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CHAPTER - I

INTRODUCTION

SECTION - I

Teachers occupy a place of paramount importance in any system of education. No other aspect of education is so vital for its progress as the teachers. They are the pivot of the educational system. The whole system of education revolves around them. They influence our boys and girls by their conduct and behaviour. But only those teachers who are well trained can play a vital part in education as well as in society. A well - organised teachers - education programme is very essential for better-planned and more purposeful education.

In this country there has been a tradition from ancient days that the guru or the teacher was a person who knew his subject thoroughly well. There were Ashramas, where disciples lived with their learned guru. Education was imparted in Pathashalas, Tols and (after the Muslims came to India) Maktab or Madarsas. For teaching in these institutions a formal training of teachers in the sense as it is understood now was then unknown, as it was commonly believed that if the person knew his subject he could teach it well. Education essentially was of a religious nature with emphasis on the study of classical languages, grammar and scriptures, and in lower classes on the study of the

three R's. The teaching institutions mainly catered to the needs of such classes as priests, landlords, moneylenders or well-to-do farmers.

After the British came to India, education took a western orientation. The study of the English language, science and other subjects on western lines became a part of education and the need for trained teachers was felt.

One ingenious method of giving some training to the prospective teachers was through what was called "The Monitorial System" in which advanced students taught the less advanced or the slow. This monitorial system indirectly helped in giving some training for teaching.

A) Teachers Training up to 1882

From the beginning of the 19th century the progress in the training of the teachers has been evolutionary and gradual.

Institutions for the training of teachers were first started by the Danish missionaries. A Central School for the education of the teacher was set up in Madras in 1826. Simultaneously, the Calcutta School Society took steps to train teachers in Bengal. Normal Schools were opened in Poona, Bombay, Agra, Meerut.

The Wood's Despatch of 1854 emphasized the training of teachers and desired to see the establishment of training schools and classes for masters in each presidency of India.

In 1859 The Stanley Despatch provided that salary-grant would be given to only those schools which had trained staff. This gave impetus to teacher-training programme. As a result, by 1881-82 there were 106 normal schools with 3,886 pupil teachers. It should be noted that these schools prepared teachers for elementary schools only. The duration of training course varied from province to province.

So far as the training of Secondary Teachers was concerned, there were only two training colleges viz, Government Normal School, Madras and Lahore Training School, Lahore (1881). These schools admitted graduates as well as undergraduates. During this period it was felt that only graduates should be appointed as secondary teachers and that they did not require any professional training as they had good general education. Thus there arose a controversy. One school of thought believed that the teachers should be equipped with the knowledge of the subject matter he was to teach while the other school advocated the study of the principles and practice of teaching in training schools.

B) Teachers Training From 1882 to 1947

In 1882 Hunter Commission recommended that

(i) An examination in the principles and practices of teaching to be instituted, success in which

should thereafter be a condition of permanent employment as a teacher in any secondary school.

(ii) Separate training course for graduate and undergraduate teachers should be introduced.

As the result of these recommendations, six training colleges and fifty training schools came into existence by the end of nineteenth century.

The Government of India Resolution 1904 emphasized that more men of ability and experience should be enlisted to provide adequate staff of well-trained teachers. As the result of these recommendations the number of training institutions increased and separate courses were provided for graduates and under graduates. It was definitely laid down that without the proper grounding in the principles of teaching no amount of knowledge of the subject can help a teacher.

In 1917 Calcutta University Commission emphasized the need for trained teachers, opening Departments of Education in universities and Demonstration Schools to be attached to training colleges.

As the result of Hartog Committee, 1929 recommendation, Departments of Education were set up in some universities. Refresher courses for in-service

education were started to be organized and training-institutions were equipped with laboratories, libraries and practicing schools.

Sargent Report 1944 made the recommendations on duration of teacher training, stipends for receiving teacher training, refresher courses, research facilities and strengthening of teaching practice.

Because of the recommendations of various bodies, teacher education did develop though not adequately. It is evident that there was development in teacher training before 1947 but it was inadequate keeping in view the need of the country.

(C) Post-Independence Developments in Teacher Education :

After Independence, there has been a large scale expansion of facilities for teacher-education throughout the country resulting in increase in number of teachers as well as the percentage of trained teachers.

