

HISTOTICAL BACKGROUND OF THE
TEACHER AND TEACHER TRAINING

CHAPTER – II

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CHAPTER – II

HISTORICAL BACKGROUND OF THE TEACHER AND TEACHER TRAINING

2.1.0 INTRODUCTION

“The Teacher’s place in Society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from the lamp of civilization burning.”¹

- Dr. Radha Krishnan

It is the teacher who constitutes the real dynamic force in the school and the educational system. It is true that school building, curriculum, co-curricular and guidance place in the educational programme, but they will as such be of no avail, until and unless vitality is infused into them by the teacher.

It can be therefore, asserted that the progress of the nation and of mankind depends substantially on the teacher.

Humayun Kabir ha opined: “ the efficiency of a system of education rests on the quality of the teachers, even the defects of the system can be largely overcome.”

"The secondary education commission in its Report has said : ".....The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of the teacher working in it."²

Thus, the importance of the teacher for the community and the educational system is very much evident. Actually the teacher helps in the making of the future citizens on whom will depend the nation's rise or fall.

Teaching is a spiritual process, in which one-mind projects itself into another depending on the personal force of the teacher.

Professional Qualities :

Nobody can acquit himself as a teacher in the absence of knowledge of the subject he has to teach. An educationists has, in this context, observed: "A Quack is dangerous to the physical well being of his patient, but an incompetent and ineffective teacher is fatal to the interests of the nation."

i) Professional training :

It is not only necessary for a teacher to know what he has to teach, but it is also equally necessary for him to know, how to teach and whom to teach. To know the answer of these questions, he must go through the mill of professional training. In modern times, there hardly any educational system, which does not feel the necessity of trained teachers for its schools. Hence, in every educational system, pride of place has been given to the teacher training institutions, thus it is an essential attribute of a teacher that he should be properly trained and should actively participate in the educational function.

ii) Professional dedication :

The teacher should be fully committed to his subject and profession. It is only this sense of commitment, which would serve as a stimulus for good work. If he lacks the sense of dedication, he would be hindering his own and his pupils' development. Mark Pattison observes: "A good teacher's first attribute is that he should be a teacher and nothing else and he should be trained as a teacher." Thus a teacher should take to his work with his whole heart. A teacher should always keep it in his mind that once he has taken to this noble profession, he should be totally dedicated to it."

It is said that good teachers are born and not made. But all the same, training and experience go a long way towards developing and

refining those qualities, the curriculum of teacher training institutions aims at helping the teacher to concentrate his thinking on the subject he has to teach with the help and guidance of experienced teacher. In these institutions, advanced methods of education and material aids are made available to the young pupil teachers in order to increase their efficiency in the classroom.

Teacher education becomes meaningful only when it is based upon the promotion and development of qualities, which are essential for success in teaching. Also, as Chamberlain and Kindred (1950) have said "It is important that the individual who is considering teaching as a life career should understand what is required of him and know whether he possesses the interest and Competencies basic to success in this field of work." ³

There is a great shortage of adequately qualified and competent teachers.

The Education Commission (1966) says, "Of all 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, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective." ⁴

2.2.0 TEACHER DOWN THE AGES

Qualities of a good teacher reflect the ideals and aspirations of the people at a particular time.

It is also true that no teacher can possibly cut himself away from the past completely. What were the predecessors of the present day teachers like is not only an interesting study but also relevant to the understanding of their personality today. A comparison between the east and the west may also be revealing in many matters.

2.2.1 TEACHERS IN THE WESTERN COUNTRIES

Teaching is an ancient vocation, although the scientific and vocational attitude towards the work did not exist in the teachers of the past.

i) The Ancient Period :

Father was the earliest teacher of the child while the mother also played her undisputed role in shaping the child's future. Their competence was not questioned; they required no training.

Plato conceived a teacher in terms of a follower of true, beauty and grace, which criteria he suggests for their selection.

Aristotle advocated attainment of the good as the aim of education and therefore wanted only those as teachers who could attain

this lofty aim, who practiced virtue were proficient in the subject, were competent and trained, and could pass the test set by themselves.

During the period of Roman Empire moralists dominated the field and laid stress on the selection of teachers on the basis of their high moral character. Plutarch said, "if you dwell with a lame man, you will learn to limp", and therefore, Teachers must be sought for children who are free from scandal in their lives, who are unimpeachable in their manner and in experience the very best that may be found."

During the second and third centuries A.D. though there was great enthusiasm for learning throughout the Greek world. Not the scholar or the philosopher, but the rhetorician or sophist was the hero of both schools and public. Such a system naturally produced teachers who had no real intellectual depth in literature or philosophy, but were merely concerned with the artificiality of life and language.

During the early Christian Period education had become religious in its nature, and religious priests had assumed charge of instructing the young ones and to impart them the first lessons of religious faith and good living.

Thus, we see that during the early period of educational history teachers were becoming increasingly aware of their duties towards children while people in general, had developed some basic criteria for their selection. We also notice that during the later part of this period the

church become the sole agency of education and the priests the only recognized teachers.

ii) The Medieval Period :

The presence of Christian teachers in regular schools during the early stage of this period indicates clearly the continuance of religious emphasis on education. The child in the school was entrusted to the Church official called the Cantor, the grammar school was taken care of by the school master. Later on he was called the Chancellor.

There are evidences to show that life of religiosity, learning and knowledge of grammar and liberal arts were the main qualifications of a good teacher. Learning, cheerfulness, ability to convince others and provide encouragement, consideration and love for children were emphasized.

Jesuit institutions soon become the best of the times and their teachers 'Master of the art of education. These teacher trainees had to complete difficult curriculum in order to qualify themselves to teach. His knowledge and ability to communicate and teaching was considered important and was constantly supervised.

It is thus, clear that though religious sanction was invariably required for the teacher, a deep knowledge of the subject matter and capacity to teach were the two basic requirements of a good teacher.

iii) The Modern Period :

During the late medieval and the early period the qualities of a good teacher had begun to be visualized in more specific terms. Cocke (1632-1704 A.D.) said that, besides being well bred, the tutor should know the world well, the humors, the follies, the cheats, the faults of the age he has fallen into particularly the country he lives in."

Richard Mulcaster (1530-1611 A.D.) emphasized the need of special training to the teacher in his craft.'

Pestalozzi (1746-1827 A.D.) mooted the idea of selection and training of teachers. He wanted to replace 'The Cobbler school master', of his times by a trained teacher.

Herbart (1776-1841 A.D.) He wanted every teacher to know the laws of learning and base education on sound psychological principles.

The above should not, however, lead us to think that these expectations were fulfilled in actual practice. Schoolteachers during the 18th century were generally ignorant men and women, straying into teaching simply because they could not find a place elsewhere.

Recognition of teaching skill and effective methods of teaching as a part of a teacher's basic requirements took much longer to be recognized. Its recognition is closely related with the progress of specialized training of teachers in Europe. Thomas Huxley (1825-1895 A.D.) who thought that only those who possessed the knowledge of the sciences should be tolerated as teachers'.

Thus, we find that the Qualities expected of a good teacher have been varying from time to time. A change in the society involves change in education, and consequently "A reshaping and restatement of the tasks of education which in their own turn necessitate a new approach to the teacher's own education and training".

2.2.2 TEACHER IN INDIA

i) The Ancient period :

Some direct as well as indirect references to the qualities expected of good teachers do occur in the Vedic literature. Rishis were the earliest gurus of the Vedic age, though father, as the teacher of his own children must have come earlier. Mookerji R.K. (1974) he observed that "Each such family of rishis was, thus functioning like a vedic school admitting pupils for instruction in the literature or texts in its possession". Different mantras were pronounced with the requisite tone, pitch and rhythm and verses were to be sung according to set rules, and in the style peculiar to each.

In the Rigveda the teacher is also called Vachas, i.e. one possessed of sound learning, the qualities of a good teacher have been more clearly visualized and laid down in the post vedic period. The Puranas, Upnishads and Samhitas contain numerous references to the various grades of teacher and their qualifications and responsibilities, they had to possess the highest moral and spiritual qualities.

Different categories or grades of teachers existed during this period, Acharya were the highest and the noblest of all. Since Brahmins were the teachers, the purans contain a number of shlokas. According to Gita, "The Brahmins are self-disciplined, pure, simple and believer in knowledge, the sciences and the vedas. The Brahmin was the friend of all. Teaching was his sacred duty. Teachers were expected to know the technique of teaching. The abstract, show clearly the importance laid on this aspect of a teacher's work.

Acharyas and Upadhyayas continued as teachers in the Buddhistic system of education also. Emotional stability, inner discipline dutifulness, leadership and encouraging attitude, love and affection were considered equally important. But the methodology was secondary to the personal Qualities of teacher. They were worldly people, not moved by the spiritual motives by the ancient gurus.

ii) The Medieval Period :

During this whole period two different systems of education "The Hindu and the muslim grew up and continued to exist side by side, one acquiring some characteristics of the other, but never becoming one. The designation of the teachers as 'Pandit' during this period indicated emphasis on learning this period-indicated emphasis on learning and the knowledge of subject matter. Brahmins were the main class of teachers.

In the Islamic system of education the teacher was responsible for initiating the child into the works of knowledge. Learning art of discussion, eloquence and style of writing were the main qualities taken into consideration. Ability to recite the Qoran, plain living, good moral character and simplicity and good handwriting were the basic requirements of a teacher. Mahmud, Ghazni, Balban, Tughlaq, Alauddin, Akbar encouraged of all kinds of learning."⁵

During the medieval period Kayasthas gradually took the place of Brahmins as teachers, as they excelled in the knowledge of Arabic and persian. Sufis also came, Kabir, Dadu, Sunderdas. According to them the teacher removes ignorance, does not care for physical pleasures, is kind and impartial, knows that God is one and all pervading and possessec the ability to remove all doubts through his teaching.

From above description it evident that though some teachers continued to uphold the traditional high qualities of head and heart, the

large majority were of ordinary and very poor quality. The technique of teaching was simple imitation and repetition. Book learning and memorization of the text carried much weight and artificiality instead of real knowledge become fashionable.

iii) The modern period :

During the early days of the modern period while Kayasthas excelled in Arabic and persian and the Brahmins in Sanskrit learning, Adam (1838) reported that as a class muslim teachers of the elementary schools were superior to the Hindu teachers, however about the pandits in the Hindu schools of higher learning, Adam continues to say that they are of all ages, from twenty-five to eighty two. They are in general shrewed, discriminating and mild in their demeanor.

Adam has also to comment on the 'deplorable condition' of the Qazi and the moulavi in Mohammodan schools, and recommends steps for raising the office of the Qazi " From one insignificance, uselessness and sometimes positive injury to the community to one of great importance and direct utility." The report also reveals that most of the Hindu reaches in the centers of higher learning held degrees of Vidyalkar, Tarkalkar, Vachaspati, Nyaya Panchanan etc., while the muslim teachers held the degrees of Alim Fazil etc.

The poor Quality of elementary teachers was a common feature in all parts of the country, and there was 'an exceeding dearth both

of competent teachers and suitable indigenous books'. The quality of teachers in institutions of higher learning was also equally unsatisfactory although their scholastic knowledge was superior and in some cases, even excellent. However, as the general educational condition in the country improved, more attention began to be paid to improve methods of teaching. The policy decision on education in 1913 recorded that 'increased educational facilities under better educational conditions will secure better teachers'.

Professional training, though an additional qualification, was not considered essential for quite a long time. Mahatma Gandhi wanted teachers of a different kind. He would not have the 'Common place teachers, but only ' those who could draw forth the best that is in the child through understanding, Sympathy and appreciation.'

The movement for improving the quality of teachers in the country in recent past has been intimately connected with the provision for and the quality of teacher training. It would be interesting to know how and in what manner teachers were sought to be trained then and now.

2.3.0 TRAINING OF TEACHERS : THEN AND NOW

The modern system of teacher training is of recent origin. Any body who knew the subject matter was supposed to be competent to teach it and it took a long time for people to realise that ability to teach did not necessarily go with the knowledge of the subject matter. As teaching

began to be recognized as a specialized activity and a separate vocation, more and more attention began to be paid to the professional training of teachers.

2.3.1 TEACHER TRAINING IN THE WEST

The Jesuits were the first to attempt an organized system of training teachers for efficient work. This training was, however, confined to a literary course, spiritual exercises, study of theology and specialization in a particular branch of study.

Richard Mulcaster (1530 – 1611 A.D.) was the first educator to suggest a systematic training of teachers, and the establishment of a separate institution for the purpose. Nothing was, however, done for a long time, though we find indications of several teachers' associations existing at this time. In 1642 a guild of teachers known as brotherhood of San Casiano existed in Madrid.

In 1698 Francke, the German founder of charity schools established at Halle a seminary Præceptorum for the training of his students of theology who also acted as teachers in his schools.

Great impetus to the movement of training of teachers was provided by Pestalozzi (1746-1827 A.D.) who not only developed a scientific method of teaching himself, but also conducted with success 'a

composite institution which was at once an elementary day school, a boarding school, and a training college."

In England, however, provisions did exist for some kind of training for teachers for grammar schools in grammar faculty of Oxford University even in the 15th Century. A Uniform and concerted method of teaching was evolved and imparted to these students. Mc. Mahon (1950) opines that these courses were not popular at all, and conditions were similar in the Cambridge University also.

No formal or scientific approach was however, attempted till late 18th century, when in 1797 Andrew Bell published 'an account of the Monitoria System adopted in Indian schools.' And Lancaster opened a school in London and ran it with the help of older pupils. The Monitorial system of teaching, and the formal training of teachers based on this travelled to the European countries also and found with many institution in France and Germany. In both these countries attempts were made to improve the qualifications of teachers by requiring certification or special examination inspite of opposition from certain well-established Quarters.

During the period several training colleges with a 3 year program for primary teachers wear started under the influence of Pestalozzi and Herbart . During this period they were paid Stipends and their teachers allowances and later on encouraged to go to a training collage for proper professional training.

According to HOZ(1950)in 1857 a law was passed in Spain for establishing a normal school in each capital of its 59 provinces. Elementary school teachers were required to undergo training for two years while those of secondary schools for 3 years. One reason why no advanced and more intensive training could be possible was that apprenticeship started too early in the life of pupil teachers. However it was increasingly felt that elementary school teacher.

In 1847, the College of Preceptors, London, instituted a diploma examination for teachers, and in 1873 was established the first professorship of Science and Art of education, followed by the formation of the teachers Training Syndicate in Cambridge University in 1879, and the starting of a course for diploma in education by London University in 1883. According to Raymont (1947) "A new spirit was breathed into the training department which took their rise in 1890.

In the USA the supply of school masters was in the beginning in the hands of the church knowledge of the subject matter, and physical powers were the two pre-requisites of a good teacher, the profession of teaching was generally considered lowly and the normal schools were viewed with suspicion. However, by 1860 several academics had started courses in teacher education, some private normal schools had been established, twelve of which were supported by state funds. The whole situation was far from satisfactory.

In the words of Edwards and Richey (1947), these institutions were a refuge for incompetents. Although the courses were normally one or two years in length, most students attended only a few months or even weeks.

However, by the end of the century the position had changed. In 1895, there were about 350 training schools of all types in the country, out of which 155 were publicly controlled.

The changing conditions of American life, rise and growth of professional activities, development of higher education, rise of teachers organizations, attempt of educational leadership, and recognition of the importance of the art and technique of teaching led to the evolution of training colleges in the USA. Normal schools could aspire to become teachers colleges if among other things they entrance requirements and lengthened and enriched their curricula.

Beginning of the twentieth century saw a general growth in elementary education demand for trained teachers both for elementary and secondary schools increased. About the training of teachers in Germany during the early twentieth century, in Spain the normal schools were recognized in 1914 and a distinct advance was made in the general culture of teachers. 1931 had raised the standard of training considerably and a bachelor's degree was considered necessary for those desiring admission to normal schools or the university. General rise in higher

education, all round increase in the salary and status of teachers and refinement in the theory and practice of teaching, there is a general improvement in the Quality of teacher aspirant all over Europe and England.

According to Edwards and Richey (1947) the curriculum in teacher education expanded to include new content developed in the areas of measurement, psychology, administration and supervision and history. Many countries experienced shortage of qualified teachers during the two war periods and an over supply after the wars.

During this period the technical nature of teacher's work was increasingly recognized and attempts made for quality improvement of training programs. The Mc. Nair Committee recommended 3 year training for teachers. Attempt was made to mould the teacher's personality through social and cultural atmosphere of the institution.

In Soviet Russia the teacher's house remained 'The centre of progressive ideas, the unofficial advice bureau on every conceivable subject from crop rotation to naming the new baby.' Correspondence courses were also available to meet the increasing demand for qualified teachers.

In the U.S.A. the science of education has improved appreciably in recent years, and there has been considerable quality improvement in the content as well as effectiveness of teacher

preparation. It was felt that teacher preparation was not the responsibility of the faculty of education only. New ideas of interdepartmental and all institution approach in teacher education gained popularity.

Despite all this progress the state of affairs in teacher education was still far from satisfactory. Conant (1963) remarked that "Many academic professors believe that the courses given by the professors of education are worthless, and the degrees of little value and unfortunately what some professors of education have written about education can be labeled anti-intellectual. As for the attitude of students taking state required courses, I must report that I have heard time and again complaints about their quality."

However, the scientific process of selection of students for teacher education for purposes of quality improvement is far more advanced and research based in U.S.A. than in many other countries.

2.3.2 TEACHER TRAINING IN INDIA

In ancient India, though the qualities of successful teachers were clearly visualized and generally upheld, no special arrangements were made nor did specialized institutions exist to train them in the art of Teaching. It is clear from the ancient literature that the technique of teaching was not only fairly developed but also suited to the oral teaching of the scriptures prevalent in those days. Proper pronunciation, intonations

and rhythm were taught most systematically and with diligence, following the process step by step and on psychological basis.

We find several instances in which the actual teacher delegated his power to others to teach on his behalf, Bhishma was the teacher of Kuru and Pandu princes, but in the interest on his pupils he put them under Drone, as he was a specialist in his own subject. There is the account of prince Sutasoma of Kuru who as a senior pupil became so proficient in teaching that he became the private teacher of his own peers.

The absence of training colleges, therefore, did not materially tell upon the efficiency of the teachers at least as far as higher education was concerned. Keay (1938) quotes from Manu to say that, "The son of the teacher sometimes helped his father by teaching in his father's shala, and perhaps from this arose the custom which we find in vogue in later times of the teacher being assisted in his work by some of the older pupils who acted as monitors."

The monitorial system flourished and was generally adopted by the school in the medieval period. Jaffer (1936) reports the adoption of the practice both by the pathshalas and makhtabs and madarsas throughout the period of 1000 to 1800 A.D. He says, 'While the monitors thus helped their teachers a good deal in their work, they in return, received good practical training in the art of teaching.'

The system was found to be much in Vogue in the indigenous schools in the south by Dr. Andrew Bell in 1789, his achievements in the field were communicated to England where, by Sheer coincidence, a similar system was being worked out by Joseph Lancaster. In Bombay a Native school book and school society was founded in 1823, which in due course adopted the lancastrian system of training teachers, who in turn got appointed as superindent of schools and primary school teachers.

In 1826, Sir Thomas Munro, Governor of the madras presidency, formulated a scheme of teacher training in order to meet the demand of quality teachers and suggested the establishment of a Central School for the education of teachers. In Bengal, the Calcutta school society established in 1819, tried to provide some sort of preliminary training to the teachers meant for indigenous schools. But the whole idea in training teachers was to teach them the subjects which they would be required to teach in their own turn. Adam was, thus the first to suggest selection of candidates for admission to a normal school, but this criterion was based completely on imperialistic approach which continued to be applied in subtle way throughout the British regime in India.

In 1845 a normal class for primary teachers was started in the Elphinstone college in Bombay presidency. The dispatch of 1854 had envisaged the selection of candidates for admission on the basis of 'Aptness for teaching, as well as who are willing to devote themselves to

the profession of schoolmaster'. However, in actual practice no such considerations were taken into account, nor was the progress in opening new institutions encouraging. The Despatch of 1859 in its survey of the current position termed it unsatisfactory and made recommendations for increasing the number of normal schools.

From 1891 to 1897 the number of schools for masters increased from 116 to 141 and for mistresses from 37-45 and by 1902 the number of colleges went upto 6. In 1921-22 education became a provincial responsibility and a transferred subject. Consequently there was all round expansion of education, which highlighted the need for increased number of teachers. Courses were enriched by the inclusion of new psychology and its application, as well as modern developments in teaching practices. Provision for physical training, games and extra curricular activities greatly improved. Many people went abroad to receive special training in different fields.

In U.P. alone, in 1926-27, only 44 percent of men and 22 % of women teachers happened to be trained. The Hartog Committee in 1927 found great differences in the Quality of training colleges in different provinces, and felt that training of nine months was too short to 'uproot the old method of teaching to which many of the students were accustomed'. There was a general feeling that the period of training be extended to 2-3 years, but nothing in this regard was done.

In U.P. the number of training institutions multiplied rapidly during the period 1935-48 as result of the recommendations of the Narendra Deva Committee. With the opening of these different types of institutions, the need arose of standardizing the quality consolidating what had been achieved and of improving the effectiveness of the programs.

In 1950 an all India conference of training colleges was held for the first time in Baroda to discuss common problems confronting the world of teacher training. Again after a year the second conference at the national level was convened in Mysore. It viewed the existing condition of teacher training in a broader perspective and made important recommendations for improvement.

The education of Primary teacher in India :

The report of first National seminar looked seriously into the problems of training of primary school teachers for the first time in 1961. The findings were summarized in 1963. In the report of the study group on the training of elementary teachers of the all India Council for elementary education. Another study team was set up by the committee on plan - projects in 1961. On the spot study helped the Team to locate many significant problems relating to teacher training at different levels and its report on Teacher Training was submitted in 1964.

Post independent India, especially the period after the promulgation of the constitution in 1950, witnessed a systematic

development in the field of education. Various commissions and committees considered the problems and prospects of education to recommend structural changes at one or the other level of education in totality by covering all the levels and aspects of education including teacher education.

As a result, Indian education witnessed a massive quantitative expansion at all levels and efforts were also made to bring in qualitative improvement, nevertheless the policy statements were not accompanied by the required financial and organizational support. Thus, the problems of access to education and quality improvement remain untackled.

It was immediately recognized that neither the existing pace of linear expansion nor the nature of educational improvement could meet the demands of the situation. This together with a variety of new challenges and social needs made it imperative to evolve a new design for education and new policy directions in the context of the contemporary realities and further concerns.

The percentage of outlay on education to the total public sector outlay declined from 7.2 percent in the first five-year plan (1951-56) to 2.6 percent in the sixth five-year plan (1980-85). It however again increased to 2.8 percent during the seventh five-year plan (1985-90). The New National Policy on education envisaged that from the eighth five-year

plan onwards, the outlay on education would exceed 6 percent of the national income.

In the absence of specific allocations for teacher education, it is difficult to judge the adequacy of funds for the same. However, it can be judged in two ways. First, there is still a glut of trained teachers in the country, so if the funding is considered just for turning out the required numbers of trained teachers, then the financial assistance seems to be somewhat adequate.

But when it comes to providing quality inputs in the teachers training institutions (for which the availability of financial resources is crucial), then the funds are woefully inadequate even though the University Grants Commission (U.G.C.). UGC is financially helping the teacher training institutions in the country by giving specific grants to meet their needs in respect of equipment, library books, building etc. The present system of training institutions is successfully muting the demand for additional teachers.

Due to the increasing demand of trained teachers the number of elementary and secondary teachers training institutions have also been increasing year after year in the year 1979-80 there were about 945 elementary teacher training institutions in the country with a total enrolment of 87,382 . According to the statistics available for the year 1991-92, 1,202 elementary teacher training institutions with an enrolment

of 1,25,347 exist. Assuming that the bulk of teachers training institutions, the annual demand for teachers which is around one lakh is met within the enrolment figure of 1,25,347.

Similarly, there were 338 secondary teacher-training institutions in the year 1979-80 with total digits are 538 and 97,313 respectively. The demand of trained teachers is around 60,000 per year.

The qualifications prescribed for admission to elementary teacher education institutions differ from state. In some states, the entry qualification is matriculation / secondary school certificate examination, that is, 10 years of schooling, in other states it is the senior secondary examination or 12 years of schooling. But in most of the states and union territories the entry qualification is matriculation.

Attempts have been made to conduct integrated course of elementary school teachers also. The first such four, year course was conducted by the Kurukshetra University in 1958. There is still an institution in Maharashtra, which runs a four years integrated teacher-training programme to prepare elementary school teachers.

The national level agencies such as NCTE, NCERT and NIEPA, CIIL and Kendra Hindi sansthan organize national level programmes for educational leaders in the area of curriculum, methods of teaching, evaluation and educational technology.

The NCERT has a Department of teacher education and special education in the country. These programmes include:

- 1) Conducting status surveys and studies on teacher education,
- 2) Analyzing teacher education curricula, revising it and developing necessary textual materials,
- 3) Organizing in-service education of teachers educators ,
- 4) Dissemination of innovations in the field of teacher education.

The NCERT also runs four Regional colleges of education which offer four-year integrated courses in education. The National council of teacher education has been set up by the Government of India with the main purpose of insuring adequate standards in teacher education.

Besides the revision and development of different courses, the NCTE in 1978 developed a policy document titled 'Teacher Education curriculum – A frame work' to revise the curricula at all levels. These documents laid emphasis on the teaching o contend and methodology in an integrated manner, adequate training in work experience and working with the community. The documents had stimulated revision of curricula of teacher education at all levels.

Some state governments have set up state boards of teacher education (SBTEs) to look into the matters related to the improvement of teacher education. The functions assigned to SBTEs are :

- 1) To coordinate and improve standards of teacher education in the states,
- 2) To prepare immediate and long term plans for the qualitative and quantitative development of teacher education in the states, and
- 3) To recommend accreditation of teacher training institutions to the state governments.

The boards exercise both executive and advisory functions in so far as teacher education at the elementary level is concerned. Till now the SBTEs have come into existence in 16 states/union, Territories. However, these boards are not functioning effectively due to lack of resources and clear direction. In view of the setting up of NCTE as a statutory body by the Act of parliament, 1993, the functions of these will be taken over by the NCTE and its four regional committees. To insure their efficiency and smooth functioning an organizational structure with proper networking is needed. A horizontal linkage among teacher training institutions is essential so that they can assist one another and share their educational resources.

After realizing the aforesaid problems, the National policy on Education (NPE) 1986 gave paramount importance to teachers' status and their training. In fact, the NPE had stressed that the emphasis will be laid on overhauling the system of teacher education. Keeping in view the highest priority given to teacher education programme in NPE and POA, the Department of education, Ministry of Human Resource Development, Government of India, has prepared a centrally sponsored scheme of Teacher Education, which has five parts:

- 1) Large scale orientation of teachers,
- 2) Establishing District Institutes of Education and Training (DIETs),
- 3) Strengthening of colleges of Teacher Education and upgrading some of them to the Institutes for Advanced Studies in Education.
- 4) Strengthening of SCERTs, and
- 5) Strengthening of some University Department into Department of Educational Studies.

Several teacher-training institutions try out local level innovations to improve teacher competencies. Most of these are confined to improving the teaching learning of their own students. The NCERT has been systematically collecting information regarding innovative practices followed by teacher training institutions. Field experiments were conducted in collaboration with teacher education institutions in the area of Micro-

teaching and modules of teaching. The objectives of this experiment were to study the effectiveness of these two innovations in teacher training.

Training in Models of teaching concept attainment and inquiry in the form of lecture, demonstration, discussion and peer practice feedback did enhance the understanding and competence of both teacher educators and students/ teachers in using the models of teaching. Teaching through these models brought about significant and favourable changes in the attitudes of both teacher education and student teachers. They are now more willing to implement these models of teaching in their teacher training programme.

Orientation Programmes have been organized for teacher educators in Microteaching and models of teaching. Microteaching has been introduced in a large number of institutions during the past years. Orientation in models of teaching is a comparatively recent enterprise.

In recent years, the pre-service teacher education curricular have been revised as per the recommendations of the NCTE and elaborated in its document titled Teacher Education Curriculum – A Framework published in 1978.

Programmes of mass orientation of schoolteachers (PMOST) were organized by NCERT, Regional colleges of education (RCE), State level by SCERT/SIE.

It was realized that primary school teachers should be trained to acquire certain skills so that they can make use of material equipment and kits etc supplied to the primary schools under the scheme of operation Blackboard (OB). Therefore during 1991-93, teachers were oriented in the effective use of material and equipment, provided to each primary school under the OB scheme of the Union Ministry of Human Resource Development, Government of India.

Later in 1993-94 the MHRD launched a special orientation programme for primary school teachers (SOPT). The major focus of SOPT is

- i) To develop competencies in minimum levels of learning. (MCCS)
- ii) To develop competencies in the use of OB material supplied to primary schools in the country.
- iii) To encourage teachers to adopt a child centered approach to learning.⁷

During 1987 the University grants Commission (UGC) sanctioned academic staff colleges, one each for 48 Universities in the first place. These are the awareness of linkages among society, environment and education, philosophy of education, system and pedagogy, subject upgradation, management and personality development and monitoring and evaluation.

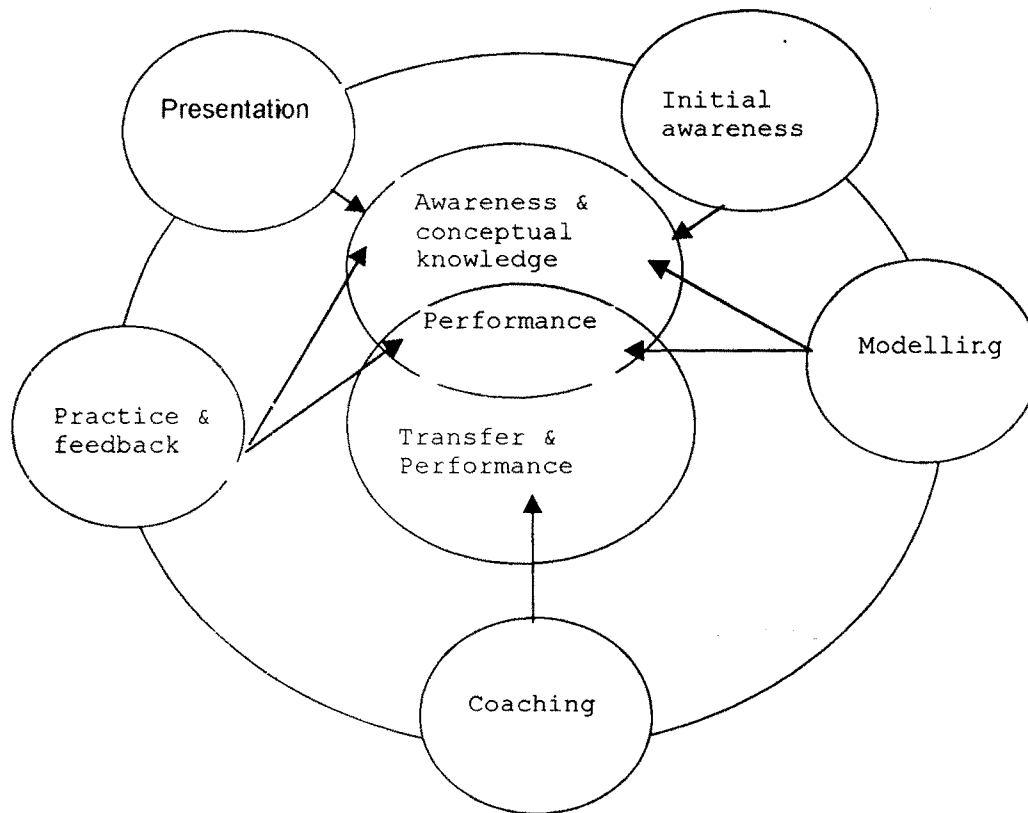
There is a growing feeling that the teacher training courses are not effective in turning out efficient teachers. Some of the reasons for this in adequacy of training are as follows.

First, teacher – training has been more commercialized than professionalism. Second, the physical facilities and teaching staff of training institutions are not adequate. Third, admissions are not made by taking into consideration the employment opportunity available to the teachers of various categories. Fourth, the courses of study are outdated and do not meet the present day needs.

The National Council for Teacher Education Act (1993) was enacted by parliament in the 44th year of the Republic of India. To provide for the establishment of a NCTE with a view to achieve planned and coordinated development of the teacher education system throughout the country. NCTE has developed a competency based and commitment oriented teacher education. Curriculum focusing on quality and efficiency of teacher education. The curriculum framework for teacher education developed by the Non-statutory NCTE is indeed a major milestone, which can help teacher education curricula appropriately and meet the emerging challenges adequately, effectively and urgently.

Internal structure of the teacher training process

Components & outcomes



The model described above is a model of training rather than a model of teaching. It is not prescriptive about how teachers should teach. Rather it challenges them to generate their own models of teaching based on personal experience, self-evaluation and expert supervision.

The use of training model has the advantage that it may persuade those who plan teacher training curricula to re-think. Content and to re-structure programmes away from didactic, over-academic and passive 'courses' towards more practical, skills oriented approaches.

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