S. Patel of Baroda had initiated this Trend in Baroda in 1967. The fact remains that unlike in many other countries of the world, the colleges of education in India concentrate more on professional courses in theory and the needs of secondary schools are met more specifically by courses in Special Methods, Special Fields, and the programme of student teaching. Certain categories of teachers like the teachers of English, Gujarati, Social Studies are in greater demand in high schools than what the Colleges of Education in Gujarat are able to train. To this extent, the study of two special method courses does not provide adequate preparation for high school

teachers. Whereas the high school principals, especially of rural high schools, expect the trained B.Ed. teachers on their staff to teach subjects within the whole range of the secondary ~~level~~ school curriculum, the teachers' colleges limit their practical training to two academic subjects. Many student-teachers desire to be admitted to special method courses like English, Social Studies, and Mathematics though they do not possess a basic degree in these subjects.

The underlying assumption in the present B.Ed. programme that has an accent on professional courses is that the trainees are graduates and they do possess the knowledge of content of subjects that are taught in high schools. This assumption is not supported by the experience of teachers' colleges and practice teaching schools, the complaint of which is that student-teachers possess inadequate, shallow and doubtful knowledge of the contents of school subjects. This has led certain Universities of Gujarat to introduce Content Courses as a part of Special Methods Courses. But that has not improved the situation. The situation is in a confused state.

The teacher education courses need a better focus.

7.2 THEORY COURSES IN EDUCATION

The theory courses in education have acquired a prominent place on the time-tables of colleges of education in Gujarat.

In most of the colleges, the theory time-table operates on Tuesday, Thursday and Saturday. This is particularly the case when the practice teaching programme is in operation. It implies that Monday, Wednesday and Friday are utilised for practice teaching. Thus, it appears that the theory courses get a little less than half the time in a college of education in Gujarat. But in fact a student-teacher spends more time on learning theory than participating in actual teaching work in the classroom.

The most common theory courses in all the Universities of Gujarat are the following :

- Educational Psychology
- Philosophy of Education including Sociology of Education
- Principles of Classroom Teaching
- School Administration
- Health Education
- Special Methods (English, Hindi, Gujarati, History, Geography, Mathematics, Science)
- Special Fields (Audio-visual Education, Counselling and Guidance, and School Administration)

Some variations in theory courses are also prominent in the B.Ed. degree programme of the six Universities of Gujarat including the Gujarat Vidyapeeth.

- (a) Three of the Universities - Baroda, South Gujarat, and Gujarat Vidyapeeth - provide a separate course or a section on 'Educational Evaluation and Measurement' while

in the remaining Universities, this subject forms one of the major units of the course in Educational Psychology.

- (b) The course on "Current Problems of Indian Education" has found a place in all the Universities of Gujarat, but it is organised under different headings and with different emphasis and outlines. For instance, in the Baroda University, it is in the form of "National Development and Education"; in the S.P. University, it is organised as "Recent Trends in Classroom Teaching"; in the South Gujarat University, it is called "Modern Trends and Problems of Indian Education"; the Gujarat University has named it as "Modern Trends and Problems of Education"; the Saurashtra University has also called it the same as the Gujarat University, and in the Gujarat Vidyapeeth, it is labelled as "Problems of Education".
- (c) The Baroda University is the only university in Gujarat which offers Special Method Courses in Home Science, Music, Fine Arts, Commerce and Marathi.
- (d) All the Universities of Gujarat, now, provide for courses in Special Fields. They are optional and a candidate has to select only one. But there is considerable variation among universities in the types of special fields that they offer. These variations are shown below.

Table 7.1

Variations in Special Field Courses in the University^{ies} of Gujarat

Baroda	South Gujarat	Sardar Patel	Gujarat	Saurashtra	Gujarat Vidyapeeth
1. Audio-visual Education	Communication Media	Audio-visual	Audio-visual	Audio-visual	Audio-visual
2. Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance	Vocational Guidance
3. Institutional Planning and Advanced School Administration	Advanced School Administration	School Administration	Library Science	Library Science	Social Education
4. Better School Examination	Mental Hygiene	Library Science		Basic Education	Better School Examination
5. Co-curricular Activities	Library Science	Basic Education		Rural Education	
6. Social Education	Co-curricular Activities	Rural Education		School, Hostel and Community Living	
7. Rural Community-centred Education	Continuing Education	Better School Examination (Evaluating and Testing)		Art Education	
8. Linguistics and Language Learning					
9. Science Education					

- (e) Most of the Universities of Gujarat teach content courses in their B.Ed. Degree Programme. The Gujarat University provides a separate paper for Contents (In special methods selected by the trainees) in the annual examination of the University. In the Baroda University, the content is not as a separate course, but the knowledge of student-teachers in the Content is revised, refreshed and supplemented through special assignments, seminars and projects correlated with practice teaching and it is tested through two periodical tests. As such, student-teachers are given detailed syllabus in content. They are expected to prepare the contents themselves. No directing teaching is done in it. No questions are set on 'Contents' in the final comprehensive examination in Special Methods. But because of the inclusion of 'Contents', the courses in Special Methods carry 4 credits. In the South Gujarat University, content courses are taught but their assessment is done as a part of the internal examination. They are given 20 per cent weightage in the total 500 marks assigned for internal assessment.
- (f) The G.B.T.C. Colleges, the S.P. University and the Gujarat Vidyapeeth offer an integrated professional training programme to prepare Special Subject teachers. The G.B.T.C. Colleges at Rajpipla, Mangrol, Ahmedabad, and Vedachhi cater to the needs of teacher preparation for Basic Schools, Post-Basic Schools and primary teachers' colleges. The

Gujarat Vidyapeeth offers an entire course for preparing Hindi teachers through the Hindi medium. The H.M. Patel Institute of the Sardar Patel University provides a Special one-year B.Ed. (English) Course and a five-years composite degree course (B.A., B.Ed.) through the medium of English to prepare the teachers of English.

Such is broadly the pattern of the B.Ed. Theory Courses in the Universities of Gujarat.

Among each of the B.Ed. Theory Courses that are common to all the Universities of Gujarat, there are appreciable variations. A detailed study of these variations is outside the scope of this study. However, a few prominent variations are summarised below :

- (a) The new topics like 'achievement-motivation' and 'classroom interaction' are included in the course on "Educational Psychology" in the S.P. University and South Gujarat University. The same topics are covered in the course on "Principles of Classroom Teaching" in the Baroda University.
- (b) The topic on 'personality' is given more weightage in the paper on "Educational Psychology" in the Gujarat University and the Saurashtra University.
- (c) The 'Psychology of Group' finds a place in the "Educational Psychology" Paper in 4 Universities; in the other two it is altogether omitted.

- (d) Topics like "Innovation and Change", "Socialisation", "Education for Change" figure only in the Course on "Principles of Education" or "Philosophy of Education" in the Universities of Baroda, S.P., and South Gujarat. The S.P. University and Gujarat Vidyapeeth have given prominence to "Socialisation" in their papers on the similar area.
- (e) The S.P. University is the only university to provide a course in "Trends in Classroom Teaching".
- (f) Universities of Baroda, South Gujarat, S.P.,^{Gujarat} and to some extent the Saurashtra teach topics like 'action research', 'programmed learning', 'group dynamics', 'the assignment system of teaching', 'buzz-sessions', etc.
- (g) In the Baroda University, and to some extent in South Gujarat University and the S.P. University, the course in "School Administration" has considerably changed in contents. The course is reorganised more sharply by keeping the teacher in the focus. In other universities, the course is made to meet the needs of teachers as well as school principals.
- (h) Some Universities have included "health education" as a separate section in the course on "School Administration" whereas some others have treated it as a separate topic in the same course. The highest weightage is given to Health Education in the Universities of Baroda, Gujarat and Saurashtra. The least weightage to this area is given by

the South Gujarat University, Sardar Patel University, and the Gujarat Vidyapeeth.

- (i) The course on "History of Education" has disappeared from the B.Ed. courses of all the Universities. Baroda dropped it once; ~~it~~ re-introduced ~~it~~ and again ~~it~~ dropped it in 1971.
- (j) The topics like 'instructional aids and materials', 'programmes', 'vidio-tape teaching' have found a place in the course contents in Special Methods only in the Baroda University. Similarly, the topic of 'institutional planning' has found a place only in the Baroda B.Ed. Special Field Programme.
- (k) Methodology of Classroom experimentation, action research and elementary statistics have found a place as a course or a separate section only in the South Gujarat University. In the Gujarat University and Saurashtra University, it forms a unit.
- (l) Education of the Talented and Retarded Children as one of the eight Special Fields is offered only in the South Gujarat University.
- (m) Sociology of Education as a part of a course is offered only in the Baroda University.
- (n) The S.P. University is the only University that offers a Paper in "Trends in Classroom Teaching" having two sections :

one on understanding classroom climate, and the other on techniques of classroom learning.

