

CHAPTER - IVPLAN AND PROCEDURE

The present arrangements for the education and training of teachers stands at the crossroad of serious criticisms from within and outside. Both the advocates and antagonists believe in total restructuring of the present system of teacher education which will cater to the needs and aspiration of the society; challenges of education as a whole and to meet the demands for education at all levels.

The institutions responsible for the education of teachers are extremely varied in character. As discussed in Chapter - I and II, they vary between the countries and within countries. These differences are the result of the history of teacher education which is an organised enterprise accompanied and stimulated by the rapid transition from a conception of education as "being prerogative of a favoured minority in the community to that of a publicly provided system extending its benefit to all its members" (Yates, 1972). There are generally two forms of preparation of teachers accepted world-wide consecutive and concurrent.

There are several arguments in favour of and against each of these forms of organising pre-service courses in teacher education. It has been maintained, for example, that a concurrent course

engenders in those pursuing it a higher level of vocational motivation than is manifested by who do not encounter professional training until they reach the post-graduate stage. The implication of this would seem to be that the universal adoption of concurrent pattern.

In a concurrent programme a student is required to pay simultaneous attention of the academic study of one or two subjects of specialisation. As such pedagogic considerations as the principles underlying the design of syllabus and the method whereby younger pupils may be most effectively introduced to the concepts that the subjects involve, his own understanding is considerably enriched. He is better able to perceive the essential structure of the subject and to appreciate the distinctiveness of the mode of thought that it enshrines when he has grappled with the problem of how it might be taught to someone less matured than himself. Such a course affords opportunities for a deeper and more systematic study of the foundation discipline and pedagogic theory and practice results in a higher level of competence in teaching than is normally obtained by those who undergo the consecutive form of teacher preparation.

In India most colleges of education and university departments of education still are continuing the consecutive form of teacher education. Though the concurrent form in College of Education, Kurukshetra University and Regional Colleges of Education had been tried out, it had to face many hurdles in its way as discussed in the Chapter - I and II.

A somewhat conflicting situation is prevailing in the field of teacher education which is still in a dilemma in the choice of one form or the other: consecutive or concurrent. It gives rise to the study:

A STUDY OF FOUR YEAR INTEGRATED TEACHER EDUCATION
PROGRAMME IN INDIA.

2. OBJECTIVES OF THE STUDY:

The Study has the following objectives:

1. To investigate the reasons that led to the opening of the four year integrated teacher education courses, their temporary closure and subsequent reopening,
2. To study the extent to which the objectives of setting up the four year integrated courses were achieved.

Stated more specifically this objective will consist of the following sub-objectives:

- 2.1 To investigate if the original objectives of setting up four year course were diluted or modified with passage of time.
- 2.2 To study the techniques attempted for integration of content and pedagogy and the extent to which they were successful.

3. METHODOLOGY:

For the objectives of No.1 and No.2 historical method was

used in collecting data and information.

For the objective No.2.2, an analysis of the course content of the four year integrated teacher education programme was conducted in the following manner.

Method of Inquiry of Integration:-

Bloom (1958) said "the building up of any complex whole proceeds best when integrating Principles interinsic to that whole can be identified and used to relate the parts "Educational Experience is related to an ultimate objective, it takes place within a limited period of time and separate existence of its own. Some means must be found out to relate these educational experiences which are taking place in close proximity to each other. Some means must also be found to relate educational experience which takes place at different times. There is in effect a weaving of educational experience into a fabric or organisation which will have dual affect. The organisation will give added meaning and significance to each educational experience and each educational experience will in turn build and give significance to the organisation. Bloom called these inter-relationship between experience integrative thread.

4. SCOPE OF THE STUDY:

For the objective of No.1 and No.2.1 the scope of the study included the four year integrated teacher education programme of College of Education, Kurukshetra University and the Regional

Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore.

But for the objective No.2.2 the scope of the study is limited to the four year integrated teacher education courses in science (B.Sc., B.Ed.) as prescribed at the beginning of these colleges in 1963-64 and prescribed in the plan and programme (NCERT,1963).

5. DATA COLLECTION:

The data were collected by both the primary and secondary sources.

Primary Source:

1. The researchers had personally collected data from the documents and records of Ministry of Human Resource Development (Department of Education), National Council of Educational Research and Training, Four Regional Colleges of Education, Kurukshetra University, All India Association of Training Colleges, All India Association Teacher Educators. The following records and documents were taken into consideration as the primary sources of data for the study.
2. Oral Interview: The researcher conducted tours to the Kurukshetra University and Regional Colleges of Education at Ahmer, Bhopal, Bhubaneswar and Mysore. He had

personal contacts and interactions with persons who were closely associated with the four year integrated teacher education programmes at these centres. Oral interviews were conducted with Dr. Udayshankar, the founder Principal, College of Education, Kurukshetra University; Dr. Lakshmi Shankar, Kurukshetra University; Dr. R.C.Das, Ex-Head, Department of Teacher Education NCERT (Former Principal, Regional College of Education, Bhubaneswar); Dr.G.B.Kanungo, Ex-Principal, Regional College of Education, Bhubaneswar, Dr.C.Sesadri, Principal, Regional College of Education, Mysore and Faculty members of Education Departments in four Regional Colleges of Educations.

These interviews facilitated the researcher in collecting data and information about the four year integrated teacher education programme at different centres in the country.

3. Researcher himself had a twenty nine years close association with this programme as a student of the pioneer batch of the four year integrated course in Regional College of Education, Bhubaneswar (1963-67) and as an employee in Regional College of Education, Bhubaneswar and NCERT for last twenty five years. He had been a witness for all those had happened to the integrated teacher education programme in the Regional

Colleges of Education. Thus, the association of the researchers with this programme from a close quarters, had been one of the Primary Sources of data for the Study.

Secondary Source:

The researchers had personally visited the NCERT, all the Regional Colleges of Education and Colleges of Education and met the Principals and concern Heads of the these organisations, informations were collected by the documents by these colleges and personal oral interview. These informations had been taken as secondary sources of data.

The Chief source of the Secondary Sources data had been the different books and articles written on the history and development of the integrated teacher education programme in India and abroad. The researcher had visited reputed libraries like - NCERT Library and Documentation Centre, New Delhi; USIS Library and information centre, calcutta, Libraries of different Regional Colleges of Education and Libraries in CASE and Hansa Mehta Library, M.S.University of Baroda. The books consulted and refered were the mentioned in the bibliography of this study.

6. DATA ANALYSIS:

Data and information thus collected were subjected to analysis with respect to the different objectives of the study. The data were analysed as follows:

- a. A systematic analysis of the data and information done in order to establish a brief history of the four year integrated teacher education programme in India. Its establishment, causes of its temporary closure and subsequent reopening at the Regional Colleges of Education.
- b. An analysis of the objectives of the setting up of Regional Colleges of Education with concurrent and integrated teacher education programme - its initial purposes and their present status.
- c. For objective No.2.2 the data was analysed in order to find out.
 - i) the nature of integration in the course and content of the integrated teacher education programme.
 - ii) how the integration was achieved amongst the different components of the programme. viz. Liberal Arts Education content specialisation professional education and teaching practice.
 - iii) to what extent the integration was achieved amongst the above components of the programme.