

CHAPTER - I

I N T R O D U C T I O N

1.1 INTRODUCTION

Education is the part and parcel of man's life. It develops all aspects of life i.e. physical, mental and spiritual. Education develops the ability of mind and spirit of human life. Education is considered to be the carrier of events of man's struggle for betterment. Education plays very important role in man's life, society and nation building. The importance of education has been mentioned in Indian Education Commission. This commission has suggested that the destiny of India is being shaped in the classroom. Education is the only mean which determines the level of prosperity, welfare and security of society.

The researcher knows that Education is a dynamic process. In educational process, the teacher is the centre between pupils and school. So the teacher is called pivot of the process and initiator of the act. The teacher has to accept the responsibility of pupils' education. The teacher inculcates values. He provokes and develops capabilities of the man. This educated men must be useful to the society, to the nation and to the mankind as a whole.

The teacher plays a vital role in the improvement of the quality of education. It is important to know whether there are enough teachers, who are not only well-qualified to

teach the different subjects. It is important to know about the facilities that exist for upgrading knowledge and improving skills of teaching in jobs. The teacher is looked upon as an agent of change in rural areas, where the teacher plays a useful role in removing class prejudices. It is a matter of concern to study what new roles the teacher plays in a transforming society, how well the teacher equipped for the purpose and what facilities exist for training.

Teaching profession is a noble profession and to keep the tradition of nobleness alive, it is necessary to ensure the positiveness of the attitude on the part of the teachers. Therefore, the training courses of Bachelor of Education should have the potential of turning out the teachers who have the positive attitude towards profession.

The success of a teacher training programme depends to a large extent on a systematic, pin-pointed and immediate feedback given to the teacher-trainees. This feedback should be given in a behavioural form. Looking to the importance of feedback, various researches have been carried out related to the quality of feedback provided in teacher training institutions. Borg et.al (1970), Passi et al (1977), Dholakia (1979), Das et.al (1979) and Syag et.al (1983) have found out that the quality of feedback provided in teacher training was not satisfactory. It was vague, subjective and

not upto the mark. There was a need of a training strategy to develop supervision and feedback practice in the supervisors. The supervisors have not been exposed to the new techniques of training in developing the skills, improved and methods of observation and feedback.

Teaching is an art. It is also a science. The aim of education is to have positive change in students by teachers through proper teaching. Teacher is the Transmitter of Education. It is not denied that standard education is possible due to highly qualified, skilled, cultured and educated teachers.

The student teaching is the centre of the teacher education programme. But still the present situation in the student teaching programme is highly disappointing. Regarding the present situation in the student teaching programme, the education commission 1964-66 has observed "At present the student teachers are required to give specified number of isolated lessons, many of which are often unsupervised or ill-supervised". This will help the colleges of education to decide what type of student teachers should be trained. The main purpose in teacher education should be improvement of the training and education of teachers for schools. Colleges of education provide Bachelor of Education course for the preparation of teachers for secondary schools. With the

rapid expansion of schools and environment of students, the demand for the teacher has increased.

It should be the job of a student teacher in the field of teacher education to take up such studies. It would help to understand the aspects of the teacher education 'better'. Yet how this student teaching programme is implemented, what actually happens in the practice is more vital and inspired ^{by} men and women. The essence of programme of teacher education is quality. If this is lacking, the programme is not only to become a financial waste but a source of deterioration in education standards. This has to be avoided at all costs. It was accepted by all the educationists that the student teaching programme of education college as a practical part could not be neglected.

Since Independence, there has been a good deal of quantitative development of education but qualitative has lagged behind. The qualitative improvement of education has not kept pace with quantitative expansion. The teacher has very important place in the field of education. The success of educational process depends on the character of the teacher. The quality of a nation is known by the quality of its citizens. The educational system is decided by what type of the teacher, it has. The quality of teachers depends upon efficiency and soundness of the teacher

education programme. It is evident that the programme of teacher education requires improvement. The educationists and administrators have expressed dissatisfaction regarding the present teacher education programme.

It is said that good teachers are born and not made, but unfortunately number of such teacher is few. Taking into consideration this fact, student teacher education programme is being launched. As a result, young student teachers are coming up. The word training is replaced by the word 'Education'. Training is a knowledge used to master a particular technique. Education is more comprehensive term. It brings about all-round development of person. So student teachers should not only be trained, but also educated.

Student teaching programme is an integral part of the training process. The teaching behaviour of student teacher is also observed for two purposes, one is to utilise evaluation for providing feedback and the other is for grading and certification.

Feedback

In order to provide feedback to the student teachers their performance has to be evaluated throughout the practice teaching period. The development of teaching competencies to a large extent depends on the effectiveness of the feedback provided.

