

ABSTRACT

of the Ph.D. Thesis entitled "Comparative Study of the Programmes of Elementary Teacher Education in the State of Gujarat and Philippines" by Mr. Mahendra M. Choksi submitted to the M.S. University of Baroda in March 1976.

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The present doctoral research work falls into the area of comparative education. Two Asian lands - Gujarat, a State in Western India and the Philippines, a country - were studied in respect of their programme of the education of the elementary school teachers. The programme included both pre-service and inservice teacher education. The research objectives of the study were more widely conceived than is usually the case - they included the cultural, social and economic life of the people of both the lands, administration and supervision, leadership behaviour, organisational climate and staff morale of their teachers' colleges besides those pertained to the major components of the programme of teacher training. These constitute a new dimension of research in teacher education at the elementary stage. The overall concern of the study was to identify strengths and weaknesses in the programme of teacher training

of both the lands and whether each can contribute to the other in reforming and enriching the programme.

The data for the research were drawn principally from five sources, viz., (a) official documents such as national and state educational surveys, prescribed curricula, policy, orders, government resolutions, manuals, annual progress reports of the Education Departments, Reports of National Commissions and National and State level committees, UNESCO reports and plans, etc., (b) research studies; (c) field-visits and observations; (d) interviews and (e) general published literature on teacher education in India, Philippines and other countries. Fifteen elementary teachers' colleges from each land were randomly selected for field-study and 6 colleges selected for detailed CASE studies. The research methodology used were historical, survey as well as the Case Study Method.

The study discovered that a richer cultural background, liberal social fabric, heightened political consciousness and developing economy as well as educational traditions and practices left by the previous colonial powers leave a strong impress on the educational system. However, the surging tide of national fervour can overcome many hurdles

of the past and forge the society and educational system ahead towards modernity and better productivity.

The results showed that the Philippine elementary teacher education programme was better in (a) college plant, (b) staffing the teachers' colleges, (c) duration of training, (d) methods of teaching (e) methods of evaluation and grading, (f) on-campus and off-campus student teaching, (g) leadership behaviour of heads of teachers' colleges, (h) organisational climate of teachers' colleges, (i) staff morale, (j) research output of the teacher education^{ers} and (k) inservice teacher education. The Gujarat programme of teacher training excelled in (a) formulation of teacher training objectives, (b) better articulation of programmes of work-experiences, craft-work and community leaving; (c) class size and enrolment, (d) staff-student closer contact, (e) personality development, (f) character building and (g) ^{preparing the trainee for being} a rural community development worker and social change agent.

The study also made some suggestions for the provision of better teacher education. They included, (a) organisation of education of teachers working at pre-primary, primary and high school and higher secondary under one management -

umbrella on the same campus; (b) teacher education should be brought into the main currents of university life; (c) the infra-structure of teachers' colleges should be on department^y basis; some of them would have a common concern for the education of teachers at all levels and some would have specific concerns at different stages but they, too, will be functioned^{ng} under a co-ordinating machinery or set-up; (d) separate funds on an adequate and developing basis be earmarked for teacher education in Government education budgets; (e) all teacher education should at least be tuition free; (f) leadership in teachers' colleges should have both pre-service orientation in leadership behaviour, organisational climate and staff morale as well as in diffusion of educational innovations and in the techniques of effecting changes; (g) every teachers' colleges should be vested with responsibilities in four areas: (i) pre-service training, (ii) inservice training, (iii) modernising and enriching school curricula and (iv) educational research; (h) the teacher education programme should have four major components each carrying almost equal weightage, viz., (i) academic knowledge of subject taught in schools, (ii) knowledge and skills in selected areas of work-experiences, (iii) professional teaching skills, and (iv) community

living with focus on personality growth, inculcation of values, building up of attitudes and interests and character building; (j) a common core of teacher training should be also provided so that teachers can get transferred from one stage of instruction to another stage without being required to undergo additional teacher training; (k) theoretical studies in teacher training programme should be woven, as far as possible, on student-teaching done in laboratory schools, and in on-campus and off-campus teaching; (l) the methods of teaching used by teacher educators should correspond, as far as possible, the ones they preach and recommend to their trainees to adopt in schools; and (m) all evaluation in teachers' colleges should be based on continuous sessional work, with focus both on diagnosis of strengths and weaknesses and on remedial work.

The study discovered truth in the observation of the Kothari Education Commission (1964-66) (India) that "investment in teacher education can yield rich dividend because the financial resources required are small when measured against the resulting improvements in the education of the millions".