

CHAPTER - VISUMMARY AND CONCLUSIONSSUMMARY

The development of any society depends upon the quality of citizens. The characteristics and qualities the citizen acquire and develop are the outcomes of the breedings by the parents, effort of the scheme and support by the society in general with its varied modes of behaviour, value orientation, cultural heritage and the economic, social and political set up. The most prevalent factor, which affects the quality and characteristics of citizen, is education and the quality of education is decided by the types of teachers it has. The quality of teachers depends upon the quality of training programme which they receive in our teacher training institutions.

Teaching is a unique complex activity. It is mysterious in its success and failure. In the past, it was the general belief that teachers are born, not made. Hence, professional training was not considered necessary. But with the advancement of the knowledge of child psychology and in the science of pedagogy, the old belief has changed. Teaching is now considered as an expert's job for which a sound programme of training is essential.

An examination of the teacher training programme clearly reveals their glaring inadequacy. The reports of various commissions and committees on education and teacher education have emphasised the above fact (Radhakrishnan Commission, 1949, Mudaliar Commission, 1952; Education Commission, 1966,). The existing teacher education programmes lack functional effectiveness. These are theory based as a result of which the gap between theory and practice of teaching has broadened (Ministry of Education 1964, NCERT 1978, Jangira 1979). Inadequate preparation of student - teachers and their sudden exposure to complex teaching situations result in frustration and anxiety in trainees.

Teacher performance is the most crucial input in the field of education, of all factors that influence the quality of education, the quality, competence and character of teachers, their educational qualifications, professional training and the place they occupy in the school and community have an important bearing on the efforts in improve the calibre of education. Whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by the teachers as much through their personal example, as through the teaching-learning process.

As the strength of any educational system depends upon the quality of teachers, who sustain it, a study of teacher effectiveness, their success and their communication abilities constitute a very important and challenging task in the area of

education. For centuries educationists have been toiling hard for devising suitable methods and techniques for preparation of teachers for such challenging tasks.

Attempts have been made during last two centuries of history and development of teacher education in this country to evolve a suitable strategy of preparation of teachers suitable for Indian society as a whole and secondary school in particular. Consecutive courses, have been running in the colleges of education in the departments of education of universities and in other special institution to impart training to the pre-service teachers, for almost two centuries. These courses have been criticised from within and outside these institutions for various reasons.

During sixties an alternative model of teacher education i.e. the concurrent method of preparing teachers in some selected centres were experimented following the footsteps of American models of teacher education. These centres carried out a four year integrated teacher education courses in different discipline at college of education, Kurukshetra; Rural Institute, Vallabh Vidyanagar; and at four Regional colleges of Education set up by NCERT.

A state of flux continued in these experiments as different committees and commissions set up by Government of India, NCERT and other bodies recommended different views over these four year courses. While Baroda study Group (1964) recommended that a four year degree programme in teacher education may be set up in phased manner which

may include the study of subject matter as well as professional preparation, the Education Commission (1966) advocated for a total closure of such programme. All India Association of training Colleges in June, 1964 recommended for integrated course, Nag Chowdhury Committee was in favour of immediate discontinuation of the course. Mathur Committee (1970) suggested for four year course in language. Kappor Committee (1974) observed that the RCE products are superior in all four aspect by -

1. class teaching
2. knowledge of content
3. co-curricular activities and
4. professional attitude and

recommended for the improvement of the course. The National Commission of Teachers (1985) suggested that "To begin with we may have an integrated four year programme which should be developed carefully taking into account the experience of the four year integrated courses now available in the Regional Colleges of Education of the NCERT at one or two other centres".

Singh (1988) reported "Eversince the beginning of the integrated teacher training programme in the country, a kind of controversy prevailed everywhere about the suitability, validity and superiority of these courses over the traditional one".

Certain questions in connection with the four year integrated courses yet remain to be answered.