- (o) The Gujarat University and Saurashtra University have a new type of a course (actually a section of a paper) on General Methods, called "Planning Procedures and Evaluation of Instruction".
- (p) The Saurashtra University is the only university in Gujarat that offers a full hundred marks paper on "Content". A similar provision is made in the Graduate Diploma in Education programme of the G.B.T.C. Colleges. In Gujarat Vidyapeeth "Content" has become a part of a separate section of two of the six theory papers.
- (q) The Sardar Patel University is the only university that has a novel type of a theory course, viz., A Study of the Goals and Concepts of Education and Their Implementation.

Such are some of the principal variations in the B.Ed. theory courses of the Universities of Gujarat.

7.3 PERCEPTIONS OF STUDENTS, STAFF AND EXPERTS ABOUT THE B. ED. THEORY COURSES

Student-teachers are, in a way, the consumers of the B.Ed. theory courses. It is necessary, and fruitful as well, to know how they feel about the theory courses. Any change in the

theory courses should have the reflection of the views of the student community as to where the courses appear to them strong and weak in the light of the accepted objectives of the teacher education programme. The second participants in the decision-making of the revision of the theory courses should be the staff of the colleges of education who teach these courses. The third architects of change and improvement are experts - individuals as well as members of study groups, task forces, Boards of Studies, Faculties and Academic Councils of Universities.

Table 7.2 gives the pooled ratings on a five-point scale by 314 student-teachers of 22 colleges of education of Gujarat.

It will be seen that the student community has different perceptions about the utility of different theory courses. But they seem to endorse, by and large, almost all the present theory courses excepting the courses in Educational Statistics. Students have also endorsed the content-courses. They do not seem to be very enthusiastic about Special Field Courses and course in ~~Education~~ Health Education.

Table 7.2

Ratings by Student-Teachers about the Contribution of the B.Ed. Theory Subjects in Training them into an Ideal Teacher

Sr. No.	Theory Course	Very Much	Much	Ordinary	Not much	Not at all
1.	Philosophy of Education	21.84	47.91	24.60	4.54	1.11
2.	Educational Psychology	47.00	47.11	5.29	0.60	-
3.	Planning Procedures and Evaluation of Instruction	36.37	44.96	15.35	1.84	0.48
4.	Current Problems of Indian Education	25.00	41.73	24.44	8.11	0.72
5.	School Administration	35.01	43.75	13.05	2.33	0.36
6.	Health Education	24.75	34.25	32.36	6.36	1.43
7.	Content Courses	31.82	34.01	15.10	18.59	0.48
8.	Special Methods	47.90	41.08	13.05	2.61	0.36
9.	Special Fields	20.51	37.59	30.00	9.46	2.44
10.	Educational Statistics	7.23	8.53	10.25	40.33	33.66
11.	Principles of Classroom Teaching	40.27	45.01	14.72	-	-
12.	Educational Sociology	25.12	40.27	26.78	5.75	2.08
13.	Methodology of Classroom Experimentation and Action Research	30.32	20.51	20.23	15.75	13.19

The 814 student-teachers have given their ratings on a five-point scale on some aspects of the present B.Ed. theory courses. Table 7.2 presents these ratings. The percentages indicate the proportion of different levels of ratings by total students.

Table 7.3

Evaluation by Students of Some Aspects of Theory Courses
(Figures show percentages)

Sr. No.	Aspects	Evaluation on a Five-point Scale				
		A	B	C	D	E
1.	Lack of co-ordination between theory and practical work	11.17	15.47	29.97	28.04	15.35
2.	Out of date topics	13.40	19.77	27.44	14.50	19.89
3.	Unflexible courses	13.17	24.83	25.43	12.81	18.76
4.	Not based on educational researches	13.30	23.73	23.97	14.86	19.14
5.	Fail to meet needs of schools	26.30	24.59	13.40	15.59	14.62
6.	Heavy accent on examination	40.33	43.25	3.33	4.05	4.04
7.	No inclusion of knowledge on ethics of the teaching profession	37.71	38.51	20.52	2.21	1.10

The above analysis shows that about 60 per cent of the student-teachers are perturbed about poor co-ordination existing at present between the Theory Courses and Practical Work. Over 60 per cent of them also are unhappy about the inclusion of some out-of-date topics in theory courses. Above 70 per cent of them have rated from very high to average the unflexibility and rigidity to be found in general in the theory courses. The same high proportion of student-teachers are unhappy about the

fact that the theory courses are not based on educational research in learning and teaching. Eight out of every ten student-teachers indicate that the current theory courses fail to meet the changing and growing needs of high schools. A very high section of the student community seem to rate the present ills of the B.Ed. theory courses with their accent on examination quite high. A large number of students - over 90 per cent - feel badly about the absence of any provision in the theory courses for orienting the student-teacher community in the ethics of the teaching profession. This shows that the teacher-trainees, by and large, are unhappy about the present B.Ed. theory courses in certain vital aspects that have far-reaching consequences on the character and quality of teacher training.

The investigator also tried to get the reactions of the staff members of colleges of education about their current B.Ed. Theory Courses. Some of their comments are given below :

- "The B.Ed. theory courses need to be thoroughly over-hauled and considerably pruned. They should be tailored on the basis of the needs of the schools, the changes affected in secondary education and the role the teachers are expected to play in our developing society."

- Professor D.M.Desai, Baroda

- "The subjects like the current problems of Indian Education, Philosophy of Education, and Educational Administration are of no practical value to teachers."

- N.R. Kayani, Mundra

- "The theory courses have very little practical application on the classroom situation."
- C.K. Akruwala, Khambhat
- "It needs a drastic change. Today more time is given to theory work."
- Prof. T.P. Lele, Dabhoi
- "There is a scope for a lot of improvement".
- Dr. R.S. Shah, Bhavnagar
- "The change is needed according to the new syllabus of high school classes coming into force from June 1973."
- Dr. G.P. Bhatt, Aliabada
- "The theory should be cut down to the bare minimum."
- Dr. K.C. Bhatt, Bilimora
- "The over-emphasis on theory leaves the trainee poorly equipped to work in the school".
- Dr. Shantibhai Bhavsar
- "The structure of the syllabus should be changed."
- Dr. Sarojben Desai, Ahmedabad
- "I would suggest that the theory courses be limited to only a few subjects. Subjects like psychology of learning, sociology of classroom, principles of class-room teaching, two special methods and one consolidated special field should constitute sufficient theory for the professional preparation of teachers."
- H.R. Joshi, Surat
- "If education is to be developed into a discipline, the courses should draw sharply from the related disciplines

keeping in focus the needs of schools, teaching^{ers} and the society".

- Shirish Mankad, Aliabada

- "The present B.Ed. theory courses are framed keeping in mind the needs of urban teachers. Though the B.Ed. theory courses cannot be different for urban and rural teachers, there should be some diversification which meets the needs of rural schools, rural children and rural community effectively."

- D.G. Pandya, Godhra

The junior staff members had not much to offer by way of evaluation or comments. Their attitude was that they teach whatever is prescribed by their university. It appeared to the Investigator that the junior staff members had not given much serious thought or done some depth thinking on B.Ed. curriculum. Only senior staff members were in a position to offer some comments. The comments of some 53 staff members of 22 Colleges of Education were available. The consolidated perceptions of the staff were as under :

- (1) A large majority of them feels that the theory programme is rather heavy. Quite many feel that the contents of the theory courses be given a close look and those topics that do not have much relevance to the preparation of student-teachers as effective classroom instruction^{ers} be dropped from the courses. The teachers of the colleges of Gujarat University particularly felt that their Paper on Educational Psychology is rather heavy and too much theoretical.

