

CHAPTER V :

THE TEACHER EDUCATION CURRICULUM

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There are five ways of developing personality of student teachers as an integral part of their training programme : (1) Giving them learning experiences in shouldering responsibility and participation in the decision-making process in all those matters that concern them; (2) building in them a good understanding and a knowledge base about all principles, processes, techniques and tools of learning; (3) providing them breadth and depth of experiences beyond the study of textbooks; (4) developing in them sensitivity and ability to express and to appreciate and (5) inculcating in them values of recognition as a basic human psychological need and competence of making critical and constructive criticism.

-- PROFESSOR P. GURNEY
in " Education and Training of Teachers", 1963.

5.1 INTRODUCTION

The previous Chapter was devoted to the examination of one set of factors that vitally affect the quality of the programme of teacher education. A student of the Approach of System Analysis would regard them as important inputs of the system of teacher education, though their relevance and cruciality have been only recently realised owing largely to due/the advances being made in the theory and research in educational administration. But they can be construed at the best exogenous factors that interplay-act and react on the programme of teacher education. The real important thing is the teacher education programme - its curriculum. The teacher education curriculum is, in itself, a very important input for building up a good manpower stock of well-informed, knowledgeable, skilled and competent teachers to operate primary schools. In the pre-World War II days, this teacher education programme consisted only of pre-service training or better speaking 'the first round of initial basic training.' The term 'pre-service' appeared to be in some lands may turn out to be misnomer because in Gujarat and in India, for a long time, there operated a practice to appoint teachers without any training in schools

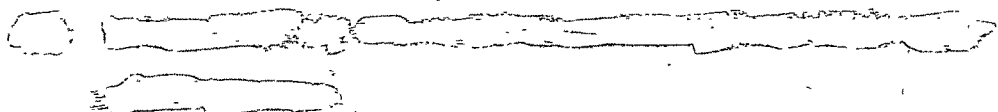
as there was dearth of trained teachers. Thus, in the case, of such teachers there was no 'pre-service' teacher education - they got their training in due course of time while in service and a good number of them did not get any training at all and even then they could continue to teach in schools. In such cases, the teacher education was not 'pre-service' but 'inservice'. But this inservice teacher education consisted of initial, basic training in the art and science of teaching.

Between 1960 and 1970, there were a good number of untrained primary teachers in Gujarat,^{*} and Government had to provide to them short term training courses and got them "trained"(?)

In-service education, really speaking, ^{after the pre-service edu-} is completed ^{after} cation and ^{after} a teacher begins to operate in actual school situation. If 'pre-service' teacher education is the first round, then the 'in-service' teacher education becomes the succeeding round of continuing education leading to the improvement of the professional competence of the employed trained teachers. Kaul (1965, p.108) calls this training as "educational extension".

* Dr. H.R. Joshi's doctoral research done at the M.S. University of Baroda in 1973 has shown that in 1959-60 the percentage of trained primary teachers in Gujarat was 50.79 per cent (45.22 per cent men and 55.17 per cent women); in 1968-69 this percentage improved to 81.6 (82.8 per cent men and 80.4 per cent women, p.485). In 1972, of the total 98.015 primary teachers, 81.00 were untrained.

In this Chapter, the teacher education curriculum for primary teachers, both pre-service and in-service, in Gujarat State and in the Republic of the Philippines will be critically examined. The focal points of this discussion will be as under :

- (a) Specific objectives of teacher education curriculum at the primary stage.
 - (b) Basic principles of primary teacher education curriculum.
 - (c) Duration of education of primary school teachers.
 - (d) General education of student-teachers.
 - (e) Pedagogic courses in primary teacher curriculum.
 - (f) Primary school teachers' training in crafts.
 - (g) Methods, techniques and materials of teaching.
 - (h) On-campus and off-campus student-teaching.
 - (i) Community living and social service for student teachers.
 - (j) Evaluation and examination.
 - (k) In-service professional development of primary school teachers, as well as the teacher educators.
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Each one of these will be critically dealt with in the sections that follow.

5.2 SPECIFIC OBJECTIVES OF TEACHER EDUCATION PROGRAMME

Instructional objectives are fundamental in any programme of education. They are all the more so in a programme of teacher education at a crucial stage like primary education. They denote the actual goals towards which a teacher education programme needs to move. When the training objectives are translated in terms of expected or desired behaviour changes in student-teachers, they provide a more tangible base to develop as well as to operate a teacher education programme. Desai* (1967, p.14) has shown how curriculum, methods of teaching and learning, teaching aids, text-books and other instructional materials, and evaluation and examination are integrally linked up with 'objectives'.

Pillai (1970, p.8) refers to an important recommendation of the "Sub-Regional Workshop on Teacher Education", Taipei held in December 1969 which also states that "specific objectives should be enunciated in terms of behaviour changes; as such an enunciation could help direct teacher education programmes more clearly and closely towards desirable understandings, attitudes, skills

* Vide- Essentials of Educational Measurement and Evaluation for Teachers by Professor D.M. Desai, A.R.Sheth, Ahmedabad.

and abilities". The Regional Meeting of Teacher Educators in Asia which met at Quezon City, Philippines, on 23 September - 3 October 1969 had identified the development of an effective teaching personality as the primary goal of the teacher education curriculum. In the recent publication by the National Council of Educational Research and Training (the NCERT), New Delhi (1975, p.1) on teacher education curriculum defines the role of the teacher as "an architect of social change and an agent for bringing about the desired change in the society itself to meet the various demands of the social structure". This may remain a platitude unless the teacher education curriculum is developed on the basis of specific objectives which should be integrated ^{in such a way so as} to be able to realise such a lofty goal. Issues like concurrent four degree programme of teacher education for primary school teachers and a common basic curriculum for educating academically and professionally both the primary and secondary teachers cannot acquire a clear perspective and attain a sharp focus unless the specific objectives of teacher education programmes are not well spelt out in terms of expected behavioural changes - the cognitive, affective and conative dimensions of behavioural changes. Jean Thomas

(UNESCO, 1968, p.20) has indicated some elements of the teaching behaviour expected of primary school teachers. For instance, she has said that they (primary school teachers) must be able to use active methods of teaching; they must be able to develop a real dialogue between their pupils and themselves; they should be able to make a more determined, though prudent, use of the modern techniques of communications, from records to television; they should be able to keep a careful watch on the inclinations, progress and short-comings of each pupil, with the object of helping him to make the most of his abilities. Besides these, according to her, a teacher is expected to be conversant with more reliable and flexible ways of assessing results so as to avoid as far as possible the errors too often met with in examinations. He is also expected to have a broader contact between the world of schooling and that of real life, to enable education to take into account and make use of what the children and the young people are learning away from school.

Scheffler (1966, p.99), an educational philosopher, speaks of teaching as "an activity aimed at the achievement of learning, and practised in such a manner as to respect the pupils' intellectual integrity and capacity for independent judgement". This definition of teaching

underscores another desired aspect of the teaching behaviour on the part of a school teacher which is to stimulate the pupils' minds intellectually and bring about a synthesis and integrity of his intelligence, scholarship or knowledge and judgement or independent thinking and reasoning.

The UNESCO bulletin entitled "Exploring New Approaches and Methods in Education in Asia". (1971) refers to instructional technology including instructional television, programmed instruction, film loops, electronics for education etc., to which teachers should be introduced through a programme of teacher education. Gunwant Shah (1970) has also shown how technology, in Indian situation, is knocking at the doors of school teachers. This would mean that perspectives of teacher education curriculum in the seventies and thereafter will have to be broader and so much beyond the traditional fringes and fibre. This would necessitate specification of new teaching behaviour on the part of school teachers.

Chitra Naik (1969, pp.84-85) has also emphasised the need to make school teachers conscious of the objectives which the Indian national system of education has to

* Vide- Technology knocks at the door of Education, Baroda, Centre of Advanced Study in Education, 1976.

achieve henceforth. She has observed that this has to be done through different aspects of the teacher education curriculum. She has spelled out these national objectives of education to which all teachers will have to be sensitive as under :

"To foster nationalism and to become one with the objectives of national development; to accept science and technology and utilise them towards increasing production; to become conscious of the Indian cultural traditions and foster the abiding moral, social and spiritual values on which they are based, to respect truth and excellence in all walks of life; to emphasise the development of socially oriented citizen in order to firmly base the new Indian society on the great values of justice, equality and freedom."

The Report of the Philippines Presidential Commission on 'National Development and Education (1970)' has set forth similar perspectives and objectives.

These ideas provide a kind of reference frame to examine and judge the adequacy or otherwise of the objectives of teacher education curriculum in Gujarat State and in the Philippines.

The teacher education curriculum in Gujarat State was renovated - revised in 1970. The same curriculum is being followed today in all the 65 teachers' colleges in the State. Prior to 1970 the courses of studies of 1956 syllabus for Basic Primary Teachers' Colleges were in use. A perusal of the 1956 version of the syllabus of the teacher training institutions shows that no specific objectives were laid down to use as a base for building up the super-structure of the training programme for primary teachers. The 1956 syllabus had only one important connotation, viz., the teacher training programme had to be geared to the preparation of teachers to man the State's growing number of Basic primary schools*. The 1970 Revision is also intended to train teachers for Basic primary schools, but in contrast to 1956 Revision, it is better engineered and articulated in the sense that statements of specific objectives are laid down almost in terms of behavioural changes desired in student-teachers. The 'viewpoint' of the new syllabus (1970, p.2) as explained by the authors of this Revision is as under :

"The personality of a citizen of a democratic nation should continuously go on developing. In order that this is done, he needs to be

* In 1972, the number of such schools was 6,051 out of the total 21,952 primary schools in Gujarat.

equipped with some basic knowledge, developing attitudes, interest, aptitudes, basic skills and abilities to enable him to discharge successfully his duties and responsibilities in his social life. Over and above this, the teacher should possess insight, ability, knowledge and skills for creating situations and for providing necessary guidance for developing all the potentialities of children on the above mentioned lines.*"

This perspective is built on the basis of certain assumptions :

- (1) As the basic entrance qualification for a student-teacher is a high school graduation (11 year schooling) pass certificate with at least 50 per cent marks in Mathematics and Science he will have basic knowledge of contents in different subjects being taught in primary schools.
- (2) Not only knowledge, but general attitudes, understanding and abilities must have also been developed in the student-teacher.

* Translated from original in Gujarati language.

- 1 (3) In order to organise these outcomes and equipments properly and in order to make the personality of the student-teacher fruitful, he would need equipment of some additional knowledge of academic subjects and also knowledge of the areas of craft and community-life wherein he might not have had proper opportunities in his school life.

The teacher training syllabus is, therefore, intended to rectify the deficiency of knowledge by providing additional opportunity to study academic subjects and to teach them well to school children. It is assumed that after having achieved some development in craft work and in community living, he will be able to help the school child to achieve similar growth and development for himself. In order that he can achieve this development in the school child^{ren}, he needs to be provided with knowledge and understanding of professional subjects like educational psychology, educational philosophy, and methods and techniques of teaching different school subjects. And also he needs to be exposed to learning experiences in the primary school so that he knows how a school is organised and run. A student-teacher is also

2 expected to have such learning - training experiences that he is healthy and strong in body and he develops an aesthetic sense.

These assumptions have provided a base for the specific objectives formulated for the teacher education curriculum at primary school level. The practicability and fruitfulness of the objectives would depend upon to what extent these assumptions are correctly made. The detailed behavioural analysis of the objectives is given below* (1970 Syllabus, pp.3-4):

(A) Understanding

The student-teacher -

1. understands factors and forces as well as the directions of advancement, affecting the development of the society in the world in general and in India in particular;
2. understands stages of child development, methods of his multi-dimensional development and the child mind;
3. understands the philosophical, psychological, social, historical, cultural and economic bases and

* Translated in English from original in Gujarati.

3

perspectives of Basic Education;*

4. understands methods of presentation of different fields and subjects that could help in the achievement of purposeful development of the individual and the society;
5. understands the importance of the techniques of evaluation in his work as a school teacher.

(B) Skills and Abilities

The student-teacher -

1. expresses his thoughts clearly, correctly and pointedly in his own mother-tongue;
2. expresses his thoughts in the national language (Hindi);
3. develops skills to test children's needs, interests and attitudes;

* The Scheme of Basic Education was developed by Mahatma Gandhiji in 1937 as a corrective to many of the educational ills generated by the British system of education in India. It is education through a basic rural craft, where teaching-learning crafts is not vocational training but a medium for all sided development of the child; it partly finds its own cost from the productive work done by the school children; its philosophy is co-operation rather than competition, non-violence - rather than violence, and its concern is to build up a classless social order permeated with ideals of truth, love, co-operation, sociability, self-sufficiency and rounded cultural growth. Nearly 28 per cent of the State's primary schools are of the basic pattern.

4. develops skills to understand the directions in which the Indian society is moving and to inquire into the proper mould to be given to the directions of these societal changes;
5. develops skills to adopt and create different methods of presentation of view-points of different areas and subjects which could result in purposeful and realistic development of child;
6. develops proper interests, tastes, attitudes, understandings, skills and abilities to select right type of activities and experiences in different environments and settings of Indian democratic life;
7. builds up skills to select, edit and present proper examples from the self-study of science, literature and art to inspire children to develop in that direction, to recognise the developments taking place in children and to evaluate them;
8. gets orientation in skills to plan, conduct and evaluate the school-society as a self-governed, democratic and developmental society;
9. develops ability to prepare and use instructional materials and aids to achieve different instructional

5

objectives formulated for the (primary) school;

10. develops skills to plan, conduct and evaluate different activities for developing the school as a well organised society and a cultural centre of the society;
11. cultivates ability to understand and to solve different problems of the Indian society, particularly the rural society; and
12. develops ability to cultivate human relations in the school family as well as in the larger local community.

(C) Attitudes

The student-teacher -

1. does labour or self-work oriented^{work} and cultivates sympathy for labour-workers;
2. adopts a scientific attitude in life and develops a professional sense;
3. develops an ability to introspect and to do self-analysis and with that develops self-confidence;

4. develops confidence in the potentiality latent in man for development and in India as a nation to achieve prosperity; and
5. understands the importance of spiritual values in life and develops those values in himself.

The above objectives twenty-two in all (in the areas of Understanding (5), Skills and Abilities (12) and Attitudes (5)) are supposed to have served as the base for developing the New Syllabus for Primary Teachers' Colleges in Gujarat State in 1970. The investigator discussed the issue of these objectives with some teacher educators of the sampled 15 colleges. He was surprised to find that hardly 1 in every 10 teacher educators has given any thoughts to these objectives. When they were told about these objectives by the investigator, their broad comments were that they were rather too much ambitious; the assumptions on which they were based may not be largely valid, and neither the climate, nor the physical facilities, not even the time available in the present primary teachers' colleges is such that there is a fighting chance for these objectives to be actually

17

of opinion realised. They had no differences/with the objectives - most of them said that the objectives are good - they are what they ought to be. But they are likely to be mere platitudes and would continue to adorn the pages of the booklet containing these objectives rather than they are accepted as the base of teaching-learning (the training) process in a teachers' college. The objectives aim rather too high without taking into serious consideration whether it is possible to reach the goals that are aimed at, and that, too, in a period of two years within the limitations imposed by restricted physical, economic and manpower resources and with a greater measure of closed climate prevailing in teachers' education colleges. Such were the findings of the investigator from the case studies of the 15 teacher education colleges in Gujarat State.

In the Philippines, as stated earlier, the teacher education programme for elementary school teacher is the one leading to the degree of B.S.E.Ed. Objectives have been laid down by the National Board of Education in 1958. But they are not as specifically formulated as is the case with the 1970 syllabus of Gujarat State. The six objectives of the B.S.E.Ed. programme were listed earlier in Section 4.6 (p.262) of the Chapter IV.

3

Both the curricula stress a broad general education, but the Philippines programme does it more systematically and comprehensively. However, the Gujarat programme conceives the programme in terms of acquiring not merely knowledge of content areas but in terms of some more important understandings. If such an understanding can really develop in a student-teacher, he will undoubtedly be much better equipped ^{with} ~~in~~ 'general education' than the Philippines student-teacher. But it is the latter who is likely to be ⁱⁿ an enviable position because he has better chances and opportunities to get the broad general education than his counter-part in Gujarat State.

The objective of intimate knowledge and deep understanding of children is almost common to both the programmes though it is worded and presented in different ways in the Gujarat curriculum. The concern to give both knowledge of and deep understanding about the most effective means of helping young people develop and learn to the fullest ^{extent} ~~is~~ also reflected in both the programmes.

