

Chapter - II

TEACHER EDUCATION: AN OVERVIEW

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2.1 Teacher Education in India: A Brief Historical Perspective

Teaching is one of the oldest and most respected professions in the world. The noble task of shaping the future citizens is entrusted in the hands of teachers. The nature of this task is determined by the expectations of society. In ancient India, the teacher was well versed in temporal as well as spiritual knowledge, and the aim of education was to equip the learner with the worldly as well as spiritual knowledge and prompt him for self realisation. In the medieval ages, the task of the teacher was to impart knowledge to his pupils. But a twenty first century teacher has to act as 'interpreter of knowledge'. In tune with the changes in the role and task of the teacher, the pattern of teacher education is also varied from time to time.

2.1.1 Preparation of Teachers in Ancient Period

In ancient India, the education was centered mainly on the Vedas (Rig, Yagur, Sama and Atharva) and Vedangas (Siksha, Chhandas, Vyakarana, Nirukta, Kalpa and Jyothisha). 'Gurukula' system was prevailed at that time in which an intimate relationship between the '*Guru*'-teacher and '*Sishya*'-pupil existed, and 'individualisation of instruction' was a salient feature of the system. The duty of the teacher was not only to teach pupils but also to practice what is taught, in real life.

In the Vedic period knowledge was transmitted orally. The students memorized the spoken lessons from the teacher, by repeating them orally. Since no other ways of 'reference' was possible, the teacher remained the fund of knowledge. Various methods were employed by the teachers to transfer the knowledge to disciples. Parables from nature and stories were used to explicate philosophical concepts. These methods of the '*Gurus*' were adopted by the disciples and transferred to the next generations of teachers. Thus the transmission of methods of teaching

through imitation and repetition facilitated the transformation of scholars into teachers. The monitorial system of inducting senior pupils to the position of teachers can be considered as a contribution of the ancient educational system (Dash, 2004).

2.1.2 The Buddhist Period

There was a change in teachers' roles at this stage. The development of knowledge in various fields and disciplines necessitated the teachers to attain mastery in special branches of knowledge. The curriculum included not only the religious studies but also the secular subjects. There were centres for higher education like *Nalanda* and *Takshasila*, during the Buddhist period. Teachers employed various methods like discussion, debate, question-answer, exposition etc. in addition to oral recitation making the teaching process more systematic. In the absence of formal programmes for teacher preparation, the mastery of subject matter and skill in the methods of teaching imbibed through imitation of teachers were the ways to become teacher.

2.1.3 The Medieval Period

During the medieval period several educational institutions at different levels were established by Muslim rulers. Mohammed Ghori started several primary schools called *Maktabs* with an intention to spread the Islamic principles and culture. *Madrasahs* were higher education institutions at that time. Importance was given to the *three R's*-Reading, Writing and Arithmetic-in elementary stage. Study of *Koran* was compulsory. Grammar, arithmetic, logic, science and philosophy were taught in higher stages.

Learning by rote was encouraged in the medieval period. Verses from *Koran* were taught by group-drill method. In higher stages some sort of debates and discussions were employed in education.

At this period also the method of teacher preparation was mostly imitation of what the old teachers practiced. Good and experienced teachers appointed talented students as tutors to look- after and teach the junior students in their absence. Thus at the medieval period also the monitorial system for the preparation of prospective teachers was prevalent.

2.1.4 Development under Western Power

A new type of educational system, quite different from the existing indigenous system came to be established with the advent of Western Powers in India. European missionaries started several schools for English education in various parts of the country in which native children were also admitted.

The need of more and more teachers in the schools pave way to the inception of systematic training of teachers overriding the 'Monitorial System'.

Early in 1802 William Carey established a Normal School for primary teacher training in Serampore. Various societies also made attempts for the training of teachers. The Calcutta School Society, established in 1819 took early steps to train teachers. Later, the need for training of teachers drawn the attention of Sir Thomas Munro, the Governor of Madras. He observed in his Minute of 10th March, 1826 (as cited in Sekhar, 2001, p.22) "no progress in education can be made without a body of better instructed teachers". He further made recommendations to establish central school for educating teachers.

For the preparation of teachers for secondary schools a Normal School was established in 1826 under the auspices of Government in Madras. Later this Normal School developed into the Presidency College. In 1828, the Calcutta Ladies Society organised training classes for women teachers. Native Education Society of Bombay started a training class for primary teachers. Normal schools were started in Bombay in 1847, Calcutta in 1849, and at Poona, Agra, Meerut and Banaras between 1850 and 1857.