- (2) A number of teachers suggested that the course on Educational Philosophy be made lighter at the B.Ed. level and more of Educational Sociology pertaining to high school students and the rural-urban community be taught. Their argument was that in the present context of national development, it is much more important for the teacher to know the social background of secondary school pupils coming from different types of habitations and social groups and the social needs and aspirations of the Indian society. They were in favour of reducing the quantum of 'philosophy' and increasing the quantum of 'Sociology'.
- (3) Most of the staff-members do not favour courses in psychological experiments and educational statistics on a compulsory basis. Their view is that this course should be made optional for those who have mathematical background and interests.
- (4) The Investigator found a strong opinion in favour of some new courses at Surat, Baroda, Vidyanagar, and Porbunder. Some of the new courses suggested are :
- Motivation and achievement
 - Classroom communication
 - National development and education
 - Programmed learning
 - Population education
 - Education and social change
 - Problems of classroom teaching
 - Diagnostic and remedial work in school

- Psychology of Teaching-Learning
- Goals and concepts in teaching
- University Pedagogy

There was not much enthusiasm about the introduction of new courses at Ahmedabad, Bhavnagar, Patan, Palanpur, Godhra, Khambhat, Kheda and Borsad.

The Investigator found that the centres of new thinking on the B.Ed. Programmes are few in Gujarat. They are Surat, Baroda, Vidyanagar, Aliabada, Modasa, Vasana (Ahmedabad) and to some extent the strongest centre is Baroda followed closely by Vidyanagar.

In the last five years about half a dozen seminars were organised at Baroda, Vidyanagar and Ahmedabad to discuss the various facets and dimensions of the B.Ed. degree programme with a view to streamlining it and making it more effective. The State Board of Teacher Education, under the leadership of its Chairman Shri Ishvarbhai J. Patel, held about three meetings of the heads of colleges of education of Gujarat to forge out a common pattern and practice of teacher education in Gujarat. The brief reports of the proceedings and recommendations of some of these seminars are available in the form of mimeographed reports. The expert opinion expressed at these seminars emphasises broadly the following types of changes to be effected in the B.Ed. theory courses :

- The educational theory courses at the B.Ed. be geared as much as possible to the needs of the classroom teachers. But they should also contribute towards developing an understanding and appreciation in the student-teachers of the changing structure of the Indian society, its needs for modernisation and change, its aspirations, the socialistic pattern which it has to be helped to build, the democratic functioning and the role that a teacher has to play in this social transformation. There should be some input in it to provide a liberal training to his mind.
- Courses should reflect the new developments that are taking place in educational technology.
- The internal transformation of the contents of the courses should be attempted by feeding in them the findings of educational research, particularly in the area of teaching-learning.
- The new areas like programmed learning, classroom communications, population education, education and the change process should find a place somewhere in some form in the B.Ed. courses.
- The theory courses are to be framed in terms of semester courses rather than papers of two or three hours duration.
- Each course is to be developed on the basis of clear, specific and tangible instructional objectives.

- The theory courses should also be in the form of teacher-learning units.
- The references given under each course should be as far as possible the latest publications (or editions) with specification of Chapters for each teaching-learning unit and indications of students' further reading and assignments.
- The B.Ed. theory courses and the Basic Education Graduate Diploma Courses should be integrated as far as possible.
- The Boards of Studies of each University should give a fresh look at its B.Ed. Syllabus every three years or so.
- The weightage of theory should be reduced to 40 per cent, giving 60 per cent weightage to student-teaching and practical work.

Such is the current thinking of the teacher education experts of Gujarat on the B.Ed. ~~Education~~ Theory Programme.

The implications of this study for the improvement of the B.Ed. Theory Courses of the Universities of Gujarat are the following :

- (1) The traditional concept of theory subjects as 'papers' should give way to the new concept of semester-wise courses which may be of one hour, two hour or even three hour duration in a weekly time-table.

- (2) Theory courses should be largely geared to preparing student teachers for instructional assignments in schools.
- (3) The student teachers are not trained to be merely technocrats. They have to be helped to develop understanding of and sensitivity to, problems of education in the State and in the country. Further, they should realise the significance and role of education in nation building dimensions like self-sufficiency, economical growth, modernisation of society, national and emotional integration, socialistic pattern of the society, strengthening democracy and so on.
- (4) Considerable pruning and renovating should take place in the details of individual theory courses.
- (5) The weightage of ~~education~~ theory in a B.Ed. programme should be on the following lines :
 - 40 per cent theory
 - 40 per cent student teaching
 - 20 per cent practical work
- (6) The pattern of theory courses should be reorganised on the following lines :
 - Psychology courses, each of one hour duration, on development, learning, achievement-motivation and behavioural changes.
 - A two hour course on educational philosophy
 - A two hour course in educational sociology
 - A two hour course on planning, techniques and procedures and evaluation of teaching.

- A two hour course on school administration (as it affects a high school teacher)
- A two hour course on planning procedures and teaching methods in one school subject (if it is in depth and of advanced type) or in two school subjects.
- Two courses, each of one hour duration, in the content areas of school subjects or in the content area of an advanced type in one subject area.
- A two hour course in national development and education.
- A two hour course in recent developments in teaching and evaluation.

7.4 PERCEPTIONS OF STUDENTS, STAFF AND EXPERTS ON PRACTICE TEACHING

There are a number of reasons why the practice teaching constitutes an important ingredient of the programme of teacher education. Firstly, the principal objective of a student teacher joining the B.Ed. degree programme is that he learns how to teach well in actual classroom situation. Teaching or instruction takes more than 90 per cent of the time a teacher spends in school. The efficiency of a school is also judged by the society and the Education Department on the basis of how well the teachers of the school are able to teach in the classroom and how effective is the learning of school boys and girls.

The general over-riding expectation of the society and of government of a college of education is that it trains teachers to teach well in schools.

A second reason is that practice-teaching is not to be equated merely with skills in teaching, but it should equip a student-teacher with a good knowledge of lesson planning, understanding of various principles, techniques, general methods and procedures of teaching, a good grounding in how pupils learn, a good appreciation of the internal relationship among the instructional objectives' methods of teaching and evaluation, a good acquaintance with and competence in using various types of instructional materials and mechanical aids and apparatus. Such a grasp over tools, techniques and procedures of teaching enables a teacher to face effectively any teaching situation whether it be in a school or outside.

A third reason is that a training college has to initiate innovation and change in the traditional and mechanical teaching-learning that ~~go~~^{goes} on in a large number of schools. The pupil learning in the school is to be activised and made creative. Only then the young boys and girls will be able to think and reason out for themselves, will be able to indulge in original and depth thinking, will be able to apply the knowledge received to new unforeseen situation and will be able to be the participants of national self-sufficiency, wealth, modernised society, emotional and social integration and watch-guards of democracy.

The fourth reason is that during this time what has been called the 'pragmatic barrier' between theory and practice by Byrns can be broken down or reinforced.

A final reason for the importance to be attached to the programme of practice teaching in a college of education is, to use the words of William Taylor, that "School practice provides the principal setting in which the schools and colleges meet face to face. In so far as the colleges are innovatory and the schools conservative institutions - and the balance is not always this way round - the acquisition and trial of new ideas and techniques by students during the college course may be hampered by slower pace of change in the schools where teaching practice is undertaken."

In most of the Universities of Gujarat, practice teaching consists of 30 lessons given by each student-teacher during the year of training. The total number of lessons is distributed equally over the two school subjects selected by the student-teacher for Special Methods. In the Baroda University, there is no specific prescription about the total number of lessons for practice teaching. However, usually a fresh student is required to give 35 to 40 lessons (half in each Special Method subject) and a student-teacher with teaching experience of more than one year is asked to give 25 to 30 lessons.

In different universities, practice teaching lessons get different weightage in the total marks for Part II practical

examinations. The South Gujarat University provides 40 per cent weightage to the lessons to be given in a year in Part II - Practical Examination. In the Baroda University, Practice Teaching is awarded 12 credits in the total 30 credit programme of the B.Ed. degree. In the Sardar Patel University, the practice of education is assigned 400 marks against 700 marks for theory. The number of practice lessons is fixed at 25. These lessons carry 100 marks. The two annual lessons also carry 100 marks. The remaining 200 marks are distributed over a variety of practical work activities connected with practice teaching, such as, lesson notes, instructional materials prepared, teaching aids, unit-planning, preparation of a blue-print and good questions, etc. In the Gujarat University, Part II - Practice Teaching - is given a total of 300 marks against a total of 550 marks for 6 papers of Theory. Fresh student-teachers are required to give 40 practice teaching lessons, and the others 30 lessons. The two annual lessons get 150 marks and the lessons given during the year 50 marks. Thus, 200 marks out of the total 300 marks for Part II go to practice teaching in the Gujarat University. The Saurashtra University follows the Gujarat University pattern. In the Gujarat Vidyapeeth, 40 per cent of the total 1000 marks for the B.Ed (Shikshan Parangat) Examination are assigned to Part II - Practical Examination. The requirement for practice teaching is 30 lessons in a year for which 60 marks are assigned. The practical annual examination in two lessons carries 100 marks. Thus, in the total 400 marks assigned to Part II - Practice teaching - gets a share of 40 per cent.

It will be seen that there are a large number of variations in regard to practice teaching in the Universities of Gujarat.

- The total number of lessons a trainee is required to give is about 25 to 30; the fresh students are required to give 35 to 40 lessons;
- The weightage given to practice lessons is 40 per cent to 50 per cent of marks allotted for Part II - Practical Work Examination;
- The annual examinations get a weightage of 66 per cent to 50 per cent in terms of total marks assigned to practice teaching;
- The practice teaching programme includes -
 - (a) some demonstration lessons by staff,
 - (b) some criticism lessons by student-teachers,
 - (c) on-campus and off-campus teaching in schools, and
 - (d) observation of some practice-teaching lessons;
- In the Baroda University, Practice Teaching includes stimulation teaching, feed-back through the lessons repeated on the same day and teaching the same teaching unit by the same student-teacher before and after feed-back, improvised micro-teaching. In the S.P. University, practice teaching is planned more specifically and elaborately. The G.B.T.C. Colleges ordain that 8 out of 24 total lessons should be given in primary schools through the technique of correlated teaching, 12 in secondary schools, and 4 in Primary Training Colleges.

It will be interesting to see the perception of the student-teacher about practice-teaching. The number of student-respondents are 814. They belong to 22 Colleges of Education in Gujarat. Table 7.4 summarises the ratings of the student-respondents on the 10 facets of practice teaching. It is stimulating to note that about 70 per cent of the student-teachers have affirmed their faith in practice teaching. They have agreed with the statement that their skills in class-teaching have become more effective and pronounced as a result of their training in practice-teaching.

The student-teachers were asked to rate the effectiveness of certain components of practice teaching. These components were demonstration lessons, guidance in lesson planning, supervision of practice-teaching by supervisors and the totality of the effect of practice lessons. Their ratings are given in Table 7.4. The figures indicate the percentage of the student-teachers who rated various aspects of practice-teaching on a particular point on the five-point scale.

Table 7.4

Ratings of the Effectiveness of Some Aspects of Practice Teaching
by Student-Teachers

	Rating				
	Exce- llent	Godd	Average	Below Average	Poor
1. Demonstration lessons given in sufficient number by staff members	19.04	16.66	28.57	17.83	17.85
2. Pre-orientation and guidance on points of observation and learning in demonstration lessons	11.10	19.72	29.76	21.42	18.00
3. Complete guidance in all aspects of lesson planning given by staff members	23.57	16.66	22.74	14.18	17.85
4. Level of demonstration lessons by staff adequate to be instructive and illuminative	16.66	21.42	29.76	19.07	13.09
5. Thorough guidance by staff members in lesson planning	23.57	13.09	32.14	20.23	5.97
6. Supervision of practice teaching objective and free from prejudices	14.18	21.42	18.04	19.00	27.36
7. Adequate allocation of time for guidance in lesson planning and teaching	23.80	20.27	23.80	13.09	19.04
8. Complete supervision of every lesson by super- visory staff members	23.88	15.43	17.85	22.61	20.23
9. Supervisory suggestions good enough to motivate improvement in teaching	21.44	25.00	32.14	11.90	9.52
10. Skills of trainees in class teaching increased as a result of practice teaching	25.60	35.71	26.19	3.34	4.76

The findings of the Table are the following :

Student-teachers do not feel quite satisfied about the demonstration lessons given by college staff members. Only 36 per cent of the students feel that the demonstration lessons given are adequate in number and only 30 per cent of them feel that these lessons provide effective pre-orientation and guidance so that they become of real value to student-teachers in training. Only 45 per cent of the trainees are very happy that the guidance provided in lesson planning and teaching ~~are~~^{is} good. Only about 38 per cent of them say that the level of demonstration lessons by staff is adequate enough to be instructive and illuminative. In other words 62 per cent of the trainees feel that the benefits obtained by them from demonstration lessons are either so so, or below the level of their satisfaction. More than 60 per cent of the trainees do not rate high the quality and utility of the guidance given by the college staff in lesson planning. A similar low rating is about the supervision and guidance of the college staff in practice teaching lessons. This means that more than half of the 314 B.Ed. student-teachers were not satisfied with the practice teaching programmes of the colleges of education in Gujarat. According to their rating, standards of quality of the practice-teaching programme of teachers' colleges in Gujarat are either average or below it. This is a disturbing situation. The only redeeming feature is the high rating given by about 60 per cent of the trainees to a feeling left by the practice teaching programmes in the trainees that their skills in class teaching have definitely improved.

The trainees have made certain suggestions for the improvement of practice-teaching. Their one suggestion is that the theory courses should be completed in the first semester and the second semester be used for continuous practice teaching. This was the opinion of 58 per cent ^{of} trainees. Most of the trainees - over 58 per cent - did not agree that the work of supervision and guidance should be entrusted to experienced teachers of the practising schools. But the fact that 41 per cent rated this suggestion quite high shows that a good proportion of the student-teachers welcomes the participation of experienced school teachers of the practising schools in the supervision and guidance of practice teaching. Above 70 per cent of the trainees rated high the statement that the ratio of theory courses and practical work (including practice-teaching) should be 1:2 (i.e. 33 per cent time to be allotted to theory courses and 66 per cent time to practical work in the training programme of secondary school teachers.)

Another observation that received high rating by over 80 per cent of the trainees is that theory courses in Educational Psychology and in Special Methods should be integrally linked up with practice teaching. The latter should get a proper feed-back from the former.

A little more than 70 per cent of the trainees rated high the statement that the evaluation of practice teaching should be done on pre-determined and pre-announced seven to ten criteria and the supervisors should frame their supervision observations

and do the evaluation of lessons on the basis of these criteria.

Evaluation of practice teaching lessons was another aspect on which student reactions were collected in the study. One aspect has already been touched, viz., that the evaluation of all lessons should be done on definite evaluative criteria. These criteria should be explained and discussed with the trainees before hand. About 79 per cent of the students rated high the statement that the evaluation marks should be communicated to students at the end of each lesson so that it can serve as a feed-back. About half the trainees rated high the proposition that the evaluation of practice lessons should not be done for isolated lessons, but it should be after every block of five lessons or so and it should take into account the overall progress achieved by the trainees in the teaching skills in the course of the unit of five lessons.

All the Colleges of Education in Gujarat do not have their own practising schools. Of the 16 colleges included in the Case Study, only half could claim to have their own practising schools. Experimental types of practising schools are only at Baroda, Vidyanagar, and Ahmedabad (A.G.Teachers'). The concept of laboratory school has not quite found a place in Gujarat.

The managements of colleges of education of Surat, Modasa, Aliabada, Mundra and some others also run their own high schools which are also used, besides other schools, as practising schools. In a number of cases, the practising schools are located within

6 K.M. distance from the college. But 3 colleges have practising schools spread over a distance of 20 K.M.

The number of practising schools used by a college of education in Gujarat is not uniform. It differs from area to area. The colleges at Bhavnagar and Mundra have more than 12 schools; the Faculty of Education and Psychology uses 12 to 16 schools as practising schools and others have practising schools ranging from 2 to 12.

There are certain facts about the practice teaching programme in the Universities of Gujarat which need to be noted here. About 96 per cent of the total 22 colleges, about which data could be collected, have introduced block-teaching to more or less extent. The internship in teaching in the true sense of the word and with all its educational implications is hardly practised by any college. The Investigator was told by the heads and some of the staff members whom he met during his visits to the colleges that block teaching and internship in teaching as ideals are good; but they cannot be adopted cent per cent in Gujarat. A number of difficulties has been pointed out by them :

- Practising schools are usually not willing to entrust the classes of their schools to raw student-teachers, a number of them are fresh for teaching;
- All teachers in the schools are not capable enough to perform the task of co-operating teachers;
- Practising schools at many places are small and the number of teachers is not many so that all the staff members have

got to be involved if internship is to be followed. It does not work;

- At a number of places, co-operating teachers and co-operative school principals expect some remuneration for the service that they offer in the internship programme. The colleges are not able to give any remuneration to them;
- Block-teaching and internship pre-suppose a well-planned full-day programmes for the student-teachers involving lesson giving, lesson observations, and other practical work. In actual practice, it has been found very difficult to organise such detailed plan of full-day practical work;
- Some colleges of education do not have an enough number of practising schools locally; they have therefore, to send the trainees to round-about village schools. A staff member has to accompany the batch of students. This involves additional cost to the college or to the staff members and the student-teachers. There is unwillingness on the part of all to bear additional financial load.