(a) Teacher Education During First Three-Five Years Plans :

(i) Expansion of teacher-training Institution is as follows:

The number of teacher training schools increased from 782 in 1946-47 to 1300 in 1965-66. The number of

training colleges increased from 53 in 1946-47 to 269 in 1965-66. Enrolment in teacher training schools increased from about 70 thousands in 1946-47 to 1.6 lakhs in 1965-66. Enrolment in training colleges increased from 5781 in 1946-47 to 30 thousands in 1965-66.

(ii) Expenditure on teacher training colleges increased.

(iii) At the primary stage, the number of teachers increased from 866 in 1950-51 to 6500 in 1965-66. At the Middle stage, it increased from 86 thousand to 520 thousand. At the high and higher secondary stage, it increased from 127 thousand to 420 thousand.

(vi) The number of trained teachers increased from 58% at primary stage, 53% at middle stage and 54% at high and higher secondary stage in 1950-66 to 67%, 72% and 70% respectively. The percentage of trained women teachers was more than that of men teachers.

Achievements in teacher-education, during the first three of Five Year Plans have been summed up in Table 1.1, 1.2, 1.3.

Table 1.1
Teacher-Education Institutions in India upto 1966

Item	1950-51	1955-56	1960-61	1965-66*
No. of training school	782	930	1,138	1,300
Total Enrolment	70,063	90,914	1,22,682	1,60,000
Total Expenditure (in ,000)	15,229	19,757	34,811	64,000
No. of Training College	53	107	157	275
Total Enrolment	5,781	14,280	21,714	30,000
Total Expenditure (in ,000)	3,547	6,566	21,514	24,000

* Estimated

Source : Education Commission's Report (1966)

Table 1.2

Teachers in School (Achievement in Three Five-Years Plans)*

Types of Schools	Total Number of teachers			
	1950-51	1955-56	1960-61	1965-66*
Pre-Primary Schools	866	1,880	4,000	6,500
Primary Schools	538	691	742	1,050
Middle Schools	86	148	345	520
Secondary Schools	127	190	296	420

* Based on Education Commission's Report (1966)

Table 1.3

Percentage of Trained Teachers at Various Levels*

	1950-51	1955-56	1960-61	1965-66
Percentage of trained teachers in Pre-Primary Schools	64	61	67	70
Percentage of trained teachers in Primary Schools	58	61→	64	67
Percentage of trained teachers in Middle Schools	53	59	67	72
Percentage of trained teachers in High/Hr. Secondary Schools	54	60	64	70

* Source : Education Commission's Report (1966)

A survey conducted at the end of the Fourth Five Year Plan revealed that as many as 11,96,111 teachers worked in primary schools. Of these 73.7% were trained, the percentage varying from 43.8 in West Bengal to 97.6 in Panjab. The percentage of trained teachers was below all India average also in Assam, Gujrat, Jammu and Kashmir, Mysore, Orissa, Rajasthan and Utter Pradesh. The academic background of these teachers was not very high.

The teachers in the middle sections included 3,40,121 (78.01%) men teachers and 95,818 (21.98%) women teachers. The percentage of trained teachers was 75.25. It was below the all India average in Assam (27.75%), (27.75%), Orissa (31.24%) and West Bengal (33.28%).

There were as many as 2,77,137 teachers in secondary sections 1,28,916 (46.52%) in rural areas, and 1,48,221 (53.48%) in urban areas. The percentage of trained teachers was 69.59 (63.59 for rural area and 74.78 for urban areas). It was found that 75.4% of teachers were graduates or above, 8.7% matriculates, and 0.3% were non-matriculates. The percentage of trained teachers, who fulfilled the desirable qualification of a degree and teacher training was 60.64. This varies according to states. (Fourth Five Year Plan 1969-74 Draft, Planning Commission, Govt. of India).

(b) Achievements Regarding Teacher Preparation during the Fourth Five Year Plan - (1969-74)

(i) Quantitative Expansion :

At the end of the Fourth Plan (1973-74) the number of teachers in elementary and secondary school - - rose from 21.30 lakh to 23.8 lakh.

(ii) Qualitative Improvement :

In respect of qualitative improvement the establishment of National Council of Teacher Education (NCTE) made strenuous efforts to chalk out important programmes regarding teacher preparation. Establishment of State Board of Teacher Education (SBTE) at State level is also a landmark in the history of teacher education. These Boards have been established in Gujarat, Mysore, Rajasthan and Maharashtra. National Council of Educational Research and Training (NCERT) organised a number of pre-service and in-service programmes during fourth five year plan such as : Organisation of seminars and works, Innovative Practices in teachers training institutions, organisation of Summer Institutes, for in-service science and mathematics teachers, Research and Experimentation, Summer School cum Correspondence Courses for untrained teachers in the country. University Grants Commission, State Institutes of Education, Extension Service of Education are also playing a significant role in bringing qualitative improvement in teacher education.