Wood's Despatch in 1854 brought about a revolutionary change in the educational policy of British India. Education was accepted to be the responsibility of the Government. The recommendations of this document ushered a new era of organized educational administration, mass education, University education and teacher education. Woods Despatch recommended to start sufficient number of training schools in every province of India. In 1856, the Government Normal School was started in Madras.

The Hunter commission 1882, Recommended the establishment of Normal Schools, whether government or private to provide for the local requirements of all primary schools. This commission recommended a pass in the examination in the principles and practice of teaching for permanent employment as a teacher in any secondary schools. For graduates, it suggested a shorter course of training than for others.

Hunter Commission's recommendations led to the establishment of new teacher training institutions and by 1892, there were 116 training institutions for men and 15 for women.

The Madras Normal School was raised to the status of a college in 1886 and was affiliated to the Madras University. Training colleges were started at various parts of the country offering L. T. (Licentiate in Teaching) and B. T. (Batchelor in Teaching) courses.

The Saddler Commission of 1917 observed that the three essential components of teacher education – knowledge of the subject matter, practical training and theoretical training were not fulfilled. It recommended the introduction of education as an optional subject at the B.A. level, and the introduction of post graduate degree in education. The recommendations of the Saddler Commission helped in the improvement of teacher training programme in India. The Hartog Committee 1929, found that only 44% of primary teachers were trained and that only 28% had passed the middle examination. It suggested that the standard of primary school teachers should be improved and training schools should be provided with better facilities and equipments.

Following the recommendations of the Saddler Commission, majority of the Universities set up faculties of education. Andhra University started B.Ed. degree in 1932 and Bombay University launched the post- gradate degree, M.Ed. in 1936. In 1941, there were 612 Normal Schools out of which 376 were for men and 236 for women.

The central Advisory Board of Education (CABE) presented a scheme of education “Post War Educational Development in India”, in 1944, popularly known as the “Sargent Plan”. It made some practical suggestions for the teachers training programme in the country.

Meanwhile the teacher education programmes in India got its shape and became almost similar in different provinces at least in the organisation of course: in the inclusion of both theory and practical training. Two-year training course after matriculation was generally accepted for the preparation of primary teachers while one-year course for graduate teachers.

2.1.5. Teacher Education after Independence

With the attainment of independence in 1947 India entered a new phase of development. The changed social, economic and political conditions necessitated a restructuring of the system of education as well as the teacher education. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions.

2.5.1.1 National commissions and Committees

(a) University Education Commission (1948-'49)

The University Education commission, constituted under the chairmanship of Dr. S. Radhakrishnan, just after independence was intended mainly for the improvement of higher education.

The Commission observed that even though there was no difference in the theory courses offered in various teacher training colleges, there was much difference in the practices followed, and recommended for remodelling of teacher training programmes giving more time to school practices and more weight to practice in assessing students' performance.

(b) The Secondary Education Commission (1952-'53).

Under the chairmanship of Dr. A. Lakshmananaswami Mudaliar, the Secondary Education Commission presented one of the most important educational

documents of free India. It recommended dynamic methods for teaching and suggested that the teaching should be shifted from verbalism and memorisation to learning through 'activity method' and 'project method'. The Commission made specific guidelines for the teacher preparation also.

(c) Education Commission (1964-'66)

Education Commission, under the chairmanship of Dr. D.S. Kothari, an eminent Indian educationalist, had an international Composition with eleven Indian members and five others each from France, Japan, U.K, U.S.A., and U.S.S.R. The Commission made the following important recommendations on teacher education.

1. Removing the isolation of teacher training; teacher education must be brought into the main stream of the academic life of the Universities on one hand and of school life and educational developments on the other.
2. Improving professional education; the essence of a programme of teacher education is 'quality'. This can be done through (i) organisation of well-planned subject orientation (ii) introducing integrated courses (iii) vitalising professional studies and (iv) using improved methods of teaching.
3. The duration of training courses should be two years for primary teachers who have completed the secondary school course and one year for the graduate students.
4. Measures for Improving the quality of training institutions-
 - i. The staff of secondary training colleges should have a double Master's degree in an academic subject and in education.
 - ii. The staff of primary teacher training institutions should hold a Master's degree either in education or in an academic subject as well as B.Ed. and

should have undergone special induction courses in teacher education at primary level.

- iii. All tuition fees in training institutions should be abolished and liberal provision made for stipends and loans.
 - iv. Every training institution should have an experimental or a demonstrating school attached to it.
5. In- service education of school teachers-Programmes of in-service education for teachers should be organised by Universities, training institutions and teachers' organisations for teachers at all levels (Report of the Education Commission 1964-'66,1970).