The Philippines teacher education programme for elementary school teachers recognises a role these teachers have to play in the sphere of adult education and of the continuing education of the drop-outs from primary schools. No such objective has been overtly laid down in the Gujarat curriculum, though there also primary school teachers are expected to do, and they also actually do, a lot of work in spreading literacy among the rural adults.* Nothing much, however, is being done in Gujarat in providing continuing education of the drop-outs. The State Government is only recently moving in this direction since the Fifth Five Year Plan of Gujarat has provided schemes and funds for part-time education for the early school-leavers. However, it must be conceded that a separate objective for such a kind of a programme lends a better edge and a focus in the Philippines teacher education programme than in Gujarat.

The objectives of the Gujarat teacher education curriculum do aim at creating an understanding of democratic way of life. But this goal remains vague. The Philippines teacher education curriculum approaches this question more in terms of "creating an understanding and

* In 1972, about 8,900 adults were made literate by primary teachers.

giving the knowledge of the dynamic group process and skills for their utilisation in group thinking, decision and action." This is obviously a better and a more effective approach to mould student-teachers towards a democratic way of thinking and a pattern of life.

In the Philippines Curriculum the last objective stresses the need for providing "adequate professional laboratory experiences in schools and community including off-campus student teaching in typical community schools." The Gujarat Curriculum does not specify this objective, though it is implied there in as much as laboratory and practice experiences in actual teaching are a prerequisite of teacher training programme. It is so with almost all teacher education programmes in all lands.

In the formulation of the objectives, the Gujarat Curriculum is more specific and its objectives are conceived more in terms of understandings, skills, abilities and attitudes to be developed in the student-teachers. This is no doubt a better way of formulating specific objectives, but the Gujarat objectives could have been better focused on task-expectations of a primary school teacher; as they are presented, they tend

to be broad and general and get lost in platitudes. A teacher's first concern is his pupil and he works for the society through his pupils and he develops an understanding of his local community, larger society and of the nation in perspective of his role as a teacher. He should first be equipped to become a competent class-room teacher and then, and that, too, incidentally a social change agent. In this, he needs to be helped to develop an awareness of how the society is developing and he may develop ^{also} ~~also~~ broadly an understanding of the factors and forces at work in this process of transformation and change in the social framework. What is important is the fact that a teacher should not be lost in this larger role and perspective - he should first be equipped to bring about desired behavioural changes in his pupils in understanding, knowledge, skills, interest and attitudes and to help them to develop a pleasant, well adjusted, service-oriented, and exerting personality.

A better way of formulating specific objectives of primary teacher education curriculum appears to be the following*:-

The student-teacher -

* This has been done after discussion with some of the experts mentioned in Appendix-III.

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- (1) develops a fairly good understanding of the objectives, the contents and the scope of all the subjects, both curricular and co-curricular, which constitute the curriculum of a primary school; evaluates the prescribed syllabus from time to time and gives his feed-back to the Education Department to revise and enrich it;
- (2) acquires a grasp of the philosophy, principles, techniques, tools and methods and process of education in general and of instruction in particular so that he can instruct his pupils effectively and help them to effect desired behavioural changes in cognitive, affective and conative domains;
- (3) develops an understanding of the child, his development, learning, the problems of a growing child, and of the problems and procedures of school organisation and administration;
- (4) helps the pupils to adjust to their environment in the school, at home and in their community;
- (5) stimulates and guides their reading interests;
- (6) develops their logical thinking and creative abilities by exposing them to adequate planned learning experiences;

- (7) knows how to make use of local resources for more effective teaching;
- (8) is able to identify, collect and use instructional materials and aids to enrich his teaching;
- (9) develops democratic values and attitudes and helps his pupils to develop the same;
- (10) develops a sensitivity to educational innovations and change;
- (11) uses different methods of teaching, develops skills in planning sessional work, organising group work of pupils, conducting group discussions, seminars and workshops and organising out-of-the school co-curricular and curricular activities for school children;
- (12) develops understanding of preparing and using tools and techniques of educational evaluation, preparing pupils' profiles and reporting their progress to their parents, ^{and} filling out Cumulative Record Cards;
- (13) develops a professional sense and attitude to his duties and responsibilities in school and in the community;

- 4
- (14) participates effectively in adult education work and the continuing education of the drop-outs;
 - (15) develops necessary knowledge and skills in dynamics of the democratic group processes and skills for their utilisation in group thinking, decision and action;
 - (16) develops awareness of national events and developments in social, economic and political fields and an understanding of major currents and trends; and
 - (17) develops healthy and positive attitude towards teaching professions.

Thus, the specific objectives of the teacher education curriculum for primary school teachers needs a close and fresh outlook and they need necessary modifications. To this conclusion some of the teacher educators of the Philippines elementary teachers' colleges also subscribed. But there appears to be a larger degree of satisfaction about the objectives of teacher curriculum in the Philippines than in Gujarat.

5.3. BASIC PRINCIPLES* OF TEACHER EDUCATION CURRICULUM

One most crucial principle of the development of a teacher education curriculum has already been not only referred to but examined critically in the previous section. It pertained to the formulation of specific objectives. This principle is basic. It provides not only a starting point but actually a plinth as well as structure to build up a teacher education curriculum or programme.

The second principle is that it should not only help the student-teacher to develop his competence as a class-room teacher, but also help him to be, as Mazmudar (1975, p.2) says "a fully educated and integrally developed person, as a responsible citizen of a free society and, of course, as a professional man." This principle is rather difficult of implementation. It is challenging in the sense that it has become difficult in present days to harness the instructional and educational experiences available in an educational institution to mould and design the personality of an educand in the way in which it is desired. Such a principle requires

* They grow out of a philosophy of teacher education which stresses preparation of teachers who will behave as integrated persons and professionals. A philosophy of dynamism, cooperation and creativity will have to be tempered with social needs. Such a socially oriented philosophy of teacher education will have to be used as pole-stars in

5 a longer duration of teacher training, better leadership qualities in teacher educators, closer teacher-student contact, more informal programmes and greater participation on the part of the student-teachers. The investigator discussed this principle with a number of teacher educators during his field visits to teacher^{colleges} in Gujarat and on other occasions also. He was told that such a development can come after a long period of participation in school teaching. A teacher's college can, at the best, initiate such a process of personality development in student-teachers, and that also it can do it provided the student-teachers are available to the staff of the teachers' college for a longer period.

The third principle is that the teacher education programme should have a sharp focus on the developments such as those mentioned below in the student-teachers. These developments are also advocated in a recent publication on teacher curriculum by the N.C.E.R.T., New Delhi (1970, p.3):

- *1. Development of the basic insights and understandings without which a beginning teacher cannot start his work in the classroom.

the selection of matter and method in teacher education. Another shed of philosophy of teacher that emanates from the UNESCO Resolution of 1968 focuses student teachers' general education, personal culture, teaching competence, awareness of human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress.

7

- (2) Development of ability in the future teachers to understand the growth process, problems of behaviour peculiar to the concerned age-group and the learning process.
- (3) Development of fundamental skills and attitudes needed of a beginning teacher.
- (4) Development of competence in the teachers to design - analyse and plan curriculum units so as to cater to the individual needs and also according to the changing needs of the society.
- (5) Development of scientific attitude in at least a few teachers for undertaking experiments and innovation in education.
- (6) Development of attitudes and values of cultural citizens of a free society."

The fourth principle stresses the characteristics to be developed in the student-teachers. These characteristics are such as identified by educational researchers in successful teachers. Barr (1958), for instance has classified these characteristics ^{as} under (a) substantial knowledge, (b) skill and (c) attitude. They are :

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- (a) Substantial knowledge of the contents of subject-matter taught of professional practices and techniques, and of human development and learning.
 - (b) Skill in the use of language (spoken and written), human relationships, educational problem-solving, work habits.
 - (c) Interest in pupils, the subject, teaching, school and community, professional cooperation and in professional growth.

Conant in his Report on the Education of American Teachers (1963) has given four focal points which can also serve as the principles of curriculum development for teacher training. They all pertain to some basic understandings such as (a) of democratic social component; (b) of social behaviour of children; (c) growth of children; and (d) principles of teaching.

These principles appear to be broadly reflected in both the teacher education curricula of Gujarat and the Philippines. It is not surprising because they are basic to teacher education programme of any country. However, there are bound to be national or regional variations. The Gujarat curriculum is based on the

principles of acquisition of understanding and substantial increase in , knowledge, skills, interests and attitudes. Its distinguishing feature is, ~~that~~ these are sought to be achieved through five related areas of (a) production, (b) education, (c) intellectual, (d) community life and (e) special skill area. Theory and practical work in each of these five areas constitute useful channels and media of teacher training.

The Philippines SAGTE Report of the Presidential Commission (1970, p.27) stresses two more principles for teacher education curriculum, viz., they should relate to modern developments in educational theory and practice and they should also be in harmony with socio-political set-up of the Filipino society and its aspiration. In fact, these two principles guided the socio-political dimension of the 1970 Revised Teacher Education Programme of the Philippines sponsored by the Philippine Board of National Education. The Board had decided upon three basic principles for the further development of teacher-education programme in the Philippines so that teacher-education programmes might become more effective in providing a better life for the people and more responsive

30

to the changing needs of the Philippine society. These principles are : (a) orientation of the education of the Philippines teacher to the needs, conditions and aspirations of the Philippines society; (b) participation in a system of educational consortium through which available resources, talents, expertise and facilities could be shared for the common benefit of all; and (c) providing an opening to teaching as a career to capable young people from all walks of life and different levels of society.

The investigator had no means to get the perceptions of the Philippines teacher educators on the above principles. But it is very likely that because of an alleged high degree of centralisation and bureaucratic control over the programmes of teacher education in the Philippines these principles must have been used to develop curriculum outlines.

In the next section, the question of the duration of the education programme for primary school teachers in Gujarat and in the Philippines, along with the emergent issues, will be critically dealt with.

5.4 DURATION OF COURSES OF THE EDUCATION OF PRIMARY SCHOOL TEACHERS

The courses for the education of primary school teachers are not of uniform duration in many countries of the world. Even in Asia in countries like India, Pakistan and Thailand, the duration is of two years whereas in countries like the Philippines, it is of four years. They range from one year certificate course to four year courses leading to a university degree. In India, in most of the States (with perhaps the solitary exception of Rajasthan where it was of one year duration) the duration of the curriculum of the education of primary teachers is of two years. In sixties, two streams, one admitting primary school graduates (7 years of schooling) with two years of teacher training and another admitting high school graduates (11 year schooling) with one year training course operated in States like Gujarat and Maharashtra. The 1970 Revised and renovated teacher education curriculum of Gujarat State makes the duration of the education of primary school teachers of two years, and the entrance qualification required of all candidates is a high school graduation certificate with at least 50 per cent of marks

2 obtained in the two subjects - Mathematics and Science. This new syllabus has done away with earlier two stream-curricula, viz., of one year course for high school graduates and two year course for primary school graduates. In Gujarat primary teachers' colleges, now only high school graduates are eligible for teacher training and they are awarded at the end of the successful completion of the programme by the trainees "Primary School Praveen" or teaching efficiency Certificate. It constitutes a certification to teach in Basic primary schools of the State. The examination for this certificate programme is conducted by the State Government through its State Examination Board. As against this, the B.S.E.Ed. degree of the Philippines curriculum for elementary school teachers/is of four year durations.

The question of the duration of teacher education curriculum becomes important in any attempt to study the effectiveness of the teacher education programme. Over and above other sets of inputs, this in itself is very important. The time to be devoted for teacher training must be adequate enough for many of the expected outcomes of the programme to have a fair chance to fructify. A programme also needs adequate time to find its roots and

3

bear fruits. A hurried, short programme may increase the number of trained teachers, but it may contribute very little to its quality and effectiveness.

The investigator discussed the merits and demerits of making the teacher education programme for primary school teachers of four year duration in Gujarat State with four categories of persons: (a) student-teachers, (b) teacher educators of primary teachers' colleges, (c) State Education Officers, and (d) experts in teacher education including professors of education in some universities of Gujarat. The main ideas thrown out by the discussants both in favour as well as against such an innovation are summarised below :

(a) Student-Teachers :

A large majority - more than 80 per cent opposed the idea of extending the course to four years - they, in fact, urged that the Government should go back to the former practice of one year training for matriculate teachers obtaining in the State. The main reason advanced by them was economic. It appeared to the investigators that they were concerned about starting their earning early after their matriculation and they could not afford

to wait for four years; they felt that even the current two year period was also long enough for them to be in waiting for a school job. A number of them pointed out that the extension of teacher education courses becomes meaningless if after such an extended training, primary school teachers would continue to get the same salary scale as at present. When the investigator posed them an alternative for four year teacher training leading to a university degree and a salary scale commensurate with the salary scale being available at present to the trained graduate teachers, around 30 to 40 per cent of student-teachers changed their stand and expressed their broad agreement with this reform. But there also the point that appealed to them was a prospect of getting a better social status and more economic benefits than the one about getting more depth in knowledge of subject matter and more professional knowledge of tools, techniques and methods of teaching and the skills of using them in classroom situations. The investigator could see that the student-teachers of the primary teachers' colleges are generally more interested in getting a certificate of teacher training in the shortest possible time, with least exertion and application. Even the fresh entrants

in teachers' colleges were equally interested in training of short duration and short cuts in the programme as much as were the experienced deputed student-teachers by the District Panchayat Councils. The argument that a longer teacher education programme equips a teacher trainee with more and better quantum of knowledge of academic subjects of the primary school curriculum, enables him to acquire a better understanding of the objectives and expected educational outcomes and develops a better insight and skills in the use of the tools, techniques and methods of teaching with the result that he is helped to become a better teacher does not seem to be very much appealing to him. The more appealing to him was the economic side of the issue and the earlier job prospects after the completion of the teacher training. However, some positive ideas have emerged from this discussion. The investigator got a feeling that the problem of extension of the duration of primary teacher training can be solved by making some adjustments here and there. For instance, a ten-year school education followed by 3 year of teacher training is likely to be acceptable ^{by} ~~to~~ teachers if it leads to a degree in elementary education, and if he gets the pay-scales of a trained

graduate, may be slightly lower than the salary of a trained secondary school graduate teacher (who will be a 12 year higher secondary school graduate with at least two year^{of}/professional training. In such an eventuality, the change will not be very much resisted by the community of primary school teachers - actually they will be reconcilled to the change in due course of time if the present two year course is discontinued by the State and this three year degree programme with higher salary scale is enforced by the Education Department. The Gujarat Government has already decided to implement from 1977 onwards the new educational pattern of 10+2+3. This would mean that the school education upto the high school stage will be of 10 years duration, followed by an education of 2 year of the higher secondary school, and 3 year first degree course in colleges and university departments. With this new pattern being implemented, the primary teachers' colleges would get trainees with 10 year of school education, and the introduction of a three-year degree teacher education programme in primary education will not pose a problem, as the primary school teacher under training to-day also spends 11 year in school for high school graduation and 2 year in a teachers'

college for training totalling in all 13 years of education. If the duration of teacher education programme is made three year after the high school graduation (10 year schooling), it will also be a 13 year of academic education combined with 3 year of further academic education and professional education (after 10 year) to qualify him to teach in a primary school.

(b) Teacher Educators :

The investigator also discussed the issue of the duration of the primary training curriculum with the faculty members of the teachers colleges which he included in his case study. He found about 90 per cent of teacher educators in agreement that the basic academic equipment of the entrants of the teachers' colleges is far from being adequate and that most of the lot is immature, quite often even not realising the seriousness and sanctity of the teacher training programme. They equate a teachers' college which is a professional training college with a liberal Arts or Science College and therefore there is a tendency among them to take the programme with little seriousness. They, therefore, agreed that a larger duration of the teacher education programme would

constitute a desirable element of reform or change*. They would also welcome a hike in their own status as "college" teachers if the status of their teacher education programme at the primary stage is to be raised to a degree level. Almost three-fourths of them said that such a step, if taken, would be in conformity with the thinking of the National Commission on Education (the Kothari Education Commission, 1966, ~~para 4.02~~ 2 which stated (para 4.02 and ~~para 4.03~~ that the isolation of the training institutions should be removed by "bringing them into the direct stream of the academic life of the universities" and by raising "the status of training institutions of pre-primary and primary teachers to a collegiate standard and to end the fragmentation of teacher education which results in weakness at each level and reduces the effectiveness of the programme as a whole". But they pointed out that such a reform could not be undertaken without prior planning and preparation. They - particularly the principals of the teachers' colleges stressed four sets of difficulties: (a) around 90 per cent of the faculty members do not have a Master's degree in Arts or Science and for teaching courses upto the first degree level; this would mean that teachers with post-

* Mulk Raj Chilana of the Regional College of Education, Ajmer (NCERT), who studied primary teacher education in the Philippines as a UNESCO Fellow in 1967 has suggested four directions of change for India, viz., (a) Two year Certificate in Elementary Education after Higher Secondary School Graduation; (b) Diploma in Elementary Education (for those

9 -graduate academic qualifications will be required for primary teachers' colleges if they are to be brought within the academic stream of the university life in the State; and this would pose a challenging situation for the Government to handle; (b) the physical plant of around 80 per cent of the primary teachers' colleges in the State are small and inadequate to accommodate a three year degree college with its more demanding requirements of library, reading room, laboratory, play-ground, cafeteria etc., (c) around 66 per cent of the primary teachers' colleges in the State are private and more than half of the total 65 colleges subsist on the revenues they get from the State Government by way of maintenance grant - they have little elastic or growing sources of income of their own and they will find it extremely difficult to expand and extend the physical plant of their colleges if they have to depend upon their own resources.