1) Skill development

The skill development is through microteaching approach. As the emphasis is one skill development, the criteria for evaluation would be the appropriate use of different constituent components of the particular skill. The information be provided to the student teachers as feedback. The aspects of the skill used relevantly and the aspects which could be used relevantly alongwith the suitable ways to improve upon the concern aspects.

ii) Integration stage

When skills are developed in the student teachers, the next stage is to develop in the student teachers the ability to select appropriate skills and use them in an integrated fashion according to the situation. It is the decision making ability of the student teachers which is being developed at this stage. At this stage ~~xxx~~ student teachers have to be given apportunities to teach in different situations, such as, teaching a small group, slow learners, bright students, lower class, upper class, easy content, difficult content, and disciplined class. One, the selection of skills should be relevant to the situation in question. Two, the instructional objectives visualised for the lesson should be used relevantly and in proper sequence.

iii) Real Teaching Stage

At this stage, the student teacher is expected to take the role of a teacher in the school. The student teachers should plan and organise learning experiences for the units to be taught utilising the knowledge, skills and abilities organised by the student teachers during earlier stage. The specific aspects under lesson plan and preparation may be -

(i) specification of objectives in behavioural terms,
 (ii) selection of content and its analysis into terms, facts, concepts, structures etc. (iii) introduction of the lesson
 (iv) learning experiences (v) teaching aids (vi) previous knowledge (vii) review (viii) evaluation and assignment.
 Under presentation emphasis (i) introduction (ii) subject competence (iii) communication (iv) blackboard work
 (v) questioning (vi) classroom management (vii) approach of teaching and (viii) teaching aids. In addition to this teachers personality must be subjected to development, particularly appearance movements, manners and confidence.

All commissions, study groups, conferences have made suggestions for improvement of different aspects of the teacher education like contacts of teacher education institutions with schools, universities and among themselves, admission, procedure, organizational structure, curriculum, qualification of teacher educators, their teaching methods and the most important one namely student teaching programme.

References

It is very essential to review the place and position of student teaching programme in colleges of education of Shivaji University area. It is very useful to understand the actual process of the student teaching programme. The researcher has decided to make overall study of the teaching practice, microteaching, observation and content-cum-methodology. The researcher is a teacher educator in a college of education. So, the researcher undertakes this research work. It is very essential to review the place and position of student teaching programme of the colleges of education. It is accepted by all the educationists and administrators that the study of student teaching programme as a profession cannot be neglected.

1.2 STATEMENT OF THE PROBLEM

The problem for research is stated as follows -

" A CRITICAL STUDY OF STUDENT TEACHING PROGRAMME IN COLLEGES OF EDUCATION OF SHIVAJI UNIVERSITY AREA ".

1.3 OBJECTIVES OF THE RESEARCH

The objectives of the research are as follows -

- i) To study the procedure of microteaching in the Bachelor of Education colleges.

- ii) To examine the procedure of practice lessons of student teachers in the Bachelor of Education colleges.
- iii) A) To evaluate the procedure of observation done by teacher educators.
B) To evaluate the procedure of observation done by student teachers.
- iv) To study the procedure of the content-cum-methodology workshop in the Bachelor of Education colleges.
- v) To suggest probable remedies to overcome the defects in the complete student-teaching programme in the Bachelor of Education colleges.

1.4 NEED AND IMPORTANCE OF THE RESEARCH

The researcher himself is a teacher educator in the college of education. So, the researcher has to conduct student teaching programme. While performing the duty as a teacher educator, the researcher came across this problem. As far the researcher's knowledge, there is no recent research work done on student teaching programme. So, the researcher has selected the above topic for the research work.

The researcher wants to find out what type of means are used to develop student teaching programme which is conducted to develop the student teaching. So, the researcher

has selected the particular topic for investigation. It is keenly felt that the knowledge of student teaching programme is of much importance in the field of profession of teachers.

1.5 IMPORTANCE OF THE RESEARCH

The student teaching programme has been considered to be the most worthwhile requirement in the teacher education. Student teaching known as first as an opportunity for student teachers to pick up a few pattern of teaching. Student teaching should provide to develop a high level of competence in the phase of efficient teaching work of the teacher.

It is very important from the point of view of student teachers; teacher educators; principals and colleges of -

education because it is very useful to make the student teaching programme more effective. This topic is very important from the researcher's professional point of view and student teacher's training point of view.

More over, the study of student-teaching programme will enrich the B.Ed.colleges. This programme will be essential to keep contact with the student teachers and teacher educators; principals and student teachers.

All efforts are being made to raise the standards of student teaching programme at education college level. A particular procedure of programme is intended to develop the skill of teaching among the student teachers.

This work will be useful for the student teachers of colleges of education. So the researcher has attempted to analyse the process and procedure of student teaching programme at the education colleges. This study will be useful for the teacher educators to improve the student teaching programme.

The knowledge of student teaching programme will provide new opportunities for student teachers. It is realised that the knowledge of the programme is an asset in the fields of colleges of education. This study will be useful for restructuring the programme in the Education

colleges. In this work the researcher has attempted to survey the current practices of the student teaching programme at educational college level. This work will encourage the young teacher educators to adopt the modern ways and means for improving the student teaching programme. This work will help the teacher educators of the colleges of education to develop their own method of constructing procedure and progress of the programme.