Therefore, the programmes of block-teaching and internship student-teaching are not really followed in Gujarat in the way these programmes ought to be followed to retain their educational and pedagogical values. ^{Three}~~Three~~-fourths of the total colleges of education studied followed, therefore, practice-teaching on full alternate days; one-quarter of them do practice-teaching on full consecutive days in a week; and about 4 per cent do practice-teaching on all half days in a week.

A number of colleges claims that they have broken away from the traditional methods of lesson-planning and teaching, and they have now introduced new elements in their lesson-planning such as objective-centred teaching, unit-plan teaching, assignment methods of teaching and teaching with the help of slides, film-strips and films. The inquiry of the Investigator with the staff members and the student-teachers did not bear out the claims of the college principals about their innovative practice-teaching. It is a fact that the college heads do a lot of window-dressing and make tall claims which do not stand the test of close scrutiny. It must, however, be conceded that some colleges do make efforts to bring in new elements in their lesson planning and practice-teaching. But these innovative practices cover hardly 7 to 10 per cent of the students. Efforts done by the Sardar Patel University M.B. Patel College in more methodical lesson planning and teaching are to be noted. The plan adopted by the college and the intentions of the college authorities are good. But with a large intake of over 200 student-teachers, the efforts of the college leaders are not as successful as they claim. The Baroda Faculty of Education and Psychology has been doing some remarkable work in student-interaction, simulation teaching and micro-teaching. But these innovative practices are of an experimental nature. The Investigator found that all the staff members are not convinced about the practic^{al} effectiveness of these new practices, and the batches of students covered in the experiment in 1970-71 expressed openly their resentment to the use of their evaluation on the basis of student-interaction

analysis on the basis of Flander's 10 categories. The experiment of practice-teaching through simulation method had a moderate degree of success. It could not convince satisfactorily a good percentage of staff and trainees.

It will be nearer to truth to say that in most of the colleges of education in Gujarat, the lesson planning and the methods of teaching used in practice-teaching are on traditional lines.

Staff members, by and large, accept the superiority of the internship in student-teaching and block teaching over the current traditional practice of stray lessons, but a number of them feels that these ideals are not practicable in the existing situation as regards the mood and temper of practising schools, their limited resources and programme and the doubtful knowledge of subject content possessed by the teacher trainees.

Staff member at many colleges told the Investigator that a good quality of practice-teaching work cannot be done unless the teacher-trainees are carefully selected and unless a degree in a school subject is insisted upon. Most of the staff are unhappy about the poor knowledge of contents possessed by the student-teachers. They say that at that stage they cannot teach them 'matter'. A number of college teachers was found bitter about the fact that about three-quarters of the student-teachers whom they were called upon to guide possessed superfluous, and sometimes not correct knowledge of the subject-matter. Many also

complained that the college libraries are weak in the reference material for enriching the students' knowledge of contents.

Whereas the student-teachers complain that their Method Masters and Lesson Supervisors do not have enough time and seriousness to discuss the salient points in their lesson outlines, the latter complain that many trainees are irregular, slovenly, careless, shirkers in preparing good lesson notes.

The Investigator also tried to get the perceptions of the staff members of the colleges of education, particularly those that are included in the Case Study.

There is an universal agreement among the training college teachers that practice-teaching is a vital component of teacher education programme. A majority of them feels that more time and care should be devoted to effective organisation and the conduct of the practice-teaching programme than what is being done at present. Some senior staff members at Baroda and Ahmedabad suggested that the direction of practice-teaching should be in the hands of a competent senior staff member with progressive outlook and dynamism. This man should have a vision of what effective practice-teaching is and how it can be organised. It should not be in the hands of a man who himself lacks dynamism, insight, ideas and leadership qualities.

The climate at Baroda is more for experimentation and improvement in practice-teaching through the adoption of interaction analysis of Flanders, a modified form of micro-teaching

and simulation teaching. The three persons at Baroda who seem to have considerate conviction and faith in these innovations are Dean D.M. Desai, Professor M.B. Buch, and Dr. D.B. Desai. But the older members of the staff are not enthusiastic about this new venture of faith. Perhaps the truth lies mid-way. There has been sins of omission and commission on the part of both.

Staff members of colleges usually complain that they do not have enough time to study the lesson notes of student-teachers and guide them thoroughly. It is not possible to do full justice to 5 to 6 lesson plans within 45 to 60 minutes block of time. They say the same thing about supervising effectively the practice teaching lessons. It becomes tiring and less effective to supervise 6 to 10 lessons. Their suggestion is that the colleges should admit such a number of student-teachers who can be effectively guided and supervised in practice-teaching. A staff member, at the most, should not be called upon to supervise more than 5 lessons - the best number is 4 - if the quality of practice teaching is to be raised.

The suggestions of the staff members of colleges of education can be briefly summarised as under :

- Student-teachers should be asked to plan thoroughly and in great details the first 5 to 10 lessons; the other plans can be prepared in workable outlines;
- Lessons be planned on the basis of instructional objectives; methods should change according to the objectives to be

- accomplished; rigidity in lesson planning should go;
- Colleges should see that every student gives, at least 50 per cent of lessons, very thoroughly;
 - Supervision and guidance on Flander's Interaction analysis have rich possibility of improving practice-teaching, but Flander's approach will have to be adapted rather than adopted;
 - For the purpose of practice-teaching guidance and supervision, the body of student-teachers be so divided and classified that every student-teacher gets the benefit of at least 3 to 5 staff members for a sufficient period of time. This would mean that batches of student-teachers should be so formed that each batch is assigned, in turn, to 3 to 5 staff members. It will be the responsibility of each staff members to see that all student-teachers of his batch come up to a certain minimum level of proficiency in practice teaching.
 - The trained and experienced headmasters and teachers of practising schools should also be involved in guiding and evaluating students' practice-teaching work. At least 20 per cent to 40 per cent of the lessons of each student-teacher should be guided, supervised and evaluated by the teachers and principals of practising schools.

Such are some of the perceptions of the staff members of colleges of education included in the Case Study. The perceptions of experts are also on the same lines. However, a few additional points are made out by them :

- Training the student-teachers in practice-teaching should be made the joint responsibility of colleges of education and practising schools. The Education Department should make it a condition of recognition and grant-in-aid to schools;
- There should not be rigidity about the minimum total number of lessons which every student-teacher should be required to give. The number should be flexible so that it can be adjusted by the college authorities according to the needs of individual teacher-trainees;
- Student-teachers should be exposed to the maximum possible extent in the use of such audio-visual mechanisms and aids as tape-recorder, epidiascope, slides, film-strips and films. State Government should give special grants to colleges of education to strengthen and enrich their resources in audio-visual education;
- At least 50 per cent of lessons be given through continuous or block teaching; internship should be tried out wherever a favourable climate exists;
- Some lessons should be organised for every student to enable him to try out group teaching techniques and simulation teaching;
- A student should be required to give two lessons on one topic - the first to be done under the supervisor's guidance and supervision, it should follow by discussion on the lesson given in which all those who have observed the lesson - the student-teacher, other student teachers who have observed

the lesson, the subject-teacher if he is free and the supervisor ^{to} participate. The student-teacher then replans the whole lesson on the lines of suggestions and comments offered by all the members participating in the discussion and in the next period, he would teach the same lesson in another division of the class. The improvement that results in the practise-teaching of the student-teachers as a result of the feed-back and re-inforcement is to be noted and discussed with the student-teacher;

- Every student-teacher should be assured of at least 10 minutes for the discussion of his lesson notes;
- There should be seminars to be scheduled on the Time Table of the college for group discussion of lessons before and after they are executed in schools.

Such are the suggestions and comments expressed by the experts in Gujarat on the improvement of the practice-teaching programme in colleges of education.

7.5 PERCEPTIONS OF STUDENTS, STAFF AND EXPERTS ON PRACTICAL WORK IN THE B.ED. PROGRAMME

All Universities of Gujarat prescribe some practical work for teacher-trainees preparing for their B.Ed. Degree examination. In fact, Part II of the B.Ed. Examination is designated as Practical Work. Universities and colleges differ in nature and quantum of practical work they prescribe and actually provide for the B.Ed. Trainees.