(c) State Education Officers :

This group was the most skeptical about the feasibility of this reform. Their feeling was that administrative and financial issues involved in this

who have certificate in Elementary Education; (c) Bachelor in Elementary Education for those who have Diploma in Elementary Education; and (d) Master in Elementary Education after B.E.Ed. (Teacher Education, Delhi, April, 1969).

0 innovation are so many and so difficult that this change would not be effected. The State Government is already being hard pressed for funds to implement the reform of the Higher Secondary School, the introduction of vocational training courses at the stage of higher secondary education and of the work-experiences in primary and high school classes. The upgrading of primary teachers' colleges to three-year degree institutions would be an uphill task unless the University Grants Commission and the Union Ministry of Education are prepared to support such a challenging undertaking in all the 22 States of the Indian Union including Gujarat. For Gujarat, it is going to be particularly difficult because the political party ruling in Gujarat (the Janata Morcha or the People's Front) is not in ideological harmony with the ruling party (the New Congress) at the Centre. Such a reform in the duration of teacher education cannot be conceived and implemented at a State level unless it is supported by the Centre and unless the agencies of the Government of India are prepared to support it financially.

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(d) Experts in Teacher Education :

The investigator was able to obtain some considered opinions of the experts in teacher education and of university professors of education in Gujarat State on the question of the increase of the duration of the training programme for primary school teachers. The discussions that the investigator had with some of the experts in teacher education in Gujarat State such as Professor M.S. Patel (UNESCO Expert), Professor T.P. Lele (Dabhoi), Professor M.B. Buch, Professor D.M. Desai and Professor D.B. Desai (Baroda), Dr. Sarojben Desai, Shri Gordhanbhai Patel, Prin. Ghanshyambhai Parikh (Ahmedabad), Shri Ishvarbhai Patel (Vice-Chancellor, Gujarat University), Dr. G.P. Bhatt (Pro-Vice-Chancellor Saurashtra University), Dr. H.R. Joshi (Dean, Faculty of Education, South Gujarat University), Professor M.D. Vaishnav (Porbunder), Principal C.M. Desai (Anand - Sardar Patel University) and others have yielded stimulating ideas such as the following :

- The universities in Gujarat should accept new responsibilities for the education and training of primary teachers;

- 2
- The three-year degree course in elementary teacher education would create an opportunity to re-design the content of teacher education and to imbue it with a new spirit;
 - The many objectives laid down in the 1970 Revised Syllabus for the education of the primary teachers cannot be achieved unless the duration of teacher education is extended to 3 or 4 years;
 - If educational theory and practice are to be closely related and if a teacher's ^{task} ~~business~~ is not to be conceived as "to teach subjects" but "to teach children" then the extension of the duration of the teacher education programme should be a "must".
 - The duration of programme, if it is adequate and well spread out, can achieve an effective balance among the three major components of the teacher education programme, viz., (1) general and academic education, (2) professional and practical education and (3) community life and services.
 - A longer duration helps the process of integration in the teacher education curriculum.

3

- Duration is a crucial factor in gearing the different courses in teacher education to the development of an effective teaching personality.
- A reorientation of the duration of primary teacher training will help towards the ideal of comprehensive teacher education colleges under one umbrella of organisational and supervisory services, recommended by the Study Group of Teacher Educators (Mysore, 1964, p p.50-52)
- The courses of teacher education should not be over-crowded with an excessively heavy daily time-table. If an attempt is made to contain them into a very short span of time, they get implemented mechanically and their hectic pace leaves a student-teacher no time to absorb their real significance.

The Committee on Teacher Education in Maharashtra State which submitted its Report in 1966 had reached a conclusion of extending the duration of teacher education to 3 or 4 years, (p.18), viz.,

"The adequate duration of the preservice professional courses, therefore, has been taken to be at least two years for entrants who have completed graduation and 3 to 4 years for those who have completed secondary education."

As against this, some of the university professors of education were skeptical about the feasibility of such a change. Their contention was that the State Government and its bureaucracy in the Education Department will be averse to giving up the control they enjoy to day over primary teacher education; the sociological dimension of the reform will defeat its success; the university faculty members, as such, have not accepted, without mental reservation, the faculty members of colleges/Departments of Education on the campus in the community of university academic fraternity - they look down upon them as belonging to "school level" and, therefore, an attempt to bring primary school teachers in the fold of university community will not be psychologically a smooth affair; a number of them expressed a fear that more problems will be created than solved by this attempt; such an exercise need first to be made in the State Board of Teacher Education and University Academic Councils and Senates; - let them first be convinced. Even the Kothari Education Commission was not convinced about the practicability of this kind of change, and, therefore, it refrained itself from recommending it as a step to be taken to improve the quality of teacher education. It even did not accept

5

the view suggested to them that the education of graduate secondary school teachers be increased from one year to two years. It observed (Report, para 4.15); "From a financial and practical point of view this does not seem feasible." Foreign ideas do not find roots in uncongenial soil and climate; this is borne out by Sardar Patel University in Gujarat where a four year degree programme was tried out for secondary school teachers with substantial help of scholarships from the Central Government but it failed, and the programme had to be wound up; such a venture without the financial help or subsidy from the Centre (as the State's economy will not permit) is more likely to fail than succeed.

Thus, the perceptions of persons concerned with teacher education in Gujarat State are not categorically favourable to a longer duration of training for primary school teachers though a favourable trend could be perceived. In the Philippines, the contrary is the situation. It has become an established fact, and the community of teachers is well adjusted to this practice. The Asian Institute of Teacher Educators in the University of the Philippines had initiated a new trend of thinking -

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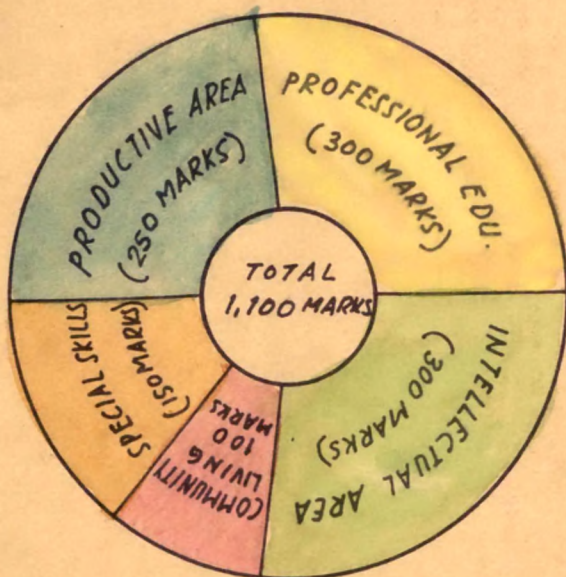
actually developing a new concept of the professional preparation of teachers cutting across the traditional isolation of primary and secondary teacher training in water-tight compartments. In the Bulletin entitled "The Rationale of a Common Curriculum for the Education of Primary and Secondary School Teachers (1969), this new trend in thinking is reflected. But it has not yet materialised. The teacher education programme formulated by the Board of National Education implemented in the Philippines between 1970 and 1974 provides not one integrated teacher education programme for elementary teachers and secondary education in consonance with the new trend, but two model programmes, one for elementary teachers and another for secondary school teachers. (Vide - Report of the SAGT, 1970, p.31). Even then the Philippines has been able to advance pretty ahead in the strengthening and enrichment of its teacher education programme. One can see in this advancement, ^{that} the earlier tradition in teacher education initiated during the American rule of the Philippines has helped in no small measure.

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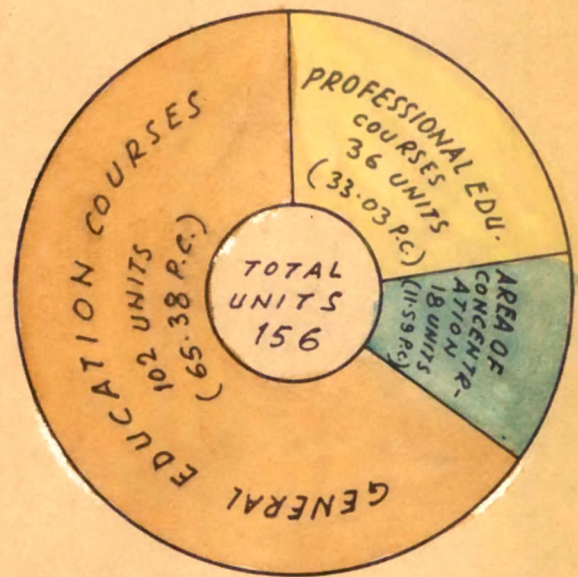
5.5 GENERAL EDUCATION COURSESIN TEACHER EDUCATION CURRICULUM

In the curriculum of the education of primary school teachers, courses of general or academic education have considerable weightage. In Gujarat as well as in the Philippines this has been the case right from the beginning of the education of primary teachers in them. It is so partly because student-teachers of primary teachers' colleges do not have a strong foundation in the knowledge of the contents of the academic subjects of primary classes, and partly because they need substantial additional knowledge in different subjects of the primary school. At the primary stage, the first task of a primary school teacher is to develop an understanding of the contents of the areas of language (both mother-tongue and national language), mathematics, science, and social studies. The Gujarat 1970 Syllabus for primary teachers' colleges describes this as 'intellectual area'. The teacher education curriculum for primary teachers in Gujarat has five 'fields' or components, viz., (1) productive, (2) educational, (3) intellectual, (4) community life and (5) special skills. The 'intellectual' component includes six subjects, viz.,

COMPONENTS (WITH THEIR WEIGHTAGE) OF
GUJARAT AND PHILIPPINES TEACHER EDUCATION
CURRICULUM (1970 RIVISION)



GUJARAT STATE



THE PHILIPPINES

(1) Language I (mother-tongue) I (prose and poetry),
 (ii) Language II (literary history, grammar and composition), (iii) Hindi (national language), (iv) History, Civics, Indian economics and Geography, (v) Science, and (vi) Mathematics. In a total 50 periods of weekly instructional work in a primary ^{teachers college} ~~the~~ the intellectual or academic component is allotted 19 periods, which constitutes 38 per cent of total teaching weekly periods in a primary ^{teachers college} ~~the~~. The primary teacher education examination carries 1100 marks distributed over the five components in the following proportion :

Table 5.1 : Weightage of Five Components of Gujarat Teacher Education Curriculum in Total Marks of 1100 for the Final Certificate Examination

Component	Marks allotted	Percentage of Total marks of 1100
1. Productive	250	22.72
2. Pedagogic	300	27.27
3. Academic or intellectual	300	27.27
4. Community life	100	9.90
5. Special skills	150	12.84
Total	1100	100.00

Thus, in the Gujarat Curriculum the academic or the general education component has around 27 per cent (a little less than one fourth) weightage.

The focal points in the Gujarat programme of the six general education courses seem to be the following :

- (1) The student-teacher acquires a command over the use of his mother-tongue which is the sole medium of instruction at the primary school stage and he is broadly introduced to the history of literature and to literary forms.
- (2) He also develops a fairly good competence in the use of the national language of India which is Hindi, in comprehension, oral speech, reading and writing.
- (3) He studies in good depth the syllabuses and textbooks of Grades I to VII of primary schools of the State in all subjects.
- (4) He develops time-sense, skills in reading maps, graphs and charts, reading interest, a sense of universal brotherhood, an understanding of broad factors and influences shaping Indian economy, particularly an understanding of India's series of Five-Year Plans of national development.

- (5) He examines in depth and at some length some of the items of the courses of studies in science in the primary Grades I to VII, develops skills of performing classroom experiments in science, cultivates interest in science and also a scientific, objective outlook in life and is able to apply the knowledge of scientific facts principles, methods that he has acquired in life situations.
- (6) As in other primary school subjects, in Mathematics also a teacher trainee is expected to get fairly well acquainted with the syllabus in Mathematics prescribed for Grade I to VII; he is also expected to acquire skills in mathematical operations, and is able to understand the basic principle of calculation and its application in each of the academic subjects he will be called upon to teach in school.

The contents of general education courses in the Gujarat Curriculum are distributed over two years and each course carries theory work as well as some practical or experimental work to be done by the student-teacher. The Kothari Education Commission (1966, para 4.14) has recommended that "about 20 per cent of the time in the training

1 programme should ordinarily be given to such studies."

In the Gujarat Curriculum, the weightage in terms of time is much higher than this - it is 38 per cent of the total 50 class instruction blocks stipulated for a primary teachers' college in a week. Tikmani's study (1970, p.45) shows that in the 1956 Revision of the Syllabus of Teacher Training, the weightage given to academic or general education courses was 30 per cent.

In 1965, the SIE, Gujarat State had made an attempt to evaluate the teacher education programme based on the perception of a sample of 319 teacher educators. The perceptions of teacher-educators on general education courses were quantitatively evaluated as under :

Table 5.2 : Evaluation of the General Education Courses by the Sampled Teacher Educators.

Course	Evaluation		
	Adequate	Inadequate	Rather Heavy
Responses in Percentages			
1. Mother-tongue	59.78	21.60	18.62
2. Mathematics	69.41	21.00	9.59
3. Science	75.98	10.00	14.08
4. Social Sciences	49.72	39.99	10.29

It would thus be seen that the syllabuses in General Education for primary teachers were not perceived as 'adequate' by ^{all} the faculty members of the teachers' colleges of Gujarat.

In 1970, Tikmani (p.52) evaluated the General Education courses of the teacher education programme of the State for primary teachers. His broad conclusion was that "the standards of General Education of the trainees does not seem to be satisfactory." He adds, "the elementary teachers have become teachers by chance and not by choice". Tikmani (p.126), On the bases of the opinions he obtained from principals of teachers' colleges and some teacher educators in Gujarat ^{he} found that (a) trainees do not learn more Hindi than what they learn upto the S.S.C. class of the secondary school, (b) 'content' in Geometry is sufficient, but (c) the subject matter taught in the social studies is as separate subjects; the need of the day is the teaching of the areas of social studies in an integrated way.

As in the Gujarat Teacher Education Curriculum, in the Philippines Curriculum also the courses in General Education occupy an important place. This could be seen

3 from the following excerpt from the Report of SAGTE of
the Presidential Commission (1970, p.31):

"The standard curriculum for elementary teacher education leading to the degree of Bachelor of Science in Elementary Education (B.S.E.Ed.) consists of 102 units of General Education, 36 units of Professional Education and 18 units of Concentration totalling 156 units."

It would be seen that the Philippines Curriculum^{*} gives a weightage of 65.38 per cent to the courses in General Education. This is much higher than the weightage to these courses as given in Gujarat Curriculum. It shows that the Board of National Education of the Philippines is more concerned about laying a sound foundation of subject matter knowledge in those student-teachers who desire to be elementary school teachers. It seems from a study by Nakpanom (1969, pp.100-101) that the earlier Curriculum for the B.S.E.Ed. degree programme involved "a total of 161 units with 95 units in the area of General Education, 42 units assigned to the area of Professional Education, 18 units required to one Area of Concentration and 6 units of ROTC provided for male students, which is substituted by 6 units of Home Economics for female students."

* Vide- Chart XIX.

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This shows that the Board of National Education has increased the weightage to General Education courses which was around 59 per cent earlier to around 65 per cent. Thus, there is a clear trend in the increase of weightage to General Education Courses. Whether this trend is welcome or not has become a matter of debate among teacher educators. In Gujarat, the teacher educators are not, by and large, in favour of giving such a high weightage to General Education courses. According to a good majority of them, such a step makes the Teacher Education Programme lop-sided - the focus is more on knowledge and subject matter and one is not sure whether such a heavy loading in the curriculum helps in developing an integrated teaching personality of the student-teachers. The Revised Teacher Education Curriculum, as started in the Report of the SAGTE (1970, p.32), stipulates "that courses required should help teacher education develop the ability to think clearly and logically, strengthen their ethical character, enhance their faith in their own people, and form a sound philosophy of life and education." One is not sure ^{whether} such over-loading of the Teacher Education Curriculum with academic subjects can help the achievement of this goal, unless a variety of effective methods is used to teach these courses in the colleges.