Based on the recommendations of the Kothari Commission some notable changes have been introduced in teacher education. M.A. degree in education has been introduced in universities like Aligarh, Kurukshetra and Kanpur.

(d) National Policy on Education (1968)

Incorporating the recommendations of Education Commission (1964-'66), the National Policy on Education (1968) was announced by Government of India. The policy made recommendations regarding the service conditions of teachers, academic freedom of teachers and in service education.

(e) National Commission on Teachers (1983-'85)

This commission appointed by the Government of India in 1983 under the chairmanship of Prof. D.P. Chattopadhyaya, made a number of recommendations for the improvement of educational process. Regarding the selection of trainees for the teaching profession, the Commission suggested that (as cited in Rao, 1998) "the following factors may be taken into consideration:

- (a) Good physique;
- (b) Linguistic ability and communication skills;
- (c) A fair degree of general mental ability.
- (d) General awareness of the world;
- (e) A positive out look on life; and
- (f) Capacity of good human relations” (p. 209).

The commission further recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews. The commission also suggested the professional preparation with (1) study of education as a discipline including educational psychology, sociology of education and educational philosophy, (2) practice teaching and its content-cum-methodology, and (3) Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

(f) National Policy on Education (1986)

The government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in 1986. It made the following important recommendations on Teacher Education.

1. The new knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.
2. Orientation of teachers should be a continuous process of teacher education.
3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET) (National Policy on Education, 1986).

Besides the aforementioned Commissions on education a number of national level committees were appointed like National Committee on Women's Education, 1958 (Chairman - Smt. Durgabai Deshmukh), Review Committee on Education, 1960 (Chairman - Prof. N.K. Sidhanta), Study Group on the Training of Elementary Teachers in India, 1961 (Chairman - Sri. Raja Roy Singh), Committee for Review of National Policy on Education – 1986, 1990 (Chairman - Sri. Acharya Ramamurti), Committee of National Council for Teacher Education on Distance Education Mode, 1990 (Chairman - Prof. M.B. Buch), Committee of University Grants Commission on B.Ed Correspondence, 1993 (Chairman - Prof. Ramlal Parikh) and Committee of NCTE on Different Modes of Education Used for Teacher Preparation in India, 1995 (Chairman - Dr. R.C. Das).

On the basis of the recommendations made by various Commissions and Committees, many progressive changes were effected in the teacher education programmes in the country. Moreover, the Government of India started the five year plans to achieve sustained economical development by developing different sectors of the economy in balanced manner. Education was regarded as one of the basic sectors of the economy and due importance was given to it in all five year plans. As a result, a number of steps have been taken by the Government of India for the improvement of education system in general and teacher education in particular.

2.1.5.2 Important Landmarks Strengthened Teacher Education in Free India

(a) Conferences of Training Colleges

The first conference of training colleges was held at Baroda in 1950. It discussed programmes and functions of the training colleges. In 1951 the second conference

was held at Mysore. It suggested the term 'Education' instead of 'Training' with broader perspective.

(b) Establishment of National Council of Educational Research and Training (NCERT) and Regional Colleges of Education.

The National Council of Educational Research and Training (NCERT) was set up in 1961, merging Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education. The Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore were established under the auspices of NCERT in 1963. These regional colleges were meant to integrate professional and general programmes by organising content-cum-pedagogy courses of four-year duration.

(c) Establishment of State Councils of Educational Research and Training (SCERTs).

In each state, a State Council of Educational Research and Training was established during 1960s. One of the major functions of these councils is the control and supervision of elementary teacher training programmes.

(d) Establishment of National Council for Teacher Education (NCTE)

The Ministry of Education, Government of India established the National Council for Teacher Education (NCTE) in 1973, for maintaining the standards of teacher education in the country. But NCTE could not function effectively till 1993, when it was given the statutory status as an apex body at national level. The main functions of the NCTE are: -

- ✍ ✍ To survey the whole field of teacher education at all Levels and suggest ways and means of improvement of the same.
- ✍ ✍ To co-ordinate the activities of State Councils.

- ☞☞ To Suggest proposals to Central ministry for planned development of teacher education in the country.
- ☞☞ To promote measures for improvement of standards of teacher education in the country.
- ☞☞ To co-ordinate the researches in education at national levels.
- ☞☞ To plan and sponsor in-service training programmes for teacher educators.
- ☞☞ To maintain international contacts in the field of teacher education

Now NCTE assures the quality, and regulates the quantitative growth of teacher education institutions in the country; as it is the sole authority to give recognition to teacher education institutions.