The South Gujarat University prescribes term papers, tutorials and essay-writing as practical work. This carries 10 per cent of the total marks assigned to Part II Examination. Five per cent marks (25 out of 500 for Part II) are assigned to co-curricular activities. The other practical work includes preparing teaching aids, field surveys and studies, planning projects, organising exhibitions, social service, work, etc. This other 'Practical Work' carried also 10 per cent of the total marks prescribed for Part II Examination.

In the Baroda University, practical work includes practical training in the use of audio-visual mechanical aids, preparation of teaching aids and ~~=~~ an alternative to off-campus participation. Practical field-work is given about 50 per cent weightage in the Theory Course on Special Fields.

In the Sardar Patel University, the practical work has been spelled out in greater details than in the other universities.

It takes the following forms :

- Term paper (weightage of 6 per cent)
- Preparation of instructional materials (weightage of 10 per cent)
- Preparation of unit plan lessons (weightage of 5 per cent)
- Preparation of plans of experiments and action research (weightage of 5 per cent)
- Preparation of blue-prints of question papers (weightage of 3 per cent)
- Field work (weightage of 6 per cent)

The B.Ed. Syllabus of the Gujarat University provides 50 marks (weightage of 16.7 per cent) for practical work in relation to theory papers. The Gujarat University is one of the two Universities to provide for practical work related to theory papers. It also provides 15 marks (Weightage of 5 per cent) for co-curricular activities. This is in line with a similar trend to be found in other universities to give some credits to student-teachers for their participation in co-curricular activities. This serves a purpose, though in a limited way, of encouraging the teacher-trainees to interest themselves in cultural activities. Twenty marks (weightage of 6.6 per cent) are also assigned to term papers.

The Saurashtra University broadly follows the Gujarat University pattern. But it spells out a little more the practical work to be done by student-teachers in relation to theory papers. Here, he is required to prepare three projects. The nature of the projects is left to the college authorities to decide.

The Gujarat Vidyapeeth has a different type of practical work programme. It assigns 40 marks (weightage of 10 per cent) on tests, activities, projects, teaching aids, book-reviews, written assignments, etc. It also provides 100 marks (weightage of 25 per cent) to craft work in spinning and weaving. Another 25 per cent (100) marks are allotted to community living.

Thus, there appears to exist marked variations in the nature, scope and weightage given to different items of practical work in the B.Ed. degree programmes of the Universities of Gujarat. The recent thinking among the Universities of Gujarat seems to favour giving a greater weightage to practical work than the practice teaching. But the practical work does not seem to have acquired a clear-cut image. It is blurred and confused too in some universities. It is, therefore, no wonder that student-teachers, staff members and expert opinion in the State feel not quite happy with it.

In the present study, the 314 student-teachers were asked to check those of the 22 activities shown in Table 7.5 in which they had an opportunity to participate. This shows that the larger number of activities in practical work are planning of action research, filling out school administrative records, preparation of teaching aids, writing of term papers, preparation of school time-tables, preparation of home-work assignments, and the use of audio-visual aids in teaching.

Table 7.5

List of Activities in which the Student-Teachers participated
During Their Training
(Figures indicate percentages)

Sr. No.	Practical Work	Yes	No	Students who rated it as Good
1.	Planning of action research	50.90	49.10	14.28
2.	Translation of articles written in English	8.45	91.55	7.14
3.	Review of Published Articles	22.53	77.47	3.33
4.	Preparation of a Blue Print for Examination	28.16	71.84	42.84
5.	Analysis of Examination Results	38.02	61.98	30.94
6.	Preparation and Filling out School Records	53.52	46.48	13.09
7.	Preparation of Teaching Aids	80.23	19.72	63.09
8.	Writing of Term Paper	52.11	47.89	52.27
9.	Preparation of School Time Table	34.51	15.49	17.85
10.	Unit Planning Work	57.32	42.68	50.47
11.	Preparation of Sociograms	32.39	67.61	25.00
12.	Preparation of Home-work Assignments	71.83	28.17	24.99
13.	Analysis of a Textbook	47.85	52.15	5.94
14.	Preparation of Programme Frames	13.16	81.84	13.19
15.	Preparation of a review report of a reference book	45.06	54.94	5.95
16.	Study and Preparation of Report on Achievement- Motivation	36.62	63.38	4.76
17.	Preparing annual calendar of a school	26.76	73.24	5.95
18.	Making a Case Study	25.06	74.94	4.76
19.	Use of Audio-visual aids	67.32	32.68	22.61
20.	Practice experiments in science	42.11	57.89	8.33
21.	Study of communication in a Classroom	18.02	81.98	5.95
22.	Doing Psychological Experiments	32.21	67.79	21.19

The analysis of students' perception shows that the few practical activities provided in the teacher education programmes are not done to the satisfaction of students.

The staff members of the colleges of education accept the importance of practical work in the teacher education programme very much. Most of them also agree that the practical work should be organised keeping in mind the many duties and tasks the student-teachers will be expected to perform when they become full-fledged school teachers. A teacher has not only to teach in the classroom, but he has to perform various other administrative and academic duties. The training programme should give some orientation and training to teacher-trainees in performing these duties. But they feel that unless student teaching is done through internship, it will not be possible to give effective training to student-teachers in the practical tasks of the schools. But according to a good number of them, student-teaching through internship is not practicable. Even in continuous or block teaching, organisation of varied and useful practical work for the student-teachers is possible in big sized good schools. And all big and first class schools do not throw their doors open to teachers' colleges. Some of the staff members of the colleges included in the Case Studies have offered the following observations and comments on the practical work being done in teachers colleges :

(1) Firstly, the concept of practical work in the B.Ed. teacher education should be made clear. The meaning should not be limited to mere 'making things'. John Dewey, as back as in 1904, defined the objectives of practical work in teachers' colleges in the following words :

"We may carry out the practical work with the object of giving teachers in training (a) command of the necessary tools of their profession; (b) control of the technique of class management skills; and (c) skill and proficiency in the work of teaching. With this aim in view, practical work, as far as it goes, of the nature of apprenticeship".

If Dewey's definition is applied to situation in Gujarat's teachers' colleges, practical work is applied to (b) and (c). Not enough is being done to give the student-teacher command of the necessary tools of their profession. Dewey also accepts the possibility of using the term to imply a different purpose. He says : "We may propose to use practice work as an instrument in making real and vital theoretical instruction, the knowledge of subject matter and the principles of education. This is the laboratory point of view."

The second aspect of practical work that is being emphasised ~~is~~ ^{and} commented strongly by the staff-member is the fact that it is not done in a well-planned, systematic and meaningful way. Some of the staffmembers of the colleges covered in the Case Study bitterly complained about the gap between what is taught in theory courses and what student-teachers do in schools.

(2) The primary object of the practice is acquiring skill in performing the duties of a teacher. The amount of time given to practice work, the place at which it is introduced, the method of conducting it, of supervising, criticising, correlating it and of assessing it will widely differ.

(3) It is largely the practical work which will save the training programme from degenerating into a theoretical programme. The B.Ed. programme is primarily a professional training programme. It should, therefore, provide more of practical work experiences to student-teachers in all those tools and tasks in which proficiency is expected of them.

(4) When a student-teacher goes to a practising school to give lessons, he should not idly while away the time unprofitably before and after the lesson, but he should be assigned ^{every} ~~each~~ day some practical work in the teachers' room, school office or in the classroom, which will equip him much better with the knowledge and skills relating to his other tasks and functions, besides teaching in the school as a regular teacher. This practical work should be so guided that the student-teacher develops an insight in the tasks and he is able to perform them with confidence and efficiency.

(5) The survey type of practical work becomes less useful to the teacher. It is much better to provide student-teachers' guided visits to different types of schools.

(6) Teachers have now begun to use teaching aids in their class teaching. The practical work should, therefore, include demonstration and work-experiences in the using aids and getting acquainted with the mechanism of the complicated mechanical teaching aids so that they can detect defects and do minor repairs.

(7) Teachers of practical subjects should be given actual work-experiences in their field in live situations.

The experts' opinion on the practical work favours a clearer formulation of objectives of practical work, selection of activities keeping in mind the job-expectations as a teacher in a changing secondary school, the framing of a regular timetable for practical work, broad guidance by the staff before, during and after the practical work is done, framing specific evaluative criteria that can be used also for diagnosis and remedial purpose, giving the student-teachers confidence in facing various possible 'school situations' and making/or using/or interpreting various academic and administrative records. Experts also suggest a kind of apprenticeship of student-teachers to headmasters and selected teachers of practising schools for doing practical work.