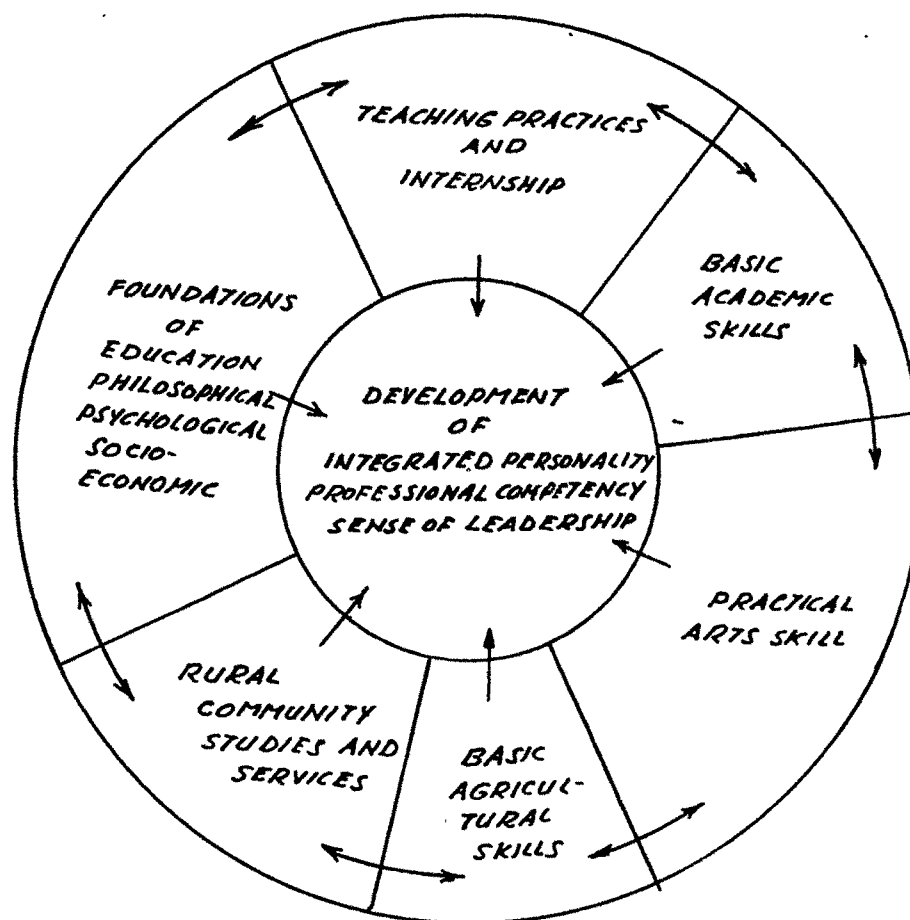
There is no doubt that a mastery of subject content is a desirable attribute of a trained teacher. But this mastery does not always come by giving to student-teachers more quantum of knowledge. What is more important is a good understanding of the content in related areas so that learning, as Reid (1972, p.9) puts it, becomes "a matter of relationships rather than a compartmentalisation as the "what takes place in schools and colleges". In education for development, transfer of training proves valuable. But as Hilda Taba (1962, p.25) points out "such transfer is not automatic. It takes place only if there is some aid both in abstracting and applying the principle and in developing the method and the set for so doing." Therefore, instead of increasing the weightage of General Education Courses, greater emphasis should be placed on the pedagogical aspect - in entailing skill in establishing links and applying the acquired quantum of knowledge of the content. A newer and better way of looking at the problem is illustrated in the Chart developed by El-shbiny (1970, p.8). It is given on the next page. It perceives academic skills as only one component of the programme of development of integrated personality, professional competency and sense of leadership in student-

* Vide- Chart XX.

ORGANIZATION OF TEACHER EDUCATION

CURRICULUM

CONVENTIONAL CURRICULUM	STUDY OF ACADEMIC SUBJECTS LANGUAGES- SOCIAL STUDIES- SCIENCE- MATHEMATICS- HEALTH EDUCATION - MORAL INSTRUCTION ETC.
	COURSES IN PROFESIONAL SUBJECTS PHILOSOPHY OF EDUCATION- HISTORY OF EDUCATION- PRINCIPLES OF EDUCATION - EDUCATIONAL PSYCHOLOGY- CHILD PSYCHOLOGY, ETC.
	STUDY OF PRACTICAL SUBJECTS ARTS AND CRAFTS- HOME SCIENCES- MUSIC- DANCE- PHYSICAL EDUCATION - GARDENING ETC.
	STUDENT TEACHING METHODS OF TEACHING ON AND OFF- CAMPUS PRACTICES



-teachers. The need of the day which appears to this investigator is integrating teacher education curriculum around the development of an integrated teaching personality in student-teachers.

5.6 PEDAGOGY COURSES IN TEACHER EDUCATION CURRICULUM

In the education of primary school teachers, the pedagogical or professional educational courses have a crucial place, because the training imparted to them is, in fact, relates chiefly to their professional preparation in the art and science of teaching. The main task of a teacher is to teach, and, therefore, it is crucial that he has the technical know-how and skills of how to teach. Equally important is the understanding of the child whom he has to teach. In order that he is able to teach, he must know both the content and methods of teaching. The modern concept of 'teaching' has moved much further ^{beyond} ~~from~~ the old concept wherein the teacher's role was dominant in 'teaching'; it is now 'active learning' which means that the child is not to be merely a passive absorber of the knowledge imparted to him by the teacher, but he has to be an active

and agile participant in the process of receiving the knowledge imparted to him. Therefore, a teacher has to develop an insight into how a child is to be motivated and put into a learning situation and stimulate him to participate in learning. This skill is crucial and a teacher has also to develop it. Further, the main job of a teacher is not to disseminate or impart merely "knowledge" but rather to help the process of his allround development - his total, balanced development. He should know how to do this job enlisting pupils' willing cooperation. This task cannot be performed unless a teacher is able to manage his class and maintain class discipline. He should have a technical know how and ability to be the master of the classroom situation. A teacher has not only to teach, but also to evaluate and measure progress of children in school studies. He must, therefore, know how to test and evaluate his pupils objectively, validly and reliably. In all these the teachers' college is expected to prepare its student-teachers. It is in this perspective the 'Education' courses become very important in the teacher education curriculum. Programmes of teacher education at all levels and in all countries include courses in Education.

58

As stated earlier, in the Gujarat Curriculum, "Education" is one of its five components. In a 50 period of a weekly schedule of a primary teachers' college in Gujarat, the component of 'education' gets a weightage of 9 periods. This comes out to be 18 per cent. The courses included in 'Education' are the following :

(1) First Year :

- i) Principles of Education
- ii) General Education Methods and Current Trends in Primary Education
- iii) Methods of Teaching (Grades I to IV)

(2) Second Year :

- i) Educational Psychology
- ii) School Administration, Management and Hygiene
- iii) Methods of Teaching (Grades V to VII)

- (3) Yearly Practice Teaching (in all ³⁶ practice teaching in two year training lessons/are to be given.

Final One Test lesson in Practice Teaching.

Earlier, that is, under "the 1956 Syllabus", the area of Education had a weightage of 6 periods in a weekly

9

schedule of 54 periods. Thus, the weightage was only one-ninth. In '1970 Syllabus' the weightage has been slightly raised from the earlier, 16.16 per cent to 19 per cent. Each of the three courses in 'Education' formerly carried 2 hour credits. These three courses were: (1) Principles of Teaching, (ii) School Management and Organisation, and (iii) Methods of Teaching. A student-teacher had to do practice teaching of 20 lessons in a year.

It would be seen that the courses in Education under the current Syllabus are better spelled out and are comparatively more comprehensive. Thus, there is some advancement, but the very concept and organisation of the Education Courses leave much to be desired, if viewed against the trends of current thinking on Education Courses in Teacher Curriculum.

Attempts were made in the post to get the perceptions of teacher trainees, teacher educators and principals of teachers' colleges about the adequacy and effectiveness of the Education Courses. In the 1965, a Survey Study was conducted by the State Institute of Education (the SIE) of Gujarat State which was based on the responses of 1,800 student-teachers of a sampled 24 primary teachers' colleges

0 from all over Gujarat. Unfortunately, in the Survey no attempt was made to find out what the student-teachers actually felt about the 'Education' theory courses. The responses recorded and analyses^{made}/pertained only, to 'the practice teaching', or practical aspect of the 'Education' component. Even these responses do not appear to have been carefully collected as the reported results indicated (p.28) that 98.9 per cent of teacher trainees said that they could do much better teaching work after receiving training and 99.3 per cent of them said that they used instructional aids and materials. The investigator asked a sample of teacher educators of long standing to react on these findings of the SIE Survey and he was told by them that such findings could not be true as they know from their own experience that 40 to 60 per cent of student-teachers are not able to teach satisfactorily even after training and barely 30 to 40 per cent of them use teaching aids and know about resource and reference materials.

In another attempt to get evaluated the teacher education programme by teacher educators, the SIE (1965, p.19) found in its survey that nearly 30 per cent of the teacher educators (N= .150) observed that the courses of "Education" were inadequate to develop a proper insight

in the pedagogic aspect of the work of primary school teachers in school.

The study made by Tikmani (1970, p.122) showed that most of the teacher educator respondents "agreed that the present course in "Education" is adequate." However, in a recent study by Jayendra Bhatt (1973, p.83), the opinion of the sampled student-teachers on "the Education" Courses was not high - only 53.6 per cent said that it was adequate. Their opinion on how the Education Courses are actually taught was as under :

Table 5.3 : Percentage-wise Distribution of the Opinion of Student-Teacher Respondents on the Effectiveness of the Teaching of Education Courses (1973)

	Per cent
1. Quite effective	47.2
2. Enjoyable	6.4
3. Not at all effective	9.6
4. Stuffless	13.6
5. Mechanical	7.2
6. Dull	13.6
7. Neutral Response	2.4
Total	100.0

63

- The Course on Educational Psychology should be taught in the First Year (and not in the Second Year as it is prescribed in the Syllabus) as before a student starts his schedule of practice teaching, he must first understand the child and his psychology. Some also suggested that this course should be spread over both the years. In the first year, the student-teachers can be introduced to the first two stages of human development, viz., infancy and childhood, to the psychology of heredity and environment, the instincts, imitation suggestions, sympathy and some broad features of the learning process. In the second year educational psychology can include the third important stage of human development, viz., 'adolescence'. Student-teachers must be acquainted with other important psychological developments, such as motivation, advanced aspects of the learning process, transfer of training, thinking and reasoning, character formation, some aspects of mental hygiene and behavioural problems of children;
- Methods of teaching ^{should} ~~not~~ be taught theoretically and in an isolated way; on the contrary they should grow out of instructional situation in classrooms;

2 In Jayendra Bhatt's study (p.85), it was reported that only around 54 per cent felt that their teacher-educators had good understanding of the courses they teach in Education, 34 per cent boldly asserted that the teacher-educators merely reproduced their 'stuff' from books on Education without a real understanding of what they talked on 'Education', and, 12 per cent preferred to remain 'neutral' on this issue. As many as 31 per cent of the responding student-teachers went to the length of saying that the teacher-educators "go to the class merely to complete the period", 29.6 per cent denied their agreement with this conclusion, 31.6 per cent affirmed that there was some elements of truth in that observation and 7.8 per cent were neutral on this point.

The investigator himself sought the opinion of the teacher-educators of the teachers' colleges he included in his case study. He found that 60 to 70 per cent of them have accepted these courses uncritically and they were not able to offer any critical evaluative observations on the pedagogic courses. But the remaining faculty members did make some comments. This group also included some principals of teacher's colleges. The comments are summarised as under :

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- Student-teachers should be introduced to different aids of teaching and they should be given practical experiences in using them;
- Student-teachers should also be introduced to the concept and techniques of 'micro-teaching', 'programmed learning' and better methods of class-room communication. They must know both the 'theory' and 'practice' of how to activate pupil learning. They should know enough theory of teaching so that they can understand ways and means to improve their "teaching behaviour".
- In the first year, the emphasis should be on 'class management', in the second year student-teachers can be introduced to 'school organisation and management', but the latter has to be done through actual visits to schools, observation and discussion with school principals;
- Instead of talking about evaluation tests, the student-teachers should be involved in workshop situations and they should be given actual work-experiences in drawing a good question paper, preparing objective-centred multiple choice, matching and completion type of objective type tests with good discrimination indices and difficulty values, short answer questions

5 and well focused, precisely worded essay questions.

In the Teacher Curriculum of the Philippines, courses in professional education carry a minimum of 36 units as per the requirements laid down in 1970 by the Board of National Education. The Report of the SAGTE (1970, p.73), however, report^d that State Colleges and Universities require 39 to 52 units of professional education and private colleges and universities require 45 to 72 units of professional education in their B.S.E.Ed. degree programmes. This shows that in the Philippines, the Government lays down the requirement of minimum units for courses and leaves a good leeway to State Colleges, State Universities, private colleges and private universities to require and provide more than the minimum units for course work. This is in contrast to the Gujarat practice which prescribes a rigid limit of periods to teach the courses of studies uniformly for all colleges, whether State or as private. This leaves no room for flexibility which takes away much of the effectiveness of the Gujarat teacher education programme.

It would be interesting to note the subjects included in Professional Courses. They are shown in the following statement :

6

Table 5.4 : Professional Education Subjects included in the B.S.E.Ed. Degree Programme of the Philippines.

A. Subjects needed to understand the history and philosophy of education and the structure of the school system

- i) Philippines Educational System
- ii) Introduction to Foundation of Education
- iii) History of Education
- iv) Professional Elementary and Secondary Schools
- v) Professional Ethics
- vi) Administration and Supervision.

B. Subjects needed to understand the nature of the child

- i) Child Growth/Development
- ii) Growth and Learning
- iii) Child/Adolescent Development and Learning
- iv) The Child and his Curriculum
- v) Evaluation and Measurement
- vi) Guidance
- vii) Educational Psychology

Table 5.4 : (continued)

C. Subjects needed to organise subject matter and to guide learning activities, including practice teaching

- i) Teaching Social Studies and Arithmetic
 - ii) Language Arts Teaching.
 - iii) Methods of Teaching Elementary School Subjects.
 - iv) Methods of Teaching Filipino (Elementary Grades).
 - v) Teaching and Learning Materials.
 - vi) Teaching English as a Second Language.
 - vii) Science for Elementary School Teachers.
 - viii) Filipino Method and Curriculum.
 - ix) Audio-visual Education.
 - x) Art Education.
 - xi) Health Education.
 - xii) Music Education.
 - xiii) Community Education
 - xiv) Handicrafts
 - xv) Phonology and Grammar of English.
 - xvi) Vocational Education
 - xvii) Curriculum Development.
 - xviii) Internship
 - xix) Observation/Participation
 - xx) Professional Laboratory Experiences.
-

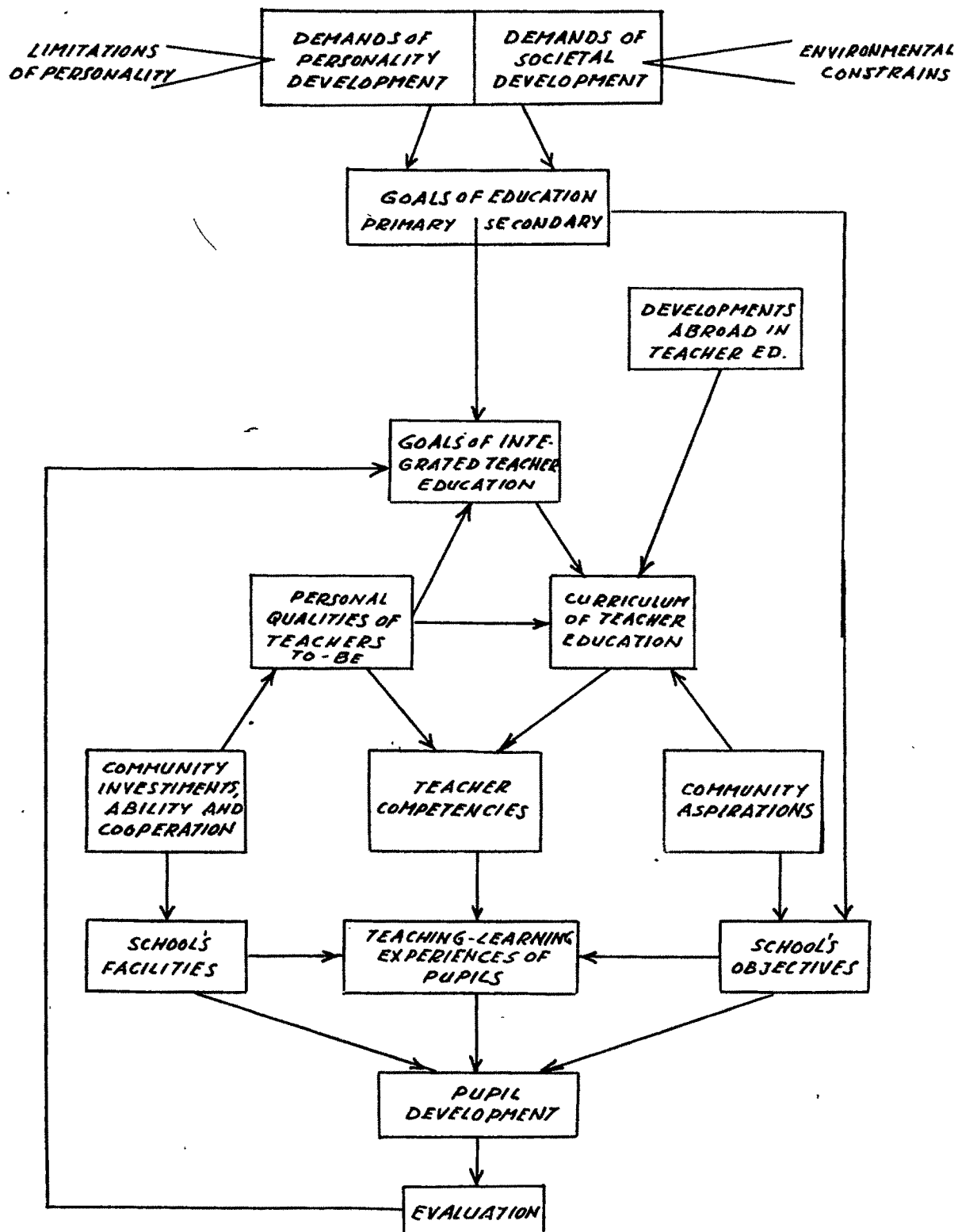
Sources : The Presidential Commission to Survey Philippines Education: Report of the SAGTE, Makati, Rizal, 1970, pp.73-74.