- What were the original objectives behind the starting of the four year integrated teacher education programme in Regional colleges of Education and at other places ?
- Were these objectives sacrificed, modified or diluted with the passage of time ?
- Was the integration of content with pedagogy which was the corner stone for these courses achieved and what were the techniques contemplated for achieving this integration ? To what extent did they prove to be useful ?
- Has this integration been reflected in the curriculum of four year integrated courses as distinct from the traditional preparation of teachers in other programmes ?
- Is this four year integrated course expensive compared to other systems of preparing teachers ?
- How were the products of these courses received out side on completion of their study ? Were they treated at par in qualification and in matter of employment and in further studies.

There are few studies in this area, most of which are in the form of reports of different committees and Commissions set up from time to time by the Government or the NCERT. Research studies which were supposed to establish empirically the superiority or otherwise of the products, cost involved and indepth analysis of the state of flux are lacking.

Das and Jangira (1987) while writing the trend report for the third Survey of Educational Research observe "There is no single study available on the evaluation of the alternative model of Teacher Education as a whole in the terms of effectiveness reflected in teacher effectiveness in the institution where they secure teaching position after completion of their training without this, an organic model of teacher education has to remain a dream of reality. For example, two models of teacher education, one comprising of academic course followed by a professional course and other envisaging integrated academic and professional course have been used. There is no research available about the effectiveness of the teachers emerging from the two models".

They further remarked "The approach to the transaction of the teacher education curriculum (Competence based teacher education, performance based teacher education, modular approach etc. needs to be researched. This whole area has remained untouched by the researchers in teacher education".

The present study "A study of Four Year Integrated Teacher Education Programme in India" is an attempt to find some answers to questions raised above. That is the precise reason which has prompted the researcher to undertake the study.

STATEMENT OF THE PROBLEM:

" 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 objective 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.2.1, ^{historical method} ~~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 *done* conducted in the following manner.

Methods of Inquiry of Integration:

Bloom (1958) said "the building up of any complex whole proceeds best when integrating principles intrinsic to that whole can be identified and used to relate the parts "Educational experience is related to an ultimate objectives, 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  effect a weaving of educational experiences into a fabric or organisation which will have dual effect. 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 objectives 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, Bhubaneshwar 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 practiced at the beginning of these colleges in 1963-64 and prescribed in the plan and programme (NCERT, 1963).

5. DATA COLLECTION:

Data for the Objectives No.1 and No.2.1 of the study were collected from records of Ministry of Human Resource Development, Deptt. of Education, Government of India; National Council of Educational Research and Training (NCERT) New Delhi; Four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore; College of Education, Kurukshetra University, Kurukshetra.

Data for the objective No.2.2 included the courses and curricula (Plan & Programme, NCERT, 1963) for the B.Sc.B.Ed. programme of the Regional Colleges of Education.

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 was 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 College 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 objectives 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 component 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.

7. MAJOR FINDINGS OF THE STUDY:

1. The Secondary Education Commission (1953) made recommendations of far reaching importance for the improvement of secondary education in India, which included:
 - a. The upgrading of high to higher secondary school;
 - b. The establishment of multipurpose schools with a variety of diversified course to suit the different abilities, interests and aptitudes of an ever increasing student population;

- c. The provision of a core programme which includes social studies, general science and craft education;
 - d. The expansion and improvement of facilities for the teaching of science.
2. The quick pace of industrialisation during the first decade of independent India with the social and economic changes it had set in motion, has brought into greater relief the need for aligned the system of secondary education more closely to the requirements of a rapidly developing economy. Hence, the Commission endorsed by the Central Advisory Board of Education (1954), the Government of India promoted the establishment of multi-purpose secondary schools in the country in order to provide diversified programme to cater to the varying interests, aptitudes, and talents represented in the increasing proportion of the population who were entering the secondary schools and to link education at the secondary stage to the needs of the country.
3. Although the concept of the multipurpose schools was rapidly accepted and the scheme was expanded rapidly, certain difficulties came in the way of the concept being fully realised in the actual organisation and practices of the schools. A study made by Ministry of Education in 1958 and a subsequent study made by the Ohio State University Team in India in 1959 revealed that the development of multipurpose education on proper lines required:

- (a) a clear understanding and agreement about the purpose and functions of the multipurpose schools and the objectives which the practical course were to serve;
 - (b) the supply of qualified and trained teachers, especially in practical course, and provision for pre-service training;
 - (c) provision of instructional materials especially textbooks and hand books;
 - (d) increase in the range of elective courses;
 - (e) provision of facilities of educational and vocational guidance; and
 - (f) training and supply of teachers for industrial crafts.
4. The ^growing demand for science education could not be adequately met, partly because of the lack of adequately trained and qualified science teachers and partly because of the lack of knowledge of techniques of teaching general science courses. The planning Commission, therefore, proposed that during the Third Plan period attention should be concentrated on consolidation of multipurpose scheme and preparation of teachers for such scheme. Commission suggested that an integrated or concurrent teacher training programme for the teachers of the multipurpose schools should be undertaken.
5. The scheme of Four Year Integrated Teacher Education programme was widely discussed in all national fora

like CABE, AIATC, Planning Commission and Ministry of Education and all these bodies were of unanimous opinion to establish Four year Integrated Teacher Education Programme in the country.

6. In 1960 the college of Education in the Kurukshetra University took the leading role in experimenting with an integrated teacher education programme leading to B.A. (educational) degree after high school certificate examination or Matriculation examination.

NCERT established four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneshwar and Mysore as a part of the programme sponsored by the Central Ministry of Education to improve the quality of secondary education - a programme based on a recognition of the widening variety of needs, abilities and aptitudes which the secondary schools should provide for.

7. By the recommendations of Secondary Education Commission (1964-66) and subsequent recommendation of the Review Committee appointed to review the organisation of NCERT (known as Nage Choudhary Committee) the four year integrated courses in a college of Education, Kurukshetra University was totally stopped in 1970. There was a temporary closure of the integrated courses in the Regional Colleges of Education for four years.
8. By the recommendation of the Kappor Committee (1974),

Mathur, Committee (1978) and other committee the Regional Colleges of Education restarted the Four Year Integrated Teacher Education Programme in 1980.

9. The major objectives of the Regional Colleges of Education were:
- (a) to develop and provide a programme of teacher education for multi-purpose schools and prepare teacher of technical subjects, science, crafts, agriculture, commerce, Home science and Fine Arts.
 - (b) To provide inservice courses for the existing teachers of the practical subjects in multipurpose schools.
 - (c) to provide inservice programmes and field services for the teachers, supervisors and administrators concerned with the multipurpose schools in the region in which it is located.
 - (d) to organise and develop a model demonstration multi-purpose school.
 - (e) to function as a regional centre for programmes of service education and field services for secondary schools in general.
 - (f) to undertake pilot studies and research projects in the methods of teaching, in relation to the multi-purpose schools as well as general secondary schools.

- (g) to evolve and try out improve patterns of teacher education.
- (h) to prepare and disseminate instructional materials for secondary schools in general and multipurpose schools in particular.
- (i) to collaborate with other institutions in initiating and promoting improved methods and practices, to function as a clearing house in this regard and generally to provide leadership.

The performances of these colleges in attaining these objectives were measured as their success.

10. On analysis it was found that the Regional Colleges of Education are still purposed for the above objectives. None of the objectives were diluted nor sacrificed during these thirty years of their existence.
11. The programme of the Regional Colleges of Education was grown out of an analysis of the nature and need of the secondary education in India.
12. The Four Year Integrated Teacher Education programme was based on the following assumptions:
 - (a) The professional competence required of the teacher is achieved through an integrated and organised programme of learning experiences; it is not merely a by-product of becoming or well educated person.

- (b) The education of a teacher based broadly on a foundation of general education should include a thorough mastery of subject matter so as to give him an insight into its structure and inter-relationships and professional preparation.
 - (c) General education which contributes to growth as a person, specialisation which provides scholarly knowledge of the subject to be taught, and professional performance, must be integrated into a total programme.
 - (d) The prospective teacher must assume responsibility for his own education in an increasing measure.
 - (e) Opportunities to work with adolescent learners must be an integral part of the professional preparation of the secondary school teacher.
13. Functionally general education, specialisation, professional education and teaching practice were not thought of as compartmentalised and isolated fields of study in integrated teacher education programme.
14. General Education, professional education and content are integrated in the four year sequence.
15. A neat and harmonious integration is established amongst the general education, content specialisation and professional education in the courses and curricula of an integrated teacher education programme which aimed at the following competencies of a preservice teacher:

- (a) Educated in liberal spirit of learning so that he may make his contribution as an individual and as a citizen.
- (b) Have a basic attitude required in a democratic Society.
- (c) Competent to represent the education profession and his subject matter field in the school and in community.
- (d) Thoroughly grounded in the theory and practice of his subject matter and have the knowledge and skills necessary for teaching theory and practice in an integrated manner.
- (e) Able to contrive and use a variety of effective teaching learning procedures.
- (f) Able to develop and use instructional materials including audio-visual aids.
- (g) Able to select and organise subject-matter for instructional purposes.
- (h) Able to use a variety of methods to evaluate pupil progress and the effectiveness of his own teaching.
- (i) Able to select and use appropriate equipment and determine the supply need.
- (j) Able to function effectively in the guidance programme in the school.

- (k) Capable of organising, supervising and participating in co-curricular activities.
- (l) Capable of functioning effectively as a teacher as evidenced by actual class-room performance.
- (m) Interested in continued growth through participation in professional associations, community activities, research and administration.

CONCLUSION

It is most important to examine teacher education in relation to the general state of the society- namely the character of human resources, the nature and structure of the manpower, social classes, political forms and conditions and the place of man in the society. If somebody looks into the history and development of teacher education in India and abroad, it could be seen that the system of teacher education had undergone reforms particularly during those historical periods in which the social developments reached some turning points. These were not merely the questions of coincidences, but of direct cause and effect situations.

The dynamic socio-economic factors operate parallel to the more conservative factors of culture and general education. The rapid growth of knowledge in natural and social science, the appearance of mass culture, the endeavours of democratise education and man's new place in the modern world, are doing away with earlier nations of educational needs of a society. Within the

framework of this circumstances adult literacy must be recognised as indispensable, not merely as an economic-political factor, but also of cultural, philosophical and anthropological importance.

It has become essential at the present time, to devote special study to teacher preparation in relation to general education or liberal arts education, because the adaptation of education to new social and cultural conditions is now a matter of great urgency. Apart from his training, a teacher must maintain, for his own professional development, a certain intellectual levels and a contact with the scientific and cultural developments.

The pre-service programme in teacher education in India has been stressing the training in professional education and pedagogic courses since last two centuries. Though some changes and reorganisation of prevailing B.Ed. courses have been made by National Council of Teacher Education (NCTE), it lacks the study of general education component in it. This system of preparation of teachers in our country has been facing serious criticisms from within and outside the teacher training institutions since the independence. Many of the critics have advocated for a longer preparation teachers as they argue that it would accelerate the teacher effectiveness, competency and quality in teachers and development proper attitude towards the profession of teaching.

A longer and logical model of teacher education i.e., four year integrated programme, was experimented in different centers in the country. Most of them were closed and discontinued, except, of-course continuing in four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. Many commissions and committees set up from time to time have recommended for the integrated approach in teacher education. The National Commission on Teacher-I (1985) had even gone ahead in suggesting for a extended programme of five years as practised in U.S.A. and other developing countries.

From the investigation and analysis of the history of pre-service programmes of teacher education, it becomes clear that one of the most pervasive problem of teacher education in the country is the tendency to resist change and maintain status-quo while the tempo of social, scientific and technological changes have accelerated. It is high time for the educational thinkers planners and administrators to free the teacher education from the chains of this status-quoism.

Suggestions for further studies

The findings of the present study leave ample scope for future investigations in the field of teacher education as a whole and four year integrated teacher education as particular.

1. Critical study of the status-quoism in teacher education in India.

2. Future researchers, investigate and find solutions to the questions raised earlier with respect to four year integrated teacher education programme regarding:

- i) Cost effectiveness of the integrated approach in teacher education.
- ii) Placement of the graduates trained in the integrated programme in job-markets.
- iii) Comparative study of the graduates in concurrent and consecutive approach in teacher education.

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