(c) Teacher Education in Fifth Five Year Plan
(1974-79) :

In the Fifth Five Year Plan, the States in the eastern region proposed crash programme to clear the backlog of untrained teachers. In the other states, emphasis was on consolidation and improvement. The major programmes were--Reorientation of Curricula, Improvement of Physical Facilities, Refresher Training, Establishment of Extension Service Departments, State Boards of Teacher Education, Comprehensive Colleges programmes of in-service Training and Supply of Science and Mathematics Teachers.

(d) Teacher Education Under Sixth and Seventh
Five Year Plan (1980-85, 1985-90) :

The emphasis in our planning efforts shifted from provision of inputs and expansion of facilities in general terms to results to be achieved and tasks to be performed. The role of the teacher is most crucial in achieving universal elementary education, especially in the motivation of children as well as their parents. The Training of teacher include, apart from pedagogy, the use of mass media, science technology, planning and curriculum design for local environment based courses, mobilisation and use of community resources and other relevant subjects. There was special emphasis on teaching methods and other measures particularly required for first generation

learners and for reducing the number of drop-outs. Training of such teachers would have to be organised by suitably strengthening the existing teacher training centres. It is necessary to think of a variety of training arrangements. Among others these would include

(a) In-service education by utilising the mass media as was done during SITE.

(b) Adoption of Schools of lower levels of education by institutions of higher levels for upgrading of teacher competencies.

(c) Despatch of teacher guidance notes by training schools.

(d) Publication of bulletins informing teachers of developments; and

(e) Use correspondence course materials supported by occasional contact.

There has been a practice in this country from the British days to set up an Education Commission from time to time to go into the question of suggesting improvement in education at various levels in various fields. The University Education Commission set up in 1948, under the chairmanship of Dr. Radhakrishnan, (apart from the other questions of higher education) examined the question of teacher preparation for secondary school teachers. The Commission noted that the theoretical

courses were stereotype and in some cases contents were even vague and unrelated to the actual conditions. The theory contents according to the commission was flexible and adaptable to the local circumstances so that they could mean something real to the students. The commission also was critical of the arrangement for school practice in many training colleges for the training programmes.

The second important commission after Independence, set up in 1952, went into the question of secondary education in the country. They recommended the setting up of the secondary schools and multipurpose schools with diversified courses for which teachers were to be trained properly. The commission recommended that all training colleges should be affiliated to universities¹ to maintain proper standards and that graduate training degrees should be awarded by universities.

The other body set up was the Education Commission (1964-66) for going into the whole system of education, not only university but primary and secondary also. In so far as teacher education at all levels was concerned, the commission realised the importance of professional preparation of teachers for "qualitative" improvement of education, recommended that adequate financial provision should be made for teacher education both at the state and national levels. For primary

1. Report of the Secondary Education Commission, Government of India. P 175

teachers, the commission suggested a two years training programme after matriculation in which more emphasis was laid on contents. For secondary school teachers a degree for admission was made essential for the one year training period. But the commission wanted the course for teacher training to be revised "in the light of the fundamental objectives of preparing teachers for their varied responsibilities in an evolving system of education."¹

The commission recommended that for practice teaching students should be allowed to teach only those subjects which they offered for secondary teachers. There should be correspondence courses for teacher education particularly for untrained teacher-in-service and for those who wished to improve their qualifications.²

National Policy on Education (1986) has observed that the teacher education is a continuous process, its preservice and inservice components are inseparable. District Institute of Education and Training (DIET) would be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. Reorganisation of secondary teacher education will be given statutory status and necessary resources to play its role.

1. Report of the Education Commission (1964-66) NCERT, New Delhi, 1970 p. 160.

2. Report of the Education Commission (1964-66), NCERT, New Delhi, 1970, P 162.

For the reorganisation of Elementary Teacher Education the N.P.E. (1986) emphasised that each State Government would setup immediately a Task Force for making an assessment of the number of institutions of this nature required in the state. Facilities of latest technology such as computer based learning, V.C.R., T.V. etc would provided at DIET.

The responsibilities for secondary teachers education would continue to rest with Colleges of Teacher Education affiliated to Universities. The university in co-operation with NCTE would ensure quality of secondary teacher education. Some colleges of Teacher Education would be developed as comprehensive institutions organising programmes for primary teacher education and possibly also, 4 years' integrated courses after secondary stage, in addition to the usual B.Ed, M.Ed. Courses.

SCERT would have the major role of planning, sponsoring, monitoring and evaluating the in-service education programme for all levels of teachers, instructors and other educational personnel. The District Institutes of Education and Training for primary level would be the major agency to conduct the programmes of in-service education for primary teachers. Distance in-service education will be prepared and extended with the help of broadcasting agencies.

Teacher selection and training competence, motivation and the conditions of work impinge directly on teacher's performance. The NPE, 1986 calls for a substantial improvement in the condition of work and the teachers accountability to the pupils, their parents, the community and to their own profession. The Revised Policy Formations Programme of Action (1992) reiterate without modifications, the NPE, 1986 postulates on Teacher and Teacher Education.

A centrally sponsored scheme of Teacher Education was launched in 1987. During the period 1986-89, 17.62 lakh teachers were covered under the scheme of Mass Orientation of School Teachers. Roughly, 70% of the total teachers trained were primary and the remaining 30% were upper primary and secondary teachers. The objective of this scheme was to orient teachers in the main priorities and directions envisaged in the NPE, 1986 and to improve their professional competence.

The POS, 1986 envisaged setting up District Institutes of Education and Training (DIETS) to provide quality pre-service and in-service education to teachers and Adult Education (AE)/Non Formal Education (NFE) personnel, to provide academic system and engage in action research and innovation in these areas. By March 1992, 302 DIET have been sanctioned; of these 162 are already conducting training programmes.

Under the DIETs, all the districts in the country will be covered by the end of 8th Five year plan; about 250 CTEs/IASEs will be set up by that period. Efforts will also be made to provide programme support to other STIEs and also to develop training institutions not covered under the DITEs/CTEs/IASEs scheme. A revised scheme for strengthening of SCERT for making them independent and autonomous and by providing norm-based non-recurring assistance on a long-term basis, will be formulated. The National Council of Teacher Education (NCTE) will be provided statutory status. A bill has been drafted for this purpose in the Parliament. State Board of Teacher Education will also be set up to help in this direction¹.

This is the brief account of the development of teachers training in this country from the beginning.

SECTION - II

The Problem

Need of Study :

Education in all ages and at all levels has always aimed to develop the complete individual. Complete in the sense that the individual is not self sufficient, he/she is also useful member of the society. In the

1. Programme of Action 1992 National Policy on Education (1986), Revised (1992), P 207, 208.

educative process, there are a number of influences that work on the individual, for example, the curriculum, the method, the educational activities and the teachers. Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Since teacher is the backbone of the whole educational system, he should possess intellectual and other traits conducive to successful teaching.

The teaching profession although one of the noblest is however, one of the sorriest of trades. In the modern materialistic world, the bright, young people are attracted more towards challenging and remunerative courses like civil service, business management, computer technology, engineering, medicines etc. Only those who have failed elsewhere, come and join teaching and it is not surprising that adjustment which is so very much necessary for effective and successful teaching, almost not to be found in the present day teachers.

In the profession of teaching like other professions, the major problem faced by employers is the identification of personality factors which goes to make successful and effective teachers. It is also necessary to know the adjustment capacity of the teachers. Teachers adjustment have a bearing on the students character and to shape him into a healthy functionary in society.

The teachers training institutions are providing the prospective teachers the necessary theoretical knowledge and skill to make a good teacher. However, the individuals opting for this course are not selected on the basis of any aptitude tests hence the training falls short to make every individual who undergoes these courses to be good teacher. One of the aspects to be a good teacher is that he/she should be a highly adjusting individual in his/her working environment.

The efficiency of the teacher is also to a great extent governed by this factor. This study attempts to investigate this aspect of the teachers working in the schools of Kolhapur city.

Statement of the Problem

"A STUDY OF EFFECT OF TEACHERS TRAINING ON THE ADJUSTMENT OF SCHOOL TEACHERS"

Definition of the Terms

A Study : A research investigation

Effect of : Quality of adjustment based on teachers training.

Teachers Training : D.Ed. and B.Ed. training (for Primary and Secondary level)

Adjustment : A state of harmonious relationship between the individual and his environment.

School Teachers : Teachers who teach at school level (both primary and secondary level) standard one to tenth.

Objectives of the Study

The present study was designed with the following general and specific objectives in view.

General Objectives of the Study

The general objectives of study are :

(i) To find out the adjustment capacity of school teachers.

(ii) To compare the adjustment capacity of trained teachers with untrained teachers.

(iii) To compare the adjustment capacity of five areas of adjustment of trained teachers with untrained teachers.

Specific Objectives of the Study

(1) To find out the adjustment capacity of school teachers.

(2) To compare the adjustment capacity of trained teachers with untrained teachers.

(3) To compare the adjustment capacity of trained male teachers with trained female teachers.

(4) To compare the adjustment capacity of untrained male teachers with untrained female teachers.

(5) To compare the adjustment capacity of trained male teachers with untrained male teachers.

(6) To compare the adjustment capacity of trained female teachers with untrained female teachers.

(7) To compare the adjustment with the academic and general environment of the institution of trained teachers with untrained teachers.

(8) To compare Socio-psycho-physical adjustment of the trained teachers with untrained teachers.

(9) To compare the professional relationship adjustment of trained teachers with untrained teachers.

(10) To compare the personal life adjustment of trained teachers with untrained teachers.

(11) To compare the financial adjustment and job satisfaction of trained teachers with untrained teachers.

Hypotheses of the Study

The hypotheses of the study are :

(1) There is no significant difference in the adjustment capacity of trained teachers with untrained teachers.

(2) There is no significant difference in adjustment capacity of trained male teachers with trained female teachers.

(3) There is no significant difference in the adjustment capacity of untrained male teachers with untrained female teachers.

(4) There is no significant difference in the adjustment capacity of trained male teachers with untrained male teachers.

(5) There is no significant difference in the adjustment capacity of trained female teachers with the untrained female teachers.

(6) There is no significant difference in the adjustment capacity with academic and general environment of the institution of trained teachers with untrained teachers.

(7) There is no significant difference in the socio-psycho-physical adjustment of trained teachers with untrained teachers.

(8) There is no significant difference in the professional relationship adjustment of trained teachers with untrained teachers.

(9) There is no significant difference in the personal life adjustment of the trained teachers with untrained teachers.

(10) There is no significant difference in the financial adjustment and job satisfaction of trained teachers with untrained teachers.

Theoretical Rationale for the Hypotheses

The following assumptions constitute the rationale for the hypotheses 1 to 10 set up in the study.

(1) 'Teachers Training' may influence the adjustment capacity of school teachers.

(2) 'Sex' may influence the adjustment capacity of trained teachers.

(3) 'Sex' may also influence the adjustment capacity of the untrained teachers.

(4) 'Teachers Training' may influence adjustment capacity of the male school teachers.

(5) 'Teachers Training' may also influence the adjustment capacity of female school teachers.

(6) 'Academic and General' environment of institution influence the adjustment capacity of trained and untrained school teachers.

(7) 'Socio-psycho-physical' conditions may also influence the adjustment capacity of trained and untrained school teachers.

(8) 'Professional Relationship' may influence the adjustment capacity of trained and untrained school teachers.

(9) 'Personal Life' may also influence the adjustment capacity of the trained and untrained school teachers.

Limitation of the Study

Due to the time limit constraint of 2 years this study was confined to only the Private English Medium High Schools of Kolhapur city.

SECTION - III

About the Thesis

The present study is described in five chapters.

Chapter - I deals with the background of the variable under consideration. It depicts Teachers Training up to 1882, 1882 to 1947, during First Three Five year plans, during Fourth Five year plan, Fifth Five year plan, Teacher Education under Six and Seventh Five year plan 1980-85, 1985-90. The recommendations about teachers training of the University Education Commission 1948. Secondary Education Commission 1952, Education Commission 1964-66, National policy on Education (1986), The Revised Policy Formulations Programme of Action (1992), defining the Problem, Need of the study, Objectives, Hypotheses, Theoretical Rational, Scope of the study and descriptions of the technical terms used in the study.

Chapter - II deals with theoretical literature on adjustment and teachers training and the survey of studies undertaken in these areas by various workers while providing the general conclusions based on the consolidated studies having varied aims and objectives, procedures and samples, tools and techniques, it also tells how this study is different from other studies.

Chapter - III deals with plan and procedure of

the study. It contains method of research, data gathering tool, sample, collection of data and method of analysis of data.

Chapter - IV presents analysis of data in pursuance of the objectives stated earlier in terms of Adjustment capacity of Trained and Untrained Teachers and testing of hypotheses.

Chapter - V presents the summary and conclusions of the study undertaken. Further, it contains discussion and interpretation of the results in the light of its implications on the educational practice. The last chapter is concluded with suggestions for further research.