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The Philippine Curriculum provides a variety of professional or teacher education courses. They are widely conceived and structured, and, therefore, one can legitimately fear that they stand in the danger of spreading out rather too much thinly and lose their focus. Instead of that they can be reorganised as under to have a sharper focus and ^{be} better geared to the task-permance of elementary school teachers in actual school situation.

- (1) General patterns of child growth and development.
- (2) The learning process and principles - the maxims of teaching.
- (3) The classroom interactions between pupils and teacher and the teaching behaviour.
- (4) The child and his curriculum.
- (5) Methods of teaching (subjects included in elementary school curriculum)
- (6) Practice teaching: activity lessons, non-activity lessons, correlated teaching, programmed instruction, micro-teaching.
- (7) Instructional aids and materials.
- (8) Tests and Educational Evaluation.
- (9) Some dimensions of sociology of education.

A CURRICULUM DEVELOPMENT CHART



- (10) Health education and mental hygiene.
- (11) Community and adult education.
- (12) Trends and issues in national education.

Professor N.P. Pillai (1971, p.9) has made out a case for a vertical and horizontal integration of the teacher education curriculum. Forging a vertical integration of teacher education curriculum would help towards development of a common programme of professional preparation of elementary and secondary teachers. This should not be difficult if both these categories of teachers are trained in a four year degree programme where the entrance qualification in the case of both the categories of trainees will be high school graduation. If administrative and financial statements can be overcome, the horizontal integration of teacher education curriculum would yield rich dividend. The General Education Courses and Professional Education Courses in Teacher Education Curriculum should be approached from this point of vertical integration.

5.7 COMMENTS OF CRAFTS, COMMUNITY LIFE AND
SPECIAL SKILLS IN TEACHER CURRICULUM

The 1970 revision of the primary teacher education syllabus of Gujarat State has two dimensions which are not to be found in the Philippines Curriculum. They are : (1) Craft work and (2) Community loving. It has also another component called "special skills" which is also distinctive, though some of its contents are reflected in some of the courses of the Philippines Curriculum. The first two dimensions were added to the courses of studies for primary teachers' colleges in 1949, and the third component is the contribution of the 1970 Revision. The following excerpt from the 1956 Revised Syllabus (1958, p.1) throws light on the changes introduced by it :

"Originally, the syllabus laid great stress on academic subjects. Due to introduction of Basic Education in schools, this syllabus was revised in 1949, when essential features of Basic Education, such as teaching of crafts, correlating teaching and training in community life came to be included in the revision of 1949. ... A special feature of 1956 revision of the syllabus is the grouping system. Group I which consists of Basic and Auxiliary Crafts, aims

at giving the teachers an intelligent understanding of the theory of the craft process from raw materials in finished products as well as skill in doing these processes. A sound training in crafts is an essential pre-requisite for Basic School teachers... Group IV aims at developing among the trainees a spirit of co-operative living in the community and training them in the organisation of community living programmes in schools."

In the 1956 Revision, the Syllabus for primary teachers' education had four groups: Group I Basic and Auxiliary Crafts; Group II Education; Group III School Subjects; and Group IV Community Living. The first three groups were given equal weightage.

The 1970 Revision, as indicated earlier, has retained both the components of crafts and community living, but has added one more component of special skills. The groups or components are reworded as (1) the Productive Field, (2) the Educational Field, (3) the Intellectual Field, (4) the Community living Field, and (5) the Special Skills Fields. In this section the Fields 1, 4 and 5 - of Crafts, community living and special skills will be critically examined.

- 2 (1) Field of Production : The outlines of the syllabus lays down 5 basic crafts and 8 auxiliary crafts. Table 5.5 specifies the crafts included in the primary teacher curriculum.

Table 5.5 : Field of Production in Gujarat Teacher Education Syllabus.

Crafts	Auxiliary Crafts
1. Cloth-making-spinning and weaving	1. Spinning
2. Cloth-making-spinning	2. Gardening
3. Agriculture	3. Carboard work and clay modelling
4. Carpentry	4. Home Craft
5. Forestry	5. Bamboo-work
	6. Matting
	7. Elementary mechanics
	8. Cottage industry and home medicine.

It is stipulated in the Gujarat 1970 Revision (p.6) that every teacher's college will have to provide training at least in one of these Basic Crafts and in two Auxiliary Crafts not allied to the Basic Craft selected by the institution.

The teaching of crafts constitutes an important aspect of the Scheme of Basic Education as conceived and explained by Mahatma Gandhiji. According to the Gandhian concept, it was expected to be essentially an education of life and for life and, through life. Basic crafts were intended to serve as a medium of instruction. Basic education was not intended to be vocational or training education or the education of crafts as was the case in some Western and Asian countries, but it was to be education through crafts, and, therefore, it was perceived that all instruction in primary schools will be correlated with a single Basic craft. Saiyidain (1958, pp.7-8) has explained this ideology of Basic Education as under :

"The effective teaching of a basic craft, thus, becomes an essential part of education at this stage, as productive work, done under proper conditions, not only makes the acquisition of much related knowledge more concrete and realistic but also adds a powerful contribution to the development of personality and character and instils respect and love for all socially useful work. It is also to be clearly understood that the sale of products of craft-work will meet some part of the

expenditure incurred in running the school or that the products will be used by the school children for getting a mid-day meal or a school uniform or help to provide some of the school furniture and equipment."

Thus, the original concept of a Basic school provides for the integration of basic crafts with instruction. In the choice of basic crafts, a liberal approach is intended to be adopted as the basic craft chosen has to have significance from the point of view of intellectual content, provide scope for progressive development of knowledge and practical efficiency. Thus, the Basic Craft was, and even now, is intended to fit into the natural and social environment of the school and hold within it the maximum of educational possibilities.

Educationally this may be regarded as a happy breakthrough in the theory and practice of primary education which was traditional and academically oriented, and if primary school teachers can be trained to impart instruction using the medium of a basic craft and correlate intelligently (and not mechanically) to the curricular content using three main centres of correlation, viz.,

craft work, the natural environment and the social environment, nothing would have been more gratifying and exciting than that. But the experience of last two decades of work in and about Basic schools and equipping primary teachers, through training, in the above mentioned area of competence has not been happy - not only in Gujarat but all over India. Unfortunately, in Gujarat State, in the matter of Basic education and training in craft work in primary teachers' colleges, there prevails a conflicting situation. The State Government is committed to the programme of Basic primary education. In fact, Gujarat State has been one of the strong holds of Gandhian ideology and of the Old Congress Political Party. There are many hard diehards among the protagonists of Basic education in the State, some of them are even principals of primary teachers' colleges. The Evaluation Committee of Basic Education appointed by the Gujarat State in 1971 to appraise the programme of Basic Education in Gujarat which was largely manned by ardent Gandhites, came out with a number of recommendations to extend and strengthen the programme of Basic education in schools and primary teachers' colleges. Thus, one school of teachers' educationists and administrators, which is a smaller group but politically a more

6 vocal and vehement group. It has consistently refused to see reality and evaluate the programme of Basic education in schools and of craft-work in primary teachers' colleges in the light of the changed socio-economic climate in the State, newer demands of social change and economic development looming large before the country, of those and who have failed to realise that by their rigid attitude and vehement insistence of crafts, they are creating more resistance to Basic education and in crafts teaching. The second school has taken a stand that Basic education should be introduced as an alternative model where facilities and teachers to teach it in the best spirit are available, but it cannot be pushed ahead as the only and sole model.

Despite the State patronage and the policy, the Basic type of primary schools have not progressed much in Gujarat from 1937 to the present date. In 1971, according to this very committee (p.11), in not more than 5,631 primary schools or 24.5 per cent of the total 22,000 primary schools a basic craft could be introduced by 1971. Of the total 5,631 Basic Schools, in the State out of a total of 22,000 primary schools, 2,563 schools have

7 introduced spinning, 2,454 weaving, 508 gardening and agriculture, 53 cardboard work and 53 woodwork as Basic crafts. The Committee has observed that "with increase in enrolment, primary schools do not have adequate number of school buildings and pupils do not have space for sitting with the result that very few schools are able to provide accommodation for craft-work." This makes it abundantly clear that howsoever one may desire, it would not be possible to convert the present number State's primary schools which is around 25,000 to Basic pattern in force-able future. There is considerable antagonism of primary teachers to the forced or compulsory teaching of spinning and weaving which has become dull and mechanical work and hence distasteful. The same dislike and distaste ^{are} ~~is~~ being displayed by the teacher trainees of primary teachers' colleges. This is what the investigator himself found at Baroda, Vapi, Udwada, Broach, Borsad, Ajol, Devgadhbaria, Godhara, Bhavnagar, Rajkot, Mangrol, and at other centres of primary teacher training. At some places, the teacher trainees made no secret of their dislike and disgust for the forced spinning and weaving work, and at other places they manifested their attitudes stealthily and in a hushed hushed voice. However, many a heads of teacher training

8 institutes make no secret of the dislike of the trainees for crafts, i.e. spinning and weaving, which is the least motivating work for them. One wonders what precious benefits can be expected from the training in spinning and weaving on a compulsory basis when (a) it degenerates into a dull, monotonous, drudgery; (b) when it is time-consuming; (c) when most of the primary schools in the State do not teach them as basic crafts and (d) when these crafts could not be used in practice teaching lessons of all subjects and types for correlating teaching.

The 1965 Survey (p.32) of programme of primary teachers' colleges in Gujarat by the SIE, Ahmedabad showed that in 76.92 per cent of the colleges the main basic craft was Spinning-Weaving, in 7.33 per cent, it was agriculture, in 3.15 per cent it was carpentry and in 12.60 per cent institutions it was sewing, etc. In the opinion of 319 teacher-educator respondents who participated in the Survey only 27.42 per cent said that the teacher-trainees could develop skills in the crafts, 64.02 per cent said trainees develop only partial skills and 8.56 per cent opined that they practically did not develop any skill.

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In a study by Upendra Pathak (1967, p.71) it was found that only 61 per cent of rural and 71 per cent of urban teacher trainees could develop faith in Basic Education and 24 per cent rural and 17 per cent urban trainees categorically stated that craft work in teachers' colleges was a waste of their precious time. Tikmani (1970, p.114) also found that "out of 40 teacher educators, 31 opine that the student-teachers have no interest in the Crafts, and out of 30 principals also 16 agreed that the student-teachers have no interest in craft." Even Jayendra Bhatt (1973, p.42) found 16 per cent of student teachers who regarded teaching of crafts as drudgery; ^{and} 56 per cent of them said that they learn craft only to pass teachers' college annual examination.

In such a perspective, the usefulness of giving a great weightage to crafts in teacher curriculum is doubtful.

The productive field or craft-work with its correlated teaching in the Gujarat Curriculum has no comparable counterpart in the Philippines Curriculum for elementary school teachers. In the latter, craft-work is there but it does not constitute a separate sector as in the Gujarat Curriculum. It forms a small part of the General Education programme with an allotment of 6 units to the section of Practical Arts, which consists of 3 units of Elementary Agriculture and 3 units of Fundamental of Arts and Crafts. Thus, in the Philippines Curriculum, the role of productive crafts is not recognised to the extent and in the sense in which it is provided for in the Gujarat Curriculum. Though craft-teaching is not popular and effective in Gujarat teachers' colleges, no one would deny the educational values of this work. If education is to be harnessed for economic growth in developing countries, a category in which both India and Philippines fall, 'Craft-work', or 'work-experiences' (as the Indian National (Kothari) Education Commission has suggested) should have a vital place. A series of work-experiences should be suggested in the curriculum and student-teachers should have complete

freedom to choose the work-experience* that appeals to him. If this principle of autonomy for student-teachers in the choice of work-experiences is acceded, then the Gujarat Productive Field as a separate component, and not as a small part of General Education component as is the case in the Philippines, seems to be a better way of preparing primary school teachers to work in rural communities.

(2) Community Life. The Gujarat Curriculum has another distinguishing component - Community Living which is not to be found in the Philippines Curriculum. As shown earlier, one of the five 'fields' of the Gujarat Curriculum is 'Community Living'. It includes activities like the health of the institution-family and of the larger local community, cleanliness, social service, labour and cultural activities. It was introduced for the first time under the

* The Kothari Education Commission (1966, p.210) has suggested the following work-experiences for Lower Primary Schools : (i) paper-cutting, (ii) cardboard, (iii) modelling in clay or plasticine, (iv) spinning (where natural in environment), (v) simple needlework, (vi) simple planting indoors or in plots; (vii) kitchen-gardening and for Higher Primary Schools (i) cane and bamboo work; (ii) leather work; (iii) pottery, (iv) needle work, (v) weaving, (vi) gardening, (vii) model making, (viii) framework and (ix) work on the form.

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1949 Revision when training in community living had come to be introduced as a compulsory measure in teachers' colleges for all student-teachers. This was so because the 1949 Revision had switched on the teacher education curriculum from the traditional one - the academic and professional type - to the Basic education curriculum.

As laid down in the 1970 Revision, the Community Living field is compulsory for all student-teachers and it is spread out all throughout the training period of two years. It has been emphasised in the syllabus (p.99) that "community living is continuous and ever developing, and, therefore, the student-teachers have to participate in them frequently." This makes spreading of the curriculum over both the years of the teacher education programme necessary. The 1956 Revision (p.40) included the following observations on Community Living which makes the scope of the programme quite clear :

"The course will include training in ways and methods of healthy living. It will enable students to participate in the community programmes in the colleges and also give them practical training in organising such programmes in Basic Schools. Community living

means much more than mere organisation of extra-curricular activities. It indicates that the whole situation - students and staff - teaching and non-teaching - form a community to achieve definite goals. Training in community living should try to develop among trainees feelings of brotherhood, cooperation, self-help, service to community and a spirit of toleration and good will. Through social and cultural activities and educational tours, the training will foster an understanding of the cultural heritage of the nation and its industrial and economic potentiality. Through manual labour programmes, it will bring the trainees close contact with villages and their problems of reconstruction in respect of education, sanitation, etc. and the part of the school community has to play in this field."

This is how the 'Community Living' component of the Gujarat Curriculum has been conceived. The 1970 Revision has spelled out the behavioural objectives of more clearly and specifically than in the 1956 Revision viz.,*

"The Student teacher -

- (1) understands the importance of cleanliness and health in life, cultivates good habits in relation to them and also acquires an

* Translated from the original in Gujarati language.

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- ability to give to children initiation in them;
- (2) understands the currents of social injustice lying deep in the patterns of social discriminations such as the high and the low, the owner or proprietor and the labourer, the high castes and untouchables;
 - (3) understands the importance of cooperative and democratic life, gets training in ways of life relating to them and develops an attitude to live a life accordingly;
 - (4) cultivates virtues like fearlessness, humbleness, generosity, sense of sacrifice, sense of dignity of labour, tolerance, and equal reverence for all religions;
 - (5) develops an attitude favourable to social work and service and a ^{ne}prone^sss to rural community life; and
 - (6) understands the spirit reflected in the syllabus of Community Living prescribed by State Government for Grades I to VII of primary schools and develops an ability to implement it."