1.6 DEFINITIONS OF IMPORTANT TERMS

The researcher has used some particular terms in the statement. The important terms in the statement of problem have been defined as follows. Their operational definitions have been given below.

1.6.1 A CRITICAL STUDY

A critical study is a detailed study of student teaching programme and to suggest remedies to overcome the defects of this programme.

1.6.2 STUDENT-TEACHING PROGRAMME

The student teaching programme consists of microteaching, practice lessons, observation and content-cum-methodology.

1.6.3 COLLEGE OF EDUCATION

College of education means secondary education college in the 'Shivaji University Area'.

1.7 SCOPE AND LIMITATIONS OF THE RESEARCH

1.7.1. SCOPE

This problem is confined to the conducting of the student teaching programme at colleges of education. The researcher has decided to know and study the efforts made by the Education Colleges of Shivaji University area for conducting the student teaching programme. The study will be done in the academic year 1993-94. The conclusions and recommendations will be useful to the pupil teachers, teacher educators, principals of Education Colleges, teachers, educators, headmasters, educational planner and administrators.

1.7.2 LIMITATIONS

This research work is limited to the student teachers activities for effective teaching ~~xxx~~ in the schools. This study is limited to the student teaching programme work which is conducted in Shivaji University area. The geographical area of Shivaji University, Kolhapur is restricted to this research. Some principles and maxims also affect on teaching programme but this factor cannot be controlled by the researcher.

1.8 METHOD OF RESEARCH

A critical study of student teaching programme in colleges of education of Shivaji University area.

The study is related to a question ' What is the present position ?' "Descriptive research describes what is. It involves the description, recording, analysis and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationship between existing non-manipulated variables." ¹

There are three categories of research method such as historical method, descriptive method and experimental method.

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1. John W. Best, "RESEARCH IN EDUCATION" (New Delhi : Fourth Edition, Prentice Hall of India Private Ltd., 1982) P.25.

Descriptive or normative survey procedure is the most appropriate name to find out the existing student teaching programme of colleges of education of student teachers. The researcher is interested in present status of student teaching programme as this research is related to the present status. The researcher has to use normative survey method because this method gives the researcher the information about the present position of student teaching programme in colleges of education.

The present study is related to Shivaji University area. It is also concerned with the student teachers of colleges of education. It is not concerned with the characteristics of individual but with the information about population - student teachers, teacher educators and principals who have participated in student teaching programme in Shivaji University area. It is not the indepth study but it is a study of a generalised statistical nature.

1.9 IMPORTANT STEPS

i) The information related to the process and procedure of microteaching has been collected by the researcher with the help of giving a questionnaire to student teachers and observing the lesson-notes of student teachers which have been planned for microteaching.

ii) The information related to the practice teaching of student teachers has been collected by the researcher with the help of observing the remarks of lesson-notes of observers.

iii) The information regarding the lesson observation of teacher educators and student teachers has been collected with the help of observing the observation note-books which is used and written by student teachers.

iv) The information related to the process and procedure of content-cum-methodology workshop has been collected with the help of the observation of the reports of student teachers and lesson-notes which have been planned for content-cum-methodology workshop. The researcher has provided a questionnaire to student teachers to know it in detail.

v) The researcher has taken the interview of the teacher educators to know the difficulties or facts and information which have been experienced in conducting the student teaching programme.

vi) The researcher has used percentage and other essential statistics for the interpretation of the research findings.

1.10 CHAPTERISATION

Data collected was analysed and interpreted very systematically. Conclusions based thereupon were systematically presented in FIVE CHAPTERS with the help of statistical tables, figures and text as shown below.

CHAPTER-I : INTRODUCTION

This chapter presents background of the problem under investigation by discussing objectives of research, importance and need, definitions of some important terms, scope and limitations of the research, method of research, procedure, important steps and chapterisation of research study. In short this chapter introduces the reader with the present research work by presenting its background and outline of the proposed research work.

CHAPTER-II : REVIEW OF RELATED LITERATURE

There are two sections one is for related literature and second is for related research work done in the field of student-teaching programme in colleges of education.

CHAPTER-III : RESEARCH DESIGN

This chapter is related to the research procedure adopted. It presents sampling procedure and description about tools and techniques used.

CHAPTER-IV : ANALYSIS AND INTERPRETATION OF THE
DATA COLLECTED

This chapter deals with the analysis of the data collected. It is equipped with the tables, figures and text.

CHAPTER-V : CONCLUSIONS AND RECOMMENDATIONS

This chapter draws conclusions based on the analysis and interpretation done in the previous chapter. This chapter also suggests remedial measures to develop proper student teaching programme in colleges of education of Shivaji University area.

1.11 CONCLUSION REMARKS

In this first chapter of the thesis, the researcher has put forward the outline of research study. The outline deals with the statement of the problem under study, objectives of the research study, need and importance of the research study, definitions of some important terms, scope and limitations of the research work, method of research, procedure and important steps of procedure. It introduces to the reader with the chapterisation of the thesis. The research study is concerning with the student teaching programme in colleges of education. So, the researcher intends to take a review of related literature and research studies. This is done in the next chapter.