7.6 PERCEPTIONS OF STUDENTS, STAFF MEMBERS AND EXPERTS ABOUT THE OFF-CAMPUS PROGRAMME

The off-campus Programme in teacher education appears to have been initiated by the Faculty of Education and Psychology, some years before around 1955. The practice has since then spread to all the secondary teachers' colleges in Gujarat.

The objectives of the Off-campus Programme include the following :

- Experience of practice-teaching in rural setting;
- Training in community living and adjustment;
- Practical experiences in group dynamics;
- Survey of local community and its needs;
- Experiences in organising tours and excursions, exhibitions, cultural events;
- Meeting of rural people, speech-making, etc.;
- Experiences in organising school assembly, students' general meeting, supervising students' functions, etc.;
- Work experiences in the performance of regular teachers' duties and tasks;
- Experience in internship in student-teaching;
- First hand knowledge of all school records;
- Understanding of problems of schools, teachers, students, and local community through discussions with the headmaster, teachers, student-leaders and guardians;
- Try-out of innovative ideas and practices in teaching and other aspects of the functioning of school;

- Experiences in emotional and social integration;
- Experience in management of food arrangement, travel arrangement, co-curricular activities, etc, etc.

Most of the Universities of Gujarat have provided off-campus programmes on an obligatory basis for the staff and student-teacher. The Baroda University is an exception. Because of student unrest, the Baroda University could not operate its off-campus programme (which it has on an obligatory basis) in 1971-72. It has, from 1972-73, provided one of the following four alternatives to the off-campus participation.

- (a) Community living and programming in a school situated at a place outside Baroda;
- (b) Planning and implementing a project, experiment or an educational innovation in any educational institution;
- (c) A study of the programmes of some educational institutions; and
- (d) Planning and conducting an educational survey or a small action research in a rural area.

Though the off-campus programme is now made optional in 1972-73, about 65 per cent of the total 200 student-teachers opted voluntarily for it.

The Sardar Patel University has prescribed 20 marks (weightage of about 3 per cent) in the total 550 marks provided for internal assessment. The Baroda University has assigned 2

credits out of the total 12 credits provided for student-teaching. The other Universities of Gujarat do not give separate weightage in terms of specified number of marks to the off-campus in their scheme of marking for Part II Examination (Practical Work).

Most of the colleges go out of their district for off-campus programme. They send their student-teachers to different places. Two colleges of education - the Palanpur College, and the S.L.U. Womens' College at Ahmedabad - take all their trainees to one place. The size of student-batches for off-campus differs. It is 16 or more in one college, 13 to 15 in 12 colleges, 11 to 12 in 12 colleges and 10 or less in one college. Some schools, not covered in the practice teaching schedules, but situated in the district, are also used for off-campus purposes. With the rapid increase in the number of teachers' colleges in Gujarat, colleges are now forced to seek agreement of newer schools every year to participate in their off-campus programmes. Some colleges are forced to fix up the dates of their off-campus programme either in the first term or late in the second term, i.e. in January or even in February.

Formerly, teachers' colleges used to select the off-campus schools on the basis of some criteria such as (1) residential and dining facilities; (2) provision of separate bath rooms and latrines for men and women students; (3) facilities for community living and group work; (4) the per head daily cost not exceeding Rs. 4; (4) the place connected by either rail-road or bus;

(6) willingness of the school to adjust the weekly time-table to meet the needs of the visiting batch of student-teachers. With the growing pressure on schools, because of great increase in the number of teacher-trainees and teachers' colleges, some of these conditions are now being relaxed by the colleges. The colleges are now forced into a situation where they have to accept schools that are willing to accommodate their off-campus batches or where some of the student-teachers are able to make arrangement for boarding and lodging and practice teaching in a school.

Distribution of student-teachers to various off-campus batches is generally done on the basis of the first or second choice of places indicated by them. The staff-members are not always consulted in all colleges about the places where they will take their off-campus batches.

The duration of off-campus programmes also range from 6 days to 10 days or more. It is 10 days or more in 16 colleges, 9 days in 2 colleges, 8 days in 2 colleges, 7 days in 6 colleges and 6 days in one college.

There appears to be a wide variety in the activities organised by different colleges in their off-campus programme. But practice teaching seems to be the most common. In 3 colleges, trainees are required to give 11 to 15 lessons, in 15 colleges 6 to 10 lessons and in 9 colleges 9 or less lessons. The consolidated list of the activities mentioned by 22 teachers' colleges are given below :

- Try out of new methods of teaching;
- Practical experiences in performing regular teachers' duties and assignments;
- Organisation of cultural programmes;
- Organisation of social service work and labour camps;
- Survey work;
- Visits to places of educational interest and significance;
- Inservice training programme for the teachers of the host school;
- Organisation of debate, symposium, seminar, Mock Parliament, etc.;
- Study of some aspects of the life of the local community;
- Demonstration and criticism lessons;
- Conduct of a community kitchen;
- Self-management of all aspects of living involving the residence, food, travel, recreation and such other experiences;
- Experimentation and action research;
- Carrying out field-work assignments;
- Getting acquainted with school administration;
- Organisation of exhibition of teaching aids;
- Talks on new educational developments; and
- Corporate programme involving college students, and teachers and students of the host school.

The list shows that the off-campus programme is mainly used by the colleges for practice-teaching, practical work, training in personality and adjustment, community living, group-work and inculcation of desired values and attitudes in the teacher-trainees. The off-campus seems to be the only tool and medium available to the colleges to use for inculcating values, developing certain desirable personality traits, effecting emotional and social integration and building up a professional sense and sensitivity among the in-position or future teachers.

Some perceptions of students about the off-campus programme are collected in the present Study. Table 7.6 gives the consolidated ratings given by the student-teachers included in the sample of some of the aspects of the off-campus programme.

Table 7.6

Ratings of Student-teachers on the Off-campus Programme
(Figures indicate percentages)

Aspects	Fully	Very much	Ordi- narily	To some extent	Not at all
1. Provides opportunity for unit teaching and continuous practice	36.9	43.8	10.3	9.0	-
2. Provides opportunity to understand school, teachers, students and community	40.8	41.3	11.8	6.1	-
3. Lessens the load on the regular practising schools	30.9	23.3	25.9	10.2	4.6
4. Provides opportunity for					

From the above ratings given by the student-teachers to some aspects of and matters related to the off-campus programmes of the colleges of education in Gujarat, it becomes abundantly clear that they, by and large, endorse the programme. They have, on the whole, favourable reactions to the programme. Of course, the element of high cost bothers them much.

This element of cost had created some student-agitation in the Baroda University in 1970-71 and 1971-72 years. The students had demanded a subsidy from the University to the expenditure they have to incur on the off-campus participation. Their contention was that they had already paid the tuition fees for their training and the off-campus is a part of the training programme. But the University refused to accept the students' argument. Its reasons were : (1) students, in a professional training course, pay extra charges for laboratory and workshop work; (2) no university in Gujarat gives subsidy for the off-campus programme; (3) most of the expenses the students have to incur are on their food-meals which they would ordinarily incur in Baroda even if they do not go out for the off-campus programme. But, eventually, the University accepted the proposal of the Dean to make the off-campus one of the five voluntary practical work programmes.

Most of the staff members are in agreement that the off-campus programme should be a 'must'. It should be really in rural setting. The community life and camp-living are very

essential, as without them it will be difficult to bring about any behavioural changes in the personality, beliefs, opinion and value system of the student-teacher community. In fact, the off-campus programme provides the best and most effective practical work that a college can provide to student-teachers.

A number of staff members are also not in favour of continuing practice-teaching in the off-campus school. It should be a period of joy and enjoyment for students. They should use this opportunity to know more regular teachers, the working of the minds of students. They should also get a practical feel of problems ^{that} ~~of~~ schools and community face today.

Some staff members suggested that the entire management of travel, community living, social service work, recreation, etc. should be in the hands of the student-teachers. They should have experience to manage their own affairs themselves. Only through actual work-experiences, they will be able to pick up qualities of adjustment, tolerance, habits of cleanliness, self-service, ethical values and moral qualities.

The perceptions of the experts are also more favourable to the continuation of this programme. They, however, feel that this programme should be placed as a regular item of the syllabus (practical work) and definite weightage should be given to it in terms of marks in the total scheme of marks prescribed by a University for practical work.

7.7 TESTS AND EXAMINATION

So far as testing and examination in teacher education at the B.Ed. level are concerned, three patterns seem to operate in the Universities of Gujarat. In the Baroda University, there is cent per cent internal assessment for theory courses as well as all practical work including practice teaching. In some universities like the South Gujarat University and the Sardar Patel University, there is 50 per cent internal assessment and 50 per cent assessment through external examination. The Gujarat Vidyapeeth provides 43 per cent internal assessment and 52 per cent external examination in terms of marks. This is very close to the second pattern. In the third pattern, it is the external examination that is given higher weightage in terms of marks. In this category fall the Gujarat University, the Saurashtra University and the G.B.T.C. Examination of Gujarat Education Department. Both Gujarat University and Saurashtra University give a high weightage of 82.56 per cent of marks to external examinations. In the G.B.T.C. Examination, the weightage given to the external examination is 77 per cent. Only in a few colleges - 14.81 per cent - the internal assessment is finalised in a staff meeting. It is usually done by the Principal and one or two senior members. In only 40.76 per cent of the colleges, marks of students' internal assessment are reported to them.

The student-community does not seem to be happy that more weightage is given to examination in theory than in practical work. About 63 per cent of student-teachers covered in the

field-study rated this statement as 'very high' and 'high' signifying thereby that they do not approve a greater weightage for theory work in the professional teacher training programme for teachers. The total 814 student-teachers, in fact, do not appear to be against internal assessment. Only 28.80 per cent rated high the statement that internal assessment is largely used to intimidate and control students. The University-wise break-up in the regard to reaction to this Statement was :

- Sardar Patel University	...	19.93 per cent
- Baroda University	...	57.69 per cent
- Gujarat Vidyapeeth	...	23.07 per cent
- South Gujarat University	...	27.80 per cent
- Gujarat University	...	30.93 per cent
- Saurashtra University	...	23.20 per cent
- G.B.T.C. Colleges	...	36.61 per cent

It will be seen that the greatest resistance is more at Baroda where the cent per cent internal assessment has been adopted since 1967.

Some of the evils of the cent per cent internal assessment that have developed at Baroda and which were reported by some students to the Investigator are as under :

- Relatives of staff members get higher grade than they actually deserve;
- Beauty among girls is a more determinant of a higher grade than merit of their answer-scripts;

- Those who write in English get a better grade than those who write in the mother-tongue;
- Command over language fetches always a better grade;
- It is doubtful whether all staff members read all answer-scripts;
- Assessment is usually done arbitrarily;
- Those who reproduce answers from the lectures given by the staff members get a higher grade than those who write independently on the basis of their understanding and reading.

It is difficult to say how far these criticisms are valid. There may be some individual sins of commission and omission on the part of some staff members at Baroda. But it will be too much to say that the internal assessment system at Baroda has totally failed and that the staff members at Baroda have no professional maturity. It should be borne in mind that educational measurement is always relative. It can never be altogether free from the element of subjectivity. Efforts are being made at Baroda to improve the internal paper-setting and assessment. Paper-setting and assessment have been now made a responsibility of a group rather than an individual, and the element of internal check has been introduced. The Baroda experiment is bold. It has opened up a rich possibility of better and continuous study by student-teachers and comprehensive evaluation.

The opinion of staff members of colleges seems to be not very much in favour of increased weightage to internal assessment. More staff members are reconciled to international assessment in the South Gujarat and at Baroda and Vidyanagar. But beyond Anand, the stand on internal assessment appears to be more on the conservative side. This explains why the external examination in the Gujarat University and Saurashtra University has been given a very high weightage and the internal assessment a low place. This must be because of the fact that these two Universities have, between them, about 80 per cent of colleges of education affiliated to them. And it is always difficult to maintain fair and equitable standards of internal assessment when many private and affiliated colleges are involved therein. There is always a high possibility of inflation of internal assessment marks by individual college of education in order that more of its students get a first and second class rank in the University and get a gold medal. This it does to raise its prestige and professional image.

The experts' view-points on tests and examination in the B.Ed. programme are somewhat as under :

- There should be at least 50 per cent internal assessment.
- Checks and counter-checks to guard against corruption, favouritism and vengence should be a built-in device in ~~the~~ ^{the} system itself. Internal assessment should be the responsibility of group rather than of an individual teacher. There can be external examiners but not from

the college itself who do not teach the subject but are competent to set papers in it and even to evaluate answer-scripts.

- Results of internal assessment should be communicated to students as early as it is practicable and the answers and defects should be discussed in the class and in the tutorials.
- A good pool of objective test-items with tried out item difficulty and discriminating values should be developed by every teacher-educator. He should be given inservice training in framing good objective type of questions.
- The holding of internal tests should be left to individual teacher who can use them as surprise test or pre-announced test to be administered during his regular lecture period.
- The internal assessment should take a number of forms, viz. written assignment, practical work, oral examination, review of a textbook, field-survey or observation notes.
- In the result sheet ~~of~~ internal marks and external marks obtained by student-teachers should be shown separately.
- The internal assessment should be, as far as it is practicable, continuous and comprehensive.
- Records of internal assessment should be discussed with the student concerned.
- There should be a committee consisting of senior staff members to consider and decide all matters relating to internal assessment in every college.

- Objective tests should largely be used for internal assessment.

The staff members and also some experts hold the view that the time has now come to make the evaluation of student-teacher performance and participation vigorous and of exacting standards. The present tendency among the majority of teacher-educators and examiners to give 98 per cent to 100 per cent result in the B.Ed. examination is to be checked. The evaluative criteria for theory performance, skills in practice teaching and competence in practical work should be specifically developed and vigorous standards of quality be applied. The present soft policy in examination is proving harmful to the cause of teacher education and is not serving well the secondary schools, school children and the society. More of standardised tools, rating-scales and inventories should be used in testing and evaluation. Evaluation results should also be used for diagnostic and remedial work purposes.

7.8 CONCLUSION

The Kothari Education Commission has rightly observed that a sound programme of teacher education is essential for the qualitative improvement of teachers. But the quality of the teacher-training in Gujarat remains, with a few exceptions, of the average type and in some institutions even mediocre or poor quality. Even at Baroda and Vidyanagar, the quality of

teacher-training is not satisfactorily high. The semester system introduced in the Baroda programme and in the Saurashtra University have not yielded substantial improvement in the teacher-training techniques, tools and processes.

The B.Ed. programme is largely theoretical. The theory courses are very heavy. They have a lot of items that can be safely omitted without reducing the effectiveness of the teacher training. The theory courses are the hotch-potch of every thing - psychology, philosophy, sociology, administration, measurement, pedagogy. "It is not clear", as one of the teacher-educator puts in, "whether we want our trainees to be - educationists, teachers, administrators, inspectors, counsellors, statisticians or the master of none and jack of all trades". It is alleged that the theory courses have very little implications on the classroom situation. Even the experimental work proves a dead weight, as no workable scheme to do it fruitfully has been worked out. There is a lot of scope for streamlining and sharply focusing the theory courses to preparing professionally competent school teachers.

The practice teaching programme in Gujarat is more of the laboratory experience type. But it suffers from rigidity in conception, mechanicality of operation, and looseness in planning. There is poor co-ordination between theory and practice-teaching. It results in producing only a few first rate teachers but a large crowd of mediocre teachers and an equally large crowd of poor, undependable classroom teachers.

The practical work has begun to receive importance only in the course of the last decade or so. But it is still narrowly conceived and haphazardly administered. In many institutions it is quite limited in nature and scope. Very little guidance is given by staff members in practical work, though some colleges make tall claims to that end. The evaluation of practical work still suffers from the lack of clear evaluative base, effective tools, dependable procedures and objective elements. In affiliated ~~universities~~^{colleges}, internal evaluation in practice teaching and practical work has become a source of many undesirable practices. Many of the affiliated colleges are not honest, fair and objective in evaluating practice teaching and practical work of some of their top students. Considerable inflation takes place here.

The Off-campus programme constitutes the strongest link in the B.Ed. programme of Universities of Gujarat. Usually, it is well planned and well administered. It does considerable good to the community of student teachers. However, the high cost involved therein is causing some concern among teacher trainees in some colleges and Universities.

In tests and examination, three distinct patterns are in evidence. The Baroda University has introduced both the Semester System and complete internal assessment. The South Gujarat University and the Sardar Patel University have been cautious in examination reform - they are half-way now; but

they have set a goal of complete internal assessment in next few years. The other Universities of Gujarat - the Saurashtra and the Gujarat - are very much behind in the queue. They belong to a conservative block.

There is still a lot to be done in Gujarat to offer an effective teacher-education programme to in-position and prospective high school teachers.

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