(e) Establishment of District Institutes for Educational Training (DIETs)

The District Institutes for Educational Training (DIETs) were established as a follow-up of the National Policy on Education, 1986. They are the main supply institutions for the initial training of elementary teachers in most states in the country. Now DIETs function in multiple areas- teacher training (in service and pre-service), curriculum and materials development, research and extension, planning, and management.

Besides the establishment of various councils and apex bodies, schemes like District Primary Education Programme (DPEP), during 1990s and various curricular reforms, made their own impact on the teacher education system from time to time.

Now the teacher education in the country has grown up to conduct a number of courses at various levels.

2.2. Teacher Education at Various Levels

In our country pre-service teacher education exists at various Levels.

1 Teacher Education at Pre-Primary Level

This is meant for preparing teachers to deal with the kids of pre-primary schools.

2 Teacher Education at Primary or Elementary Level

The primary or elementary teacher education is meant for preparing teachers for elementary schools.

In most of the states of the Country the primary teacher education is of two years duration. Normally the first year of the course is devoted to the subject-matter and second year to the methodology of teaching. This training leads to a certificate or diploma under the name of Trained Teachers' Certificate (T.T.C.), or Junior Basic Teachers' Training (J.B.T.), or Diploma in Education (D.Ed.) or Teaching Diploma (T.D.). These courses are carried out in elementary teacher education institutions run by government and various agencies.

3 Teacher Education at Secondary Level

Meant for preparing teachers for secondary schools, this one year training course is open to graduates, with an emphasis on the principles and methodology of teaching, leading to the Bachelor of Teaching (B.T.), subsequently renamed as Bachelor of Education (B.Ed.) degree. In some states there is Licentiate Course (L.T.), which is considered equivalent to the B.Ed. degree.

Apart from this one-year course after graduation, the four year integrated course leading to the B.A.Ed and B.Sc.Ed., has been offered in the four Regional Institutes of Education, located at Ajmer, Bhopal, Bhubaneswar, and Mysore and is open to

those who have passed the higher secondary or equivalent examination. Teachers having Bachelor's degree in education or equivalent are competent to teach middle and high school classes. To teach in higher secondary classes now B.Ed. or equivalent is a necessary qualification. This course is carried out in colleges of teacher education owned by governments, Universities and various educational agencies.

4 Master's Degree in Education

At higher education level there are University Departments of Education and colleges of teacher education owned by various agencies to provide Master of Education (M.Ed.) degree course for preparing teacher educators of both primary and secondary levels. Also there are provisions for taking Master of Philosophy (M.Phil.) in education and Doctor of Philosophy (Ph.D.) in education in various Universities.

5 Teacher Education for Special Subjects

There are graduate and postgraduate level teacher education courses leading to degrees like Bachelor of Physical Education (B.P.Ed.), Bachelor of Education-Special (B.Ed.[Spl.]), Master of Physical Education (M.P.Ed.) and Master of Education-Special (M.Ed.[Spl.]).

2.3 Growth of Teacher Education in Kerala

2.3.1. Teacher Education Till the Formation of State

The State of Kerala came into being on November 1, 1956, by merging the former princely states of Travancore and Cochin, and the province of Malabar which was under direct British rule. Prior to the birth of the State, the educational growth was uneven among these South Indian regions.

Kalary and *Kudippallikkoodam* were the indigenous institutions where the small children were taught the *three R's*. The teachers were called *Aasaans* or *Vadhyaars*.

Students who wished to pursue higher education had to attach themselves to *Gurus* or *Pandits*, and *Kidais* and *Saalais* were the centers of higher education.

The occupation of *Ezhuthasaan* - teacher for lower levels-were generally traditional in nature like any other occupations. No formal system of teacher education was prevailed till the middle of nineteenth century.

The nineteenth century saw the inception of “Vernacular Schools”- for elementary education-and “English Schools”-for English education. These schools were set up either by the State or by various agencies.

The increasing need of teachers for English schools and vernacular schools resulted in the establishment of “Normal Schools” for teacher preparation. Normal schools were established in Madras Presidency in 1856. Being a part of Madras Presidency one normal school was established in Malabar also. Thus the normal school founded in Cannanore-the present Kannur- was the first institution for teacher training in Kerala.

In the absence of normal schools in Travancore, the Government agreed in 1861-‘62 to contribute to the maintenance of Cannanore Normal School with an intention to secure trained teachers. A normal school opened in Trivandrum, Travancore during 1866-‘67 but it had to be closed down after five years. In 1885 a normal school for training vernacular teachers and in 1894, an English Normal School was established in Trivandrum, and the contribution paid to the Cannanore Normal School was discontinued. At the end of the first decade of the 20th Century, There were three government training schools, one unaided training school, one training school for Mappila teachers and one for Mistresses in Malabar region.