The 1970 Revision has also spelled out activities to be done by student-teachers of primary teachers' colleges in the programme of Community Living (pp.99-100). They are as under :*

* Translated from the original in Gujarati language.

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- (1) Daily Schedule : (i) Prayer assembly, (ii) cleanliness work, decoration, kitchen management and assistance, and labour-work.
- (2) Celebration of Cultural Events : (i) National festivals, (ii) religious festivals, (iii) seasonal festivals, (iv) international days and (v) socio-educational days.
- (3) Educational Excursions and Tours : in local and surrounding areas and visits to important places in the State and in the country. These activities are to be planned, organised and conducted by the student-teachers themselves.
- (4) Social Service and Labour Camps : (i) Periodical visits to habitations of the Scheduled Castes, Scheduled tribes, labourers and nomadic communities, (ii) social adult education activities, (iii) help to pupils of backward communities in their home work, conducting community prayers, conducting programmes that can bring about improvement in the general understanding of the adults and their modes of living, (iv) cleanliness work in their locality and (v) work in spreading adult literacy.

- (5) Camp life : (i) a week-long camp in a nearby or distant village so that student-teachers can see for themselves and develop a realistic understanding of the life rural communities lead, (ii) community living, (iii) participation in cooperative activities, and (iv) comprehensive surveys of rural communities inhabiting in the areas surrounding the place where a teacher's college is located.
- (6) First Aid Work and Preservation of Health : Situations: (i) hostel, (ii) playground, (iii) craft class, (iv) agriculture farm, (v) garden, (vi) accidents.
- (7) Participation in the community Living Activities of Basic Schools.
- (8) Diary-Keeping of Community Living Activities:
 (i) Daily diaries, (ii) monthly abstracts, (iii) self-government in the hostel and in the teachers' college community living and community activities, (iv) evaluation of community living activities.

Thus, there is an elaborately laid down syllabus in terms of activities in the fourth segment of the 1970 Revision of the teacher education curriculum of Gujarat.

7 The educational significance of such a dimension of teacher training is unassailable. This programme helps, as no other aspect of the programme of teacher education does, in developing the personality, attitude, values, interests and student-teachers' orientation to rural community life. This aspect of teacher training is something that should find a place in training programmes of all developing Asian and African countries, provided this programme can be implemented with understanding, skill and with faith.

From 1965 to the present date some attempts were made to assess the quality of this programme of the Gujarat Curriculum. Reactions and perceptions of student-teachers, teacher educators and of the college principals have been obtained in regard to them. A Survey of the findings of these studies give one a broad idea about how the Community Living component of the syllabus is perceived by the community of teachers' colleges in Gujarat. The 1965 Survey by the SIE, Gujarat (pp.34-35) pertaining to the perceptions of teacher educators, shows that 54.0 per cent of student-teachers participate in activities of community life willingly, 9.56 per cent

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 with ~~4~~ per cent willingness and 36.44 per cent against their wish or willingness. Around 29 per cent of teacher educators admitted that the evaluation of the work of community living is not precisely and accurately done. Four-fifth of the teacher educators keep notes of their observations on the community life work done by student-teachers, whereas one-fifth of them do not maintain such observation records. This mars the objectivity of evaluation of the work of the student-teachers in the area of community living. As to the exact attitudes of the trainees to the activities relating to community living, the SIE study revealed that 19.95 per cent had most favourable attitude, 63.42 per cent had a moderate (not quite favourable - and not quite unfavourable attitude) and 16.63 per cent had clearly the most unfavourable attitude.

Another study by Upendra Pathak (1967, p.176) showed that around 90 per cent of the teacher-trainees liked visits to surrounding villages, favoured living a camp life amidst them and learning more closely and intimately about the life lived in the rural communities. However, the organisation of this programme was fraught

9 with some difficulties. Thirty-eight per cent of the student-teachers complained that they were taken in a much larger group than they thought desirable at one place, 46 per cent of them said that the places where they were taken for community life did not have primary basic facilities, 38 per cent observed that in such programmes the local rural community and other institutions did not cooperate, 56 per cent felt that they were criticised by the local community for the cleanliness and labour work they did and 37 per cent were doubtful whether the objectives of community living were at all achieved in the programmes organised by teachers' colleges.

Tikmani's (1970, p.127) study presents perceptions of the teacher educators and principals of teachers' colleges about the activities relating to community life organised by teachers' colleges in Gujarat. It appears from this study that by and large, teachers' college principals and faculty members regard this programme as quite essential in the professional preparation of teachers. Thus, most of them endorse the State policy on including experiences in a teacher training programme. The principals and teacher educators also seemed to support

the hostel living on the campus by student-teachers. However, they were not quite optimistic about the results of the programme of community life :

"During the training period, most of the principals and teacher-educators state that the old habits are not changed.

Regarding the use of learning from community life programme, most of the teacher-educators and principals state that the gain from the community life programme can be put into practice in school life also."

Jayendra Bhatt's (1973, p.65) study seems to indicate a downward trend in the programme of community living in teachers' colleges. The finding of the study is that of the factors that develop a feeling of disgust and antagonism for teacher training among student-teachers, one is the programme of community living; and the other is obligatory living in a hostel on the campus of the teacher's college. Only 31.2 per cent of the teacher trainee respondents felt that community living was useful to them, whereas 32.8 per cent said that the programme was not at all useful, 4.8 per cent equated the programme with forced labour or drudgery, 13.6 per cent said that

1 they tolerated the programme because they wanted to pass the final certification examination of the teacher education programme, 7.2 per cent said that they used the programme to gain favour of the hostel superintendent, 8.0 per cent said that their concern was to earn a higher grade in internal assessment and barely 2.4 per cent were really enthusiastic about the programme as something they would inculcate in their life.

Thus, it appears that a very good programme of teacher education in Gujarat is being destroyed for want of funds, proper personnel, proper organisational climate, satisfactory teacher morale and effective leadership behaviour on the part of college principals. This is broadly the feel that the investigator got from his field visits and case studies. If a teacher training programme is also intended to build up desirable habits, attitudes, interest, and personality and character of student-teachers - the future teachers of the state's primary schools (and this is very crucial), this programme must be helped to succeed and it should be salvaged from the misconceived and misguided idea of economy and scarcity of funds. This programme appeared to the investigator, and also to a

number of experts on teacher education in the universities of Gujarat and outside university academic circles as the most welcome dimension of the teacher education programme of Gujarat State.

The Philippines programme has some elements of community work, but it is not conceived so comprehensively and in such an integrated way as the Gujarat programme. It falls short of the Gujarat Curriculum in respect of this vital dimension:

As stated earlier, there are a number of admirable features of the course on Community Living. This is not one course but a cluster of worthwhile experiences or learning activities. These experiences, if they can be adequately and effectively organised and the climate in teachers' colleges is made more permissive and motivational, they hold rich potentiality for moulding the personality and character of the prospective teachers - a goal which is not achieved by any of the sectors of the teacher education programme. An objective assessment of the theoretical postulates and potential practical outcomes of this programme would point out to its adoption, with whatever modifications needed by the local situation,

in the teacher training programme of any Asian and African developing country.

The Philippines Curriculum has one component which is called "Concentration". It provides 18 units of studies in any one of the 13 areas^{*} of which one is Adult and Community Education. It is an area of specialisation, but it is optional, in as much as ^{any} one area has to be selected by a student teacher. This area is both theoretical and practical. It includes topics like the School and the Community, the Curriculum Areas and Curriculum Development of Adult Education, Field Experiences in Adult Education, Comparative Adult Education, Psychology, Methods of Teaching Adults and Administration and Supervision of Adult Education. Each one of these carries only 3 (out of total 18) units of field experiences, and that, too, in only one aspect of community living, viz., adult education. As against this, the Community Living in Gujarat Curriculum touches community life at a number of vital

* These areas are : (1) Adult and Community Education, (2) Agricultural Arts, (3) Health Education, (4) Home Economics, (5) Industrial Arts, (6) School Library Science, (7) Mathematics Education, (8) Music Education, (9) Applied Nutrition, (10) Philipino, (11) Physical Education, (12) Science Education, and (13) Teaching English as a Second Language in the Elementary Schools.

contact points, and, therefore, it is more desirable in a programme of teacher training which seeks to build up a cadre of primary school teachers in a predominantly rural community better oriented to life and problems of the rural community. Therefore, the investigator's conclusion on the basis of data he could collect for his study, that the Philippines Curriculum would be considerably strengthened and enriched if the community living as comprehensively visualised in the Gujarat Curriculum is adopted therein.

(3) Special Skills Area : As the Philippines Curriculum has one obligatory component of "Concentration" or "Specialisation", the Gujarat Curriculum has also an obligatory area of "Special Skills". In the Philippines teacher education programme, the Area of Concentration carries about 11 per cent weightage, the Special Skills Area in the Gujarat Curriculum, carries half of the weightage of each of the other four components, and around 13 per cent of the entire teacher education programme. In the Gujarat programme, this component carries three courses, viz., (1) Physical Education, (2) Drawing and

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Art, and (3) Music. As shown above, the Philippines Areas of Concentration include Physical Education and Music but not Drawing and Arts. Further, in the Philippines Curriculum, Physical Education and Music Education are optional, whereas in the Gujarat Programme, all the three- Physical Education Drawing and Music are obligatory for all the student-teachers. In the Gujarat set-up of primary education, a teacher is a generalist. He is expected to teach all the subjects of primary school syllabus including even Physical Education, Art Education and Music Education. It must be conceded that this dimension of the Gujarat practice is not quite happy, because the investigator found in his field-visits and case studies around 40 per cent student-teachers complaining that they were not good at Drawing and Music - they did not have any aptitude or skill and even then they had to develop skills in these areas - almost an impossible task ^{which} they did not relish this compulsion. The only way to support the Gujarat programme is to realise the fact that in small and remote village primary schools, a teacher has to teach all the subjects of the primary school curriculum, and, therefore, if a student-teacher

is exposed to learning experiences in all these areas, he will be better equipped professionally to operate as a primary school teacher in situations which demanded all such comprehensive academic and professional equipments.

5.8 ON-CAMPUS AND OFF-CAMPUS STUDENT TEACHING

A teacher education programme is predominantly practical. It is professional preparation of teachers with a view to facilitating their functioning in class-room situation. One important task a teacher^{has}/is to teach in a class-room situation in such a way that a child learns. No teaching can be deemed to have taken place unless the children of the class have learnt. Therefore, training in teaching is an essential and crucial ingredient of a teacher education programme. It is all the more so with the professional education programme of primary school teachers because at this stage a foundation of sound education is to be laid. The concept formation and understanding of the fundamentals take place at this stage. If a firm and solid foundation of understanding and knowledge of fundamental concepts, terms,

principles and processes of different curricular areas at school level are laid at this stage of instruction, a child has a better start in the process of acquisition of knowledge, skills, habits, attitudes and interest in the academic areas of school instruction.

The 1970 Revision of the Gujarat Syllabus has provided for student-teaching spread out throughout the training period of two years. It carries half the weightage of the total weightage assigned to the Education Field. In terms of marks of the final Annual (Certification) Examination, 100 marks are allotted to the yearly work of practice teaching and 50 marks for one examination lesson to be given in the presence of outside examiners or evaluators. Thus, of the total 1,100 marks allotted to the teacher education programme, 150 marks or 13.6 per cent are assigned to student teaching. The requirements of student teaching in the Gujarat Programme is that a student-teacher gives 16 practice teaching lessons during the first year of his training and 20 practice teaching lessons in the second year. In the 1956 Revision, correlated teaching during the student-teaching experiences had a predominant focus. In fact the

1956 Programme was much better spelled out as it would be seen from the following excerpt (p.4) :

"The Year's work in Teaching will consist of the following to be done in each year of the course :

- (1) Twenty correlated lessons to be given under supervision. Of these, at least 4 will have activity in the foreground and the remaining will be based on these activities in the background.
- (2) Observation of at least 10 demonstration lessons of which at least two will have activities in the foreground and the remaining will be based on these activities in the background.
- (3) Observation of at least 40 lessons in the classes in which the teacher is practising.
- (4) One week's continuous teaching in a Basic School.
- (5) Three multiple class lessons.
- (6) Preparation of at least two simple teaching aids for use in practice teaching."

These detailed specifications are omitted from 1970 Revision. This denotes almost a withdrawal of the emphasis on Correlated Teaching which has been conceived as the heart and soul of Basic Education. Even in the study by Tikmani done in 1970 (p.123) i.e. before the adoption of the 1970 Revision, the position in regard to yearly distribution of total 30 practice teaching lessons was as follows: 6 Activity Lessons, 12 Correlation Lessons, 8 Traditional Lessons and 4 Multiple Class Teaching Lessons.

The investigator tried to get the current picture of the programme of practice teaching in the 15 teachers' colleges visited by him for field-work: His findings are as under :

Table 5.6 : Current Picture of Student Teaching Programme in Gujarat's Teachers' Colleges.

Nature of Student Teaching	First Year	Second Year
<u>A. Practice Teaching Lessons</u>		
1. Correlated teaching	1	2
2. Activity lessons	1	2
3. Combined class teaching	1	2
4. Multiple class teaching	1	2
5. Physical Education	1	-
6. Unit teaching	-	4
7. Traditional teaching Lessons	11	8
Total Lessons	<u>16</u>	<u>20</u>
B. Observation of	a) 10 given by teacher educators	
Demonstration Lessons:	b) 30 given by student-teachers	
C. One-week of continuing off campus teaching.		
D. Preparation of at least 4 teaching aids.		

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The previous studies done on this component of the education of primary teachers in Gujarat have yielded the following findings :

(1) The SIE Study - Teacher Educators (1965, pp.25-26):

It was found that around 17 per cent of the teacher educators were not able to give guidance to student-teachers before they gave the practice teaching lessons. Among the reasons for this sorry state of affair, a number of causes were indicated: (a) 17.50 percent of the teacher educators did not have any experience of primary school teaching; (b) 29.86 per cent did not have time to give guidance in teaching work; (c) 26.86 per cent could not do it on account of heavy work-load; (d) 16.76 per cent said that the student-teachers did not seek their guidance; (e) to 8 per cent of the teacher educators, the work of guiding student-teachers in practice teaching was tedious, and (f) 1.2 per cent could not do it for other reasons such as faith, sincerity etc. Around 45 per cent of them were also not found to be in favour teachers of the practising schools observing and evaluating practice teaching lessons.

(2) The SIE Study-Student Teachers (1965, p.32):

This study does not provide an insight as to how student-teachers view the practice teaching programme. But they have given some suggestions which indirectly show that they found practice teaching deficient in those aspects.

Table 5.7 : Perceptions of Student Teachers About the Practice Teaching Work of Teachers' Colleges.

Aspect	Percentage of the respondents giving the response
1. The quality of guidance should be better.	5.1
2. Teaching aids should be available in the college.	18.8
3. There should be variety in the types of lessons.	50.3
4. Work should be systematic.	0.2
5. Methods of teaching should be stimulating.	3.6
6. Practice teaching should be better organised.	1.5.
7. The number of practice teaching lessons should be reduced.	4.9
8. There should be more experimental work.	14.1
9. Others.	1.5
Total	100.0

Source : S.I.E.: The Programme of Teachers' Colleges as Perceived by Student Teachers, Ahmedabad, 1965, p.32.

02

(3) Pathak's Study (1967) :

One of the findings of the study was that the teacher trainees perceived that the number of practice teaching lessons prescribed by Department was rather excessive. However, those that were fresh deemed the prescribed number quite adequate. It was found that teacher trainees of teachers' colleges of urban areas receive better facilities and guidance in practice teaching than their counter parts in rural teachers' colleges. It was also found that rural primary teachers' colleges at times do not have their full staff of teacher educators. The difficulties encountered by teacher trainees are summarised in the following table.

Table 5.8 : Difficulties Experienced by Student-Teachers in the Practice Teaching Work.

Difficulties	Percentage of Respondents indicating these Difficulties
1. Distant location of practising primary schools.	22
2. Inadequate sitting accommodation for school-children which makes maintenance of class order difficult.	55

33

Table 5.8 (continued)

Difficulties	Percentage of Respondents indicating these Difficulties
3. Two or more lessons being given in one and the same classroom.	54
4. Inadequate availability of teaching aids.	40
5. Load of other assignments on trainees.	52
6. Friendly guidance not forth-coming from teacher educators.	21
7. Either absence or inadequate Demonstration Lessons.	9
8. Demonstration Lessons not useful.	14
9. Little independence to student teachers to plan lessons as they wanted.	20
10. Practice teaching lacking system.	16
11. Practice teaching proving expensive.	58
12. Absence of experiments in practice teaching.	23

Source : Upendra Pathak : Op.cit., p.126.

(4) Tikmani's Study (1970, p.63): The following is the conclusion reached by the investigator :

4

"The practice teaching work in Gujarat State needs improvement. The teacher educators are over-crowded because of 1:20 ratio of teachers and trainees. Student-teachers are not given specific instruction in evaluation procedures. They are not encouraged for independent studies integrated approach to theory and practice is lacking, different modern methods like Seminars, Workshops, Panel Discussions are not adopted; and student-teachers' problems or difficulties are not adequately studied and solved. Their classroom teaching difficulties are not studied at all. Student teachers are not properly guided in the observation of lessons. Sufficient modern teaching aids are not used in the training institutions. Most of the training institutions have not their own practising schools."

The present investigator has also done a field study as a part of the present doctoral research of 15 teachers' colleges in Gujarat including the case studies of some colleges. His conclusions are presented below. They are in the perspectives of similar facilities and aspects of the programme of the Philippines Curriculum.

The criteria used by the investigator in understanding and evaluating the student teaching in Gujarat and in the

5 Philippines were derived from some recent thinking and trends in educating primary teachers in the present times.

(a) Laboratory School :

Conant (1963, p.161) has emphasised "laboratory experiences" in the education of American teachers. These experiences relate to the observation of children and the practical activity in the classroom carried on in conjunction with professional instruction. Conant observes: "It seems clear that the future elementary teacher has much to learn that can be learned only in the elementary school classroom." Cottrell (1956, p.227)) has also emphasized that the role of the campus laboratory school is very important. Several writers on the education of primary school teachers have upheld the importance and vital function a laboratory school can play in educating professionally primary student teachers. Certain essentials have been suggested by them, such as, (a) it should be in close proximity geographically to a college campus; (b) it should be under the partial control of the college staff; (c) the student-teachers of the college should have an opportunity for direct observation with children; (d) it can no longer be thought of as providing all of the direct experience

06 needed in the education of a teacher; (e) it is not the best possible place to do student-teaching. A usual charge levelled against laboratory school experiences for teacher trainees is that they will be too sheltered and unreal as compared with that which is obtainable and unreal as compared with that which is obtainable in the off-campus situation; (f) student-teachers should also be exposed to other practising schools - other cooperating schools where the facilities and conditions of teaching may not be so well as they are in a laboratory school and where student-teachers are not so well accepted by the staff as well as students of the practising schools. The student-teachers are to be prepared not in ideal school situation, but in situations that obtain in most of the primary schools of the land.

 Viewing the situation in Gujarat against these norms, the picture is dismal. Hardly a couple of the 65 teacher's colleges in Gujarat have their Laboratory School as it is conceived in the west. Student teachers of teachers' colleges in Gujarat hardly get an opportunity to observe and study children and understand their growth, needs and behavioural problems.

07

In Gujarat, the prevailing practice is to have practising schools for on-campus teaching. In more than 60 per cent cases they are not in close proximity geographically to a college campus; in most of the cases they are not even under partial control of the teachers' colleges - they are under the control of District Panchayat Council and its Administrative Officer; there hardly exists any planned and systematic programme of direct observation of children of these schools by student-teachers; most of the direct experiences that student-teachers get about school, children and teaching are limited to these on-campus practice teaching.

In the Philippines, the situation is altogether different and is much better. Ordinarily a normal college in the Philippines is expected to have its own laboratory school, with the result that it is obligatory for the Philippines student-teachers to have laboratory experiences for the first six weeks. The off-campus student-teaching begins after the on-campus teaching programme is over.

How student-teaching is organised in a normal college in the Philippines can be seen from the example of the

08

College of Education, University of the East. The College of Education is headed by the Dean. Under him are, as observed by Naval and Aquino (1971, p.113), "three entities - the college proper with the graduate school and the heads and vice-heads of the different departments, the director of the elementary training department and the director of the secondary training department. The teachers of these departments are called critic teachers. The directors are in charge of the on-campus practice teaching in their own schools." Thus, almost every Normal College has a Laboratory school. The expression "on-campus teaching" in the Philippines largely denotes teaching in the teachers' college own laboratory school. In Gujarat, particularly in the area of primary teacher training, a laboratory school of this type has no meaning as such a school does not generally exist. In Gujarat context, it means 'practice teaching in schools, at both near about and distant places.

(b) Cooperating Schools : There is another terminology which is used in the Philippines but not at all in use in Gujarat. This term and practice it denotes pertain to "Cooperating Schools". It is connected with not "on-campus teaching" but with "off-campus teaching".

* Chanchal Mehra in her 'National Survey of Elementary Teacher Education in India' (1970) has used the term "Demonstration Schools". She has shown that in Gujarat 72.85 teachers' colleges had their own demonstration schools, of which 31.4 per cent were on-campus and 41.4 per cent were off-campus

19

Student-teachers in the Philippines do considerable off-campus teaching. In Gujarat, the off-campus teaching at the primary stage is limited and it extends to only one week of continuous teaching. In the Philippines, off-campus student teaching has been a significant development after 1951. This innovation was first initiated by the Philippines Normal College in 1950. This practice was later adopted by the Regional Normal Schools in big cities of the country under the Bureau of Public Schools and then the private teachers' colleges followed the suit. Cooperating schools in the Philippines are spread over different provinces of the country. That is one reason why the practice-teaching done in them is called "off-campus teaching"? In the Philippines, teaching in a school cannot be done by any Dick and Harry. Certification or permission is needed from the Department of Education to do teaching in any school. In the Bureau of Public Schools, there are officers who are assigned the task of co-ordinating and controlling this kind of off-campus practice teaching. They extend cooperation by virtue of an instruction from the Department of Education giving to student-teachers of the public as well as private normal colleges

schools. The investigator feels that the term used by Mehra, is rather loose - the term does not denote 'demonstration' but rather practising schools.

10

permission to do practice teaching in the public schools under certain conditions. Ordinarily a student-teacher does his off-campus practice teaching in his own home province. There are supervisors of student-teaching from the College of Education who exercise supervisory function over the student-teachers during their off-campus teaching.

In Gujarat, the idea of cooperating school as it is understood in the Philippines has not yet blossomed. This was also indicated earlier. Student teachers do their practice teaching in primary schools located in round about areas. They are cooperating in the sense that they are permitting student-teachers of the teachers' college to do practice teaching in their school. But the primary schools in Gujarat do not put their classes completely under the charge of the student-teachers who do not enjoy autonomy in planning and conducting instruction and other co-instructional activities as the student-teachers in the Philippines do. These practising schools are not under the partial control of teachers' colleges. Actually, they depend on the mercy of the Administrative Officer and of the principal of the practising schools to pilot their practice teaching programme.

11 In the Philippines, Department of Education ordinarily permits student-teachers of normal schools to do their student teaching in schools under its control. However, it takes good care to see that the quality of practice teaching schools is maintained and no ill-consequences accrue to school children in regard to their learning and growth. The Department Order No.14, dated July 21, 1964 and the implementation of this order issued by the Director of Public Schools in his Circular No.4 dated February 15, 1965 have provided the following conditions to be satisfied by a student-teacher before he is permitted to do his student-teaching in a co-operating school.

- "(a) Before being allowed to take off-campus teaching in a public elementary school, the student-teacher must have taken practice teaching of at least six weeks in the laboratory school of the home institution which should approximate the standards of a government laboratory school.
- (b) Only those student-teachers who obtained a grade of at least 80 per cent should be allowed to do off-campus teaching in a public school.

2

- (c) Private schools concerned should have enough supervisors to assist the cooperating teachers and cooperating principals.
- (d) Each teacher-education student should actually work with the cooperating teacher for at least eight weeks. The rating of the intern is the responsibility of the cooperating teachers and the cooperating school principal.
- (e) The choice of the cooperating school and the cooperating teacher should be made by a Committee of two composed of a representative of the Bureau of Public Schools or the Bureau of Vocational Education and a representative of the Bureau of Private Schools."

From the above citation from a government document it becomes clear that (a) off-campus practice teaching in the Philippines comes only after at least 6 weeks of laboratory experiences, i.e. on-campus teaching; (b) in public schools, only student-teachers with satisfactory achievement and progress are allowed to do their student-teaching. (This must be probably to convince the skeptical parents of children studying in public schools that the educational interests of their children are not allowed

13

to jeopardised by sub-standard student-teachers and that the children are not exploited; (c) supervision of student teaching by student-teachers is done by the cooperating teacher and is guided and controlled by the principal of the cooperating school; (d) teachers' colleges, particularly the private ones, have to have enough number of supervisors on their staff to assist the supervisors of the cooperating schools; (e) the off-campus student teaching should be at least of 8 week duration; (f) the rating of student-teachers in their performance in student-teaching is to be done by the cooperating school principal in consultation with the cooperating teachers; (g) due care is taken in the selection of cooperating schools and cooperating teachers to guide and supervise the student-teaching work of the teacher-trainees.

Thus, in the Philippines programme, a good deal of importance is attached to off-campus teaching over and above the on-campus teaching.

(c) The Internship in Student Teaching :

The off-campus student teaching referred to in the previous sub-section is of the nature of internship.

This practice has not at all developed in Gujarat at least in the primary teacher training programme. The Philippines programme, therefore, holds distinct advantage over the Gujarat programme. The Third Sub-Regional Workshop on Teacher Education, Kabul, Afghanistan held through 3-10 June, 1972 (Report, pp.28-29) have indicated the following as possible outcomes of internship in student teaching at a cooperating school. They are expressed in behavioural terms.

- "2. Gives student teachers the opportunities to gain insights into the conditions of a regular school in matter of organisation, administration and facilities for teaching and learning.
3. Provides a variety of experiences for student teaching.
4. Gives student teachers opportunities for testing the applicability of new ideas gained in the laboratory school in regular classroom situations which may offer variations both of degree and kind.
5. Develops in student teachers resourcefulness and initiative when working with limited facilities and puts to test their capacity for decision-making.

- 5 6. Provides an opportunity for the teachers in the co-operating school to keep up-to-date with the new ideas and improving practices currently advocated by the training institution".

Naval and Aquino (1971, p.171) have pointed out some problems of interns in the Philippping teacher education programme. They are briefly summarised below :

- (1) A number of principals of cooperating schools did not understand clearly the objectives of internship and the activities expected of students under the direction of cooperating teachers and principals;
- (2) Where principals and supervisors belong to the old group of officials, they naturally found difficult to learn newer techniques of teaching. This resulted sometimes in creating situations where the interns were not only openly contradicted and challenged;
- (3) Interns sometimes were denied the opportunity to participate in school-community projects;
- (4) Some principals also showed inability to map out a rich and practical programme of activities.

Even then the internship programme of the Philippines programme has much to commend, and its adoption in Gujarat programme with necessary modifications merits consideration at the hands of teacher educators and State Government.

5.9 OTHER DIMENSIONS OF THE TEACHER EDUCATION PROGRAMMES OF GUJARAT AND THE PHILIPPINES

Besides the facets and dimensions of the programme of education of primary teachers discussed in previous sections, a couple of more may be noted. They are the ROTC courses, examinations, and retention practices.

The ROTC Course is peculiar to the Philippines Curriculum. There is no such practice to be found in Gujarat Curriculum. The ROTC course consists of 6 units. It is for men and the corresponding course for women is Home Economics. In the Philippines curriculum, it is described as Extra Load. This course is obligatory and has 3.7 per cent weightage in the total load of units in the Philippines curriculum. Whether compulsory military training should be

7

given to teachers under training is an issue that can be decided by the Central Government in India and not the Government of Gujarat.

As regards the dimension of examination and evaluation, the Gujarat Curriculum lays down details. The numerical marks system on a hundred point scale is the general pattern of marking system not only in Gujarat but also in India. It is predominantly an external evaluation system. The Semester System, the system of continuous internal sessional work, the grading system, etc. have not yet found a place in the educational system in India. As stated earlier, the Gujarat primary teacher education programme carries a total of 1,100 marks. They are distributed over the five constituents of the programme as under:

- (1) Productive Field : total marks 250, passing requirement 50 per cent in yearly work in basic craft, in auxiliary craft and practical work and 35 per cent in theory examination.
- (2) Professional Field : total marks 300: 150 marks for theory - 60 marks required to pass the examination; 150 marks for student teaching in the proportion

18

100 marks for yearly practice teaching (passing marks 40) and 50 marks for annual examination lesson (passing marks 20)

- (3) Intellectual Field : Total marks 300 distributed over 6 question papers (passing marks 35 per cent in each question paper).
- (4) Community Living field : Total marks 100 (passing marks 50).
- (5) Special Skills Field : Total marks 150 distributed over Physical Education 50 marks, Drawing 50 marks and Music 50 marks, passing 35 per cent marks in individual subject.

This examination is set and conducted by the State Board of Examinations, Gujarat State. Passing in individual field is compulsory. If a candidate obtains 50 per cent marks in any component, he gets exemption from appearing in the examination of that component (subjects). He gets a ^{of} maximum/4 trials to pass the whole examination and obtain the teacher education certificate.

In the Philippines programme, the examination is on

19

more modern and progressive lines. There is the semester system and ^{it} makes use of continuous evaluation of sessional work. Instead of the numerical marks, the grading system is used in the country. This is avowedly the best evaluation system. In Gujarat this system can be tried out provided the Gujarat Education Department is prepared to experiment with new ideas and practices. In India, the hold of the ideology, practices and traditions in education developed during the British regime is so strong that any deviation from the established practice becomes a challenge and struggle. However, the recent thinking in education has begun to flow in this new direction of Semester, continuous internal evaluation of sessional work, and grading system. The Kothari Education Commission (1966, para 9.74) has also advocated reform^d in examination system in that direction. However, the sociological and economic factors militating against the success of this reform are equally great and strong, and, therefore, these reforms are always a slow process, but the reeducation of teachers, educational administrators and educators have to begin in right earnest in the planned way.

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In Gujarat, once a candidate gets admission in a teacher's college, he ordinarily continues to be in it and completes his training unless he fails in the annual examination. This is because the pattern of examination in Gujarat is annual examination. In Philippines, the pattern is semester-wise evaluation which is largely internal and is based on continuous evaluation of the sessional work of the trainees. The investigator found that a student-teacher is not allowed to continue at the end of a semester if he is found to be unsuited for the teacher training. The principal reasons for such a dismissal are mainly four: (a) poor progress or scholarship, (b) poor health, (c) transfer to other courses and (d) misbehaviour. This tends to keep some pressure on student-teachers to participate in the teacher education programme conscientiously. It appears to the investigator that such internal checks are desirable. The teacher educators of the teachers' colleges of which the investigator made a case study largely shared this feeling of the investigator. They also added that such internal checks alone will maintain the quality of work done by student-teachers.

In the previous sections, the programme of pre-service teacher education in Gujarat and the Philippines was critically examined and the strengths and weaknesses of both the programmes were identified. In the next section, another vital dimension of the education of primary school teachers will be examined, namely, the inservice teacher education.

5.10 INSERVICE TEACHER EDUCATION

Preservice teacher education prepares initially a prospective teacher to perform his expected professional functions in school. This is indeed crucial for every one who decides upon a career in school teaching. But it is not enough. Education is a continually growing process. It is a fast developing science. Newer discoveries in ideas, materials, curriculum, tools, methods and technology are being made, and a teacher in order that he does his job and fulfils his task-expectations well should be in know of the new developments in education. Mehl, Mills and Douglass (1950, pp.464-65) have pointed out most pertinently that "life soon loses its zest for the person who makes no effort to advance his own knowledge or deepen

his understanding. The best insurance for mental health is the stimulus of a strong impelling interest in personal and professional development. A teacher's interests should be constantly deepening^{er} and widening." Gregario (1953, p.208) observed "teachers can't afford to stand by while the science of education is marching towards progress." A recent UNESCO document "Learning To be" (p.161) also emphasises this fact but in different words, viz., "The man submitting to education must become the man educating himself." This points out to the need of providing teachers continuous inservice teacher education. Chilana (1973, p.33) explains the concept of inservice education as "embracing all those activities undertaken by a teacher during his teaching career, which improves his teaching ability and professional competence". The Kothari Education Commission (1966, para 4.57) has admitted the fact that "very little is being done for the inservice of primary teachers. This programme needs great emphasis."

The basic philosophy of inservice teacher education is that learning in life is continuous. As Indian poet-educationist Rabindranath Tagore had said, the lamp of

p3

learning should continuously burn in case of teachers.

The present trend in teacher education all over the world is to provide inservice education for ^{teachers} ~~the~~ so that as Naval and Acquino observes (1971, p.122), "the learning they acquire during their actual teaching becomes more meaningful and useful because they understand better the application of knowledge and experiences acquired during the pre-service period to their particular assignments in school system."

Pires (1966, p.5) indicates seven objectives of inservice education, viz., (1) upgrading the professional knowledge and competence of teachers; (2) extending their general education; ⁽³⁾ ~~enhancing~~ enhancing their qualifications while in service; (4) providing opportunities to them to obtain increaments in their salary; (5) raising their morale; (6) improving their public relations, and (7) providing them training in community living.

In India, a beginning in inservice education ~~began~~ was made ^{by} with the Secondary Education Commission which reported in 1952-53. With the help from Ford Foundation, U.S. Technical Cooperation Mission and Central Ministry of Education,

14

the programme of inservice education for secondary school teachers began in 1955 under the direction of the All India Council of Secondary Education. Between 1955 and 1976, inservice education for high school teachers have made considerable progress. But a similar movement for primary school teachers and in primary teachers' colleges could not begin till the beginning of the Third Five-Year Plan period. In every State, a State Institute of Education came to be established. Even then, little could be done to provide for inservice education of primary teachers, because the primary teachers' colleges were not strengthened to provide inservice education. Even today, the centre of activity in inservice education in Gujarat, as in other States of India, is not primary teachers' colleges, but the State Institute of Education.

In Gujarat State the current position in inservice education is somewhat like this. The State Institute of Education at Ahmedabad is the major agency of inservice education for the teacher educators of primary teachers' colleges and primary school teachers in the State. In 1974, the newly constituted State Board of Education sponsored one to two month refresher courses for teachers

25 of primary schools in selected teachers' colleges which were mostly government colleges.

The nature of programme of inservice education that the State Institute of Education has been organising since 1964 is as under :

- Intensive educational developments in primary schools in selected districts;
- Working towards establishment of a Village Education Committee where there is a primary school;
- Formation of Group Centres within a radius of 5 miles involving schools within this radius for development under the guidance of the head of primary teachers' college/High school/full fledged primary school;
- Inservice training programme for primary college teacher educators and supervisors of primary schools;
- Organisation of lectures by eminent educationists for teacher educators;
- Organisation of symposia on improvement of teacher education in the State;
- Preparation of handbooks in in Mother-tongue, Science and Mathematics for different grades for the use of teachers;
- Publication of an educational monthly entitled "Jeevan Shikshan" (Life Education) in Gujarati;

26

- Publication of bulletins, brochures and pamphlets for practical guidance of primary school teachers in their day-to-day work and general professional enrichment;
- Publication of guidelines for teachers of Single Teacher Schools;
- Research studies, surveys and case studies of primary teachers' colleges and primary education;
- Intensive School Improvement programmes.

The experience of the SIE, Gujarat in the last ten years or so is that it has been able to contribute its mite to some extent in the inservice education of the teacher educators of primary teachers' colleges,* but it has been able to do very little in involving primary school teachers in inservice training programmes through refresher short term and long term courses, seminars, workshops, and conferences. Actually the State Government's investment in the inservice education of primary school teachers in the States 25,00' primary schools is so negligible that one has a hunch as to whether primary-

* A brochure published by the SIE entitled "Towards School Improvement" (1966, p.2) states "129 teacher educators in inservice courses and 66 in induction courses participated between 3-5-1965 and 1-11-1965."

27 teachers in the State have really inservice education excepting through reading materials and instructional materials. This was the conclusion reached by over 80 per cent of the sampled teacher educators included in his field study. It appears from the SIE publication "Towards School Improvement" (1966, p.49) that "the rendering extension services to the primary schools was started in 44 Primary Training Schools last year (i.e. in 1964). Each of this extension work was provided with the amount of Rs.900 for this extension work." But in actual practice, very little gains have accrued to primary school teachers for a number of reasons, (a) the funds provided for inservice teacher education are negligible; (b) there is no permanent establishment for inservice education in teachers' colleges - they depend upon money for extension work available to teachers' colleges; (c) there is no organisational set up to do extension or inservice education work in primary teachers' colleges; (d) the State Government is unwilling to provide for the post of a Coordinator in private teachers' colleges; (e) primary teachers' colleges do not have enough material facilities and personnel to organise and impart inservice

education for primary teachers; (f) it is not yet recognised in Gujarat that inservice education for teachers is a vital need and it should be accorded a reasonable priority and weightage in funding teacher education programme.

There are some enlightened Municipal Committees of Primary Education such as the Baroda Corporation School Committee which has been spending a few hundred rupees to organise with the help of Faculty of Education and Psychology, M.S. University of Baroda, one or two workshops to train primary school teachers in the science of teaching English in primary classes as a second language. But Baroda Municipal Committee is a happy exception. The other Panchayats do not display either any understanding of the crucial need to provide continuous additional understanding, techniques, skills, etc. to their army of primary teachers so that they^{may} become better teachers and their schools become better schools. This is because as Dr. J.P. Naik (1966, p.13) Educational Advisor (Elementary Education), Union Ministry of Education observes, "at present we accord a very low priority to elementary education" which, in his opinion "hinders our progress considerably."

The primary school teachers whom the investigator had good fortune to meet and talk to during his field-visits, actually were found to be very sore about the opportunity being denied to them for travel, professional reading, participation in refresher courses, seminars, workshops, conferences, summer schools which is available to secondary school teachers. They said that stationed as they were in unstimulating, slow moving, passive rural settings, they have little scope for personal or professional development. Urban primary teachers may have occasional opportunity to advance their knowledge and enrich their professional opportunities, the rural primary teachers have nothing in this respect.

As against the picture of inservice education of primary teachers in Gujarat State, the corresponding picture in the Philippines is appreciably much better. The report of the SAGTE of the Presidential Commission, Philippines, (1970, p.84) observes, "By and large, a well organised network of schools exists to provide inservice education to public school personnel from the classroom teacher to the superintendents of schools. The private schools in the country also have inservice education programme."

In the Philippines, unlike in Gujarat, inservice education of primary teachers is systematically organised and administered. Three agencies, viz., the Bureau of Public Schools, private educational institutions and State colleges and universities sponsor inservice teacher education programme. The Elementary Education Division of the Bureau of Public Schools has been operating the following inservice education programme for elementary school teachers from 1957 (vide - Report of the SAGTE 1970, pp.86-124).

- Preparation of curriculum materials for lower primary grades (in 1957)*;
- Conventions, work conferences, seminars, institutions and training sessions centering on administration and supervision (in 1960);
- Work-conferences for vitalising of instruction in, and propagation of Pilipino (in 1960);
- Orientation classes refresher courses, summer institutes, conferences and workshops in teaching English (1959);
- Work-conferences for supervisors of evaluation, research and guidance (1960);

* The year given in brackets after every inservice programme denotes the year of initiation of that programme.

31

- Training programmes in Home Economics (1959);
- Workshops, seminars and conferences in Art Education (1959);
- Work-conferences in physical education (1960);
- Summer Science institute (1958);
- Leadership training programmes, summer institutes, workshops and work-conferences in Health Education (1960);
- Training programme of special education (1963);
- Training programme in music education (1966);

These inservice programmes are organised at provincial, regional or national levels. In most of the cases the funds for these programmes come from national government. They are so scheduled that normal school operations are not interrupted. This constitutes an element of strength in the Philippines inservice teacher education programme. The Report of the SAGTE of the Presidential Commission (p.118) reports the following number of inservice education activities for elementary school teachers of private schools between 1965 and 1970:

(1) curriculum development: 39; (2) administration: 37; (3) guidance and counselling: 24; (4) adult education: 29; (5) audio-visual education: 28; (6) supervision: 7;

32

(7) student-teaching 6 and (8) college teaching: 3.

These programmes were organised by the private school organisations or the Department of Education. The SAGTE Report (p.120) mentions that 185 inservice education activities were organised by private schools themselves and 194 by others. It becomes evident from this Report (p.122) that while secondary school administrators tend to use mostly the area of specialisation as a major criterion, the elementary school administrators consider the interest and aptitude while selecting teachers to be deputed to inservice teacher education programme. The following table is taken from the Report of the SAGTE (p.123). It lists the frequency with which various incentives were used by private school administrators to encourage elementary school teachers' attendance in inservice education.

Table 5.9: Frequency with which Various Incentives are used by Private School Administrators to encourage Teachers' Attendance in Inservice Education Activities.

Incentive	Administrator using the Incentive
(1) The school pays for the expenses	36
(2) Salary adjustment	17

Table 5.9 (contd.)

Incentive	Administrator using the Incentive
(3) Promotion in rank	14
(4) Additional points credited to educational qualification	11
(5) Additional points credited to efficiency rating	4
(6) Study leave with pay	2
(7) Tenure	4
(8) Educational salary loan	1
(9) Off-setting future absences	1

This Report also observes that on the basis of the responses it received from 66 private elementary school principals it appears that teachers, after they return from the inservice programmes, are expected to make use of the information, knowledge, or skills they had gained in situations such as classroom instruction, demonstration lessons, faculty meetings and echo seminars or workshops. Only few school administrators require the deputed teachers to submit to them a written report on the seminar attended by them or expect them to effect curriculum revision.

14

The Philippines "Handbook for Elementary Principals" published by the Bureau of Public Schools in 1962 (pp. 33-34) underscores the following requisites for organising inservice education programmes in schools fruitfully by school principals: (a) It must not be left to chance; (b) the content of the inservice courses should be planned by the staff and the principal as a group; (c) it should be pin-pointed on the problem areas and needs discovered by the staff; (d) the principal should keep an up-to-date inventory of professional skills and resources available within his school and (e) the principle of "first things first and one job at a time" should be observed.

The 35th Yearbook (1957, pp.147-161) has a chapter entitled "Using Inservice Education" which lays down the following principles and procedures for developing an inservice education programme: (1) Create an atmosphere for working; (2) help others see the problem; (3) help others get started; (4) help others make good decisions; (5) help others put plans into action; (6) help others evaluate progress; (7) help groups improve their competence; and (8) share responsibilities of leadership.

From what has been described and discussed about the inservice education in the Philippines, it would be clear that this programme has thus made in the Philippines appreciable advances. Some research evidences on its functioning adequacy or effectiveness are also available. For instance, Luciono Rellin (1940) found that the effectiveness of inservice education programmes in the Philippines was ^{due} to in no small measure to the systematic and thorough planning of these programmes by the officials responsible for their organisations. Layug (1961) discovered that teachers' meetings, inter-school visitation, observation, informal discussions, demonstration classes, seminars and open forums were the different techniques used in inservice education of teachers, and they proved to be fairly attractive and effective. Ruiz (1961) discovered that a well conceived and set organisational medium is necessary to ensure the effectiveness of inservice education programmes. In a comparative study of inservice education of primary school teachers in the Philippines and India, Chilana (1973, p.249) found that teachers in the Philippines have longer experience ^{than} in inservice education / those from India.

16

Whereas one trend in research on inservice education in the Philippines points out to its success and effectiveness of the impact of the programme, on the other hand an opposite ^{trend} _{has} also been identified ⁱⁿ _{some} researches in the area. These researches include studies by Llanera (1962), Branzuela (1966) and Pradhan (1966), Amin (1970) and others. These studies have identified weaknesses in the planning of the inservice programmes for school teachers; it has also been found that the programme has no co-operative base; failures to evolve evaluative criteria to assess the effectiveness of these programmes have also been pointed out as thaw in the effectiveness of the programme; insufficient financial support, insufficient follow-up work, lack of active participation by participants and organisers, dearth of resource persons, lack of coordination, lack of facilities, etc. are other areas of weaknesses and deficiency.

Chilana (1973) has listed some major difficulties coming in the way of effectiveness of the inservice education programmes. in the Philippines. They are: inadequate funds, consciousness among teachers that their participation in the inservice programmes interferes with their

7 daily instructional work, political interference, shortage of staff and shorter duration of courses.

The same study by Chilana makes some references to the effectiveness of the inservice education programmes in India(also in Gujarat) and in the Philippines. According to him the Gujarat inservice programme for primary teachers has passed through the take-off stage. It becomes difficult for this investigator to accept Chilana's conclusion which implies that in Gujarat inservice education for primary teachers has been pretty effective. To this investigator, Chilana's conclusion appears to have been based on the responses he received from the SIE, Gujarat State and his paper evaluation of the Gujarat Vidyapeeth programme of research and training in primary education. But, a programme cannot be judged on such evidences. The field-visits of this investigator to many places in Gujarat have, however, yielded results which show that even the extension centres located in some teachers' colleges are only nominally functioning, and the involvement of the large and growing community of primary teachers in the inservice programmes is only marginal and superficial. The Gujarat Vidyapeeth functions

38

in an extremely small area of Gujarat - in some municipal primary schools under the control of the Ahmedabad city Corporation. It would, therefore, be hazardous to say that primary teachers of Gujarat have really an opportunity to get their professional education through inservice programmes. Whatever work that is being done in Gujarat in the area of inservice education for primary teachers is sporadic, meagre, largely unplanned and inadequately financed. Chilana has also tried to evaluate the programmes of inservice education piloted so far both in India and the Philippines. He gives the following table in his doctoral thesis embodying the results of his overall evaluation of the inservice programmes of these two countries.

Table - 5.10 : Overall Assessment of Inservice Education Programmes at Institutional Level, India and the Philippines.

Rating	India		The Philippines	
	No.	Percentage	No.	Percentage
Very successful	2	4	4	7
Successful	32	70	38	66
Satisfactory	8	17	14	24
Fairly satisfactory	4	9	2	3
Unsatisfactory	-	-	-	-
Total	42	100	58	100

Source: M.R.Chilana: A Comparative Study of the Programmes of Inservice Education for Elementary Teachers in India and the Philippines, Sardar Patel University Unpublished Ph.D. Thesis, 1973, p.316.

39

Obviously, an inservice teacher education programme makes extra demands for funds on Government. In a developing country, funds for education are never sufficient and ^{trend} readily forthcoming. Though it is true that during the sixties and seventies, they have become more concerned about raising the quality of education and in that context have realised the importance of teacher education and inservice education for teachers. But teacher education never gets the money it needs to inject vitality and strength among the teacher trainees. This is the sad story of most of the Asian and African countries. India and Philippines are no exception. But in comparison to India, the Philippines has a better economic policy to fund education. This could be seen from the fact that the Philippines is able to devote 6.7 per cent of its GNP on education,* as against around 3 per cent of the GNP in India (Desai, 1974). Even then, the inservice education programme in the Philippines cannot find adequate financial support. The scarcity of proper resource persons may be

* In the Presidential Commission Report entitled "Education for National Development" (1970, pp.44-45) it is pointed out the outlay for education in the Philippines accounts for one-third of government budget; its share of 6.7 per cent of GNP places Philippines' investment in education comparable with those of developed economics; it allot's 83.4 per cent of its national education budget to the support of public schools.

40

also another difficulty being faced by all countries of the Third and Fourth Worlds where educational science and technology have not appreciably advanced. The older blocks of school administrators in all countries create obstacles for their teachers to participate in inservice education programmes on the plea that their school work and children's interest suffer. The process of change is bound to be slow. In spite of all these problems and difficulties (which exist in the Philippines too), it must be conceded that the primary teachers in the Philippines are much better placed in respect of their inservice education and professional growth than their counterparts in Gujarat - in India.

5.11 CONCLUSION

With this chapter the present critical inquiry into the teacher education systems of Gujarat State and the Republic of the Philippines for primary school teacher is concluded. In the previous ten sections of the chapter the situation in regard to the pre-service and inservice education of primary school teachers was critically analysed and interpreted within the limitations set by the data

1 available and which the present investigator could collect through field-visits and case studies. The dimensions of the education of primary school teachers covered under this scrutiny touch almost all critical points of teacher education programme. They include specific objectives of teacher education programmes at the stage of primary education, basic principles of teacher education curriculum, duration of the period of teacher training, the Gujarat Curriculum and the Philippines Curriculum in respect of general education courses, professional education courses, craft-work, community living, special skills, examination and evaluation, inservice, etc. ^{They all} have been critically examined in terms of ideas, practices and field experiences. An attempt has also been made to examine the relative strengths and weaknesses of both these programmes, conclusions have been drawn and their possible implications have been considered keeping in mind very clearly the fact that ideas blossomed in one climate ^{and culture} cannot be bodily transplanted in other climate ^{and culture} without necessary changes and adaptations and that Gujarat has not been in all dimensions of primary teacher education programme at the receiving end of but it is also in a position to give something precious to the Philippines.

42

In the next Chapter which will be a concluding chapter for this research report, the findings scattered over¹all the previous chapters will be organised and presented under proper classification, conclusions will be drawn and some recommendations will be formulated, based on the data presented in the present study, to enrich and strengthen the primary school teacher education programmes in both the lands.

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