In Cochin, the first Vernacular Normal School was opened in 1890 in Trichur. The course of study included the subjects such as Teaching Power, Method and Management, Hygiene and Malayalam. In 1916 the Trichur Normal School was reorganized to provide training for both men and women in Lower Elementary, Higher Elementary and Secondary stages.

By 1903-'04, there were two government training schools, five aided training schools and one unaided training schools in Travancore. These institutions were training teachers for five different certificates-the high school and middle school certificates for English school teachers and the high school, middle school and primary school certificates for vernacular school teachers.

In 1904, the period of training was increased to two years, and four Special Normal Schools were started for training of teachers' belonging to backward communities. Ten more training schools to train vernacular school teachers and middle school teachers were established in 1917.

At the beginning of 20th Century, more than two third of teachers in Cochin were trained. In Travancore, only 21.2% of government school teachers, 8.8% of aided school teachers and 2.3% of teachers in unaided schools had professional training (NCTE, 2000 a).

In 1911, the Trivandrum Training College was opened with both Collegiate and Secondary Education Departments. The first training college in Cochin was started in 1945. It was closed in 1949, at the time of the integration of Travancore and Cochin states into Travancore-Cochin, as it was felt that the older college in Trivandrum alone was sufficient to cater to the needs of the entire area. The number of schools and enrolment increased, and the Travancore-Cochin had a literacy rate of 40.7%

(50.2% among males and 31.5% among females), according to the Census of 1951. This percentage was second only to Delhi, in the Country. The percentage of trained teachers was 55.7 in 1949-'50 which increased to 62.6 in 1954-'55 (NCTE, 2000 a).

The rapid expansion of education in the Travancore-Cochin state necessitated the provision of increased facilities for the training of teachers. Private institutions were permitted to function. In Malabar a Government Training College had been opened at Calicut in 1950-51.

Thus at the time of formation of the Kerala state in November 1956, there were six training colleges. The number of training schools in the Travancore-Cochin state had increased from 42 to 75 during the period 1947-'58 (NCTE, 2000 a).

2.3.2 Teacher Education after the Formation of the State

As the number of schools and enrolment increased in the reorganised state, the number of teacher training institutions also increased. A Postgraduate Department of Education for conducting the Master of Education (M.Ed.) course was started in the University of Kerala in 1956. A Ph.D. programme has also been organised by the Department. In the meantime other Universities in the state had also started postgraduate courses and research in education.

It was in the 1990s the Universities in Kerala started Bachelor of Education Course in the self financing stream. Following that various agencies started self financing institutions for teacher training at all levels.

The period after the formation of Kerala State witnessed a tremendous increase in the number of institutions for general as well as professional educations. "The state had always been a pioneer in all matters connected with education and educational reforms. But the enthusiasm for assuring quality education waned during

the post-independent period” (Nair, 2005,p.5). This “quality stagnation” is true for teacher education programmes also. The curriculum for elementary teacher education implemented in 1989 was followed till 2005. In the case of secondary teacher education, the curriculum of 1986 continued for 18 years. Anyhow, now the teacher education programmes at all levels try to incorporate the modern trends in educational field.

2.3.3 Teacher Education Institutions

The pre-services teacher education is carried out at various levels in the state of Kerala. According to NCTE (2000 a) at present the institutions of teacher education in the state include.

I Institutions for Undergraduate Training

1. Pre-Primary Teachers’ Training Institutes (PPTTIs).
2. Teachers’ Training Institutes (TTIs-conducting TTC Course).
3. District Institutes of Education and Training (DIETs conducting both pre-service and in-service training).
4. Language Teachers’ Training Centres for Malayalam (LTT).
5. Language Teachers’ Training Centres for Hindi, Urdu, and Arabic.
6. Institutes of Physical Education offering certificate course in physical education

II Training Colleges for Graduate Teachers - offering B.Ed. Programme

III Institutes of Advanced Studies in Education (IASEs)

IV University Departments of Education or School of Education/Pedagogical Sciences - offering M.Ed., M. Phil., Ph.D. programmes.

V State Council of Educational Research and Training (SCERT) - for providing inservice teacher education programmes.

VI Physical Education College - conducting B.P.Ed., and M.P.Ed.

The steady increase in the demand for teachers and the requirement of professional certification for appointment as teachers facilitated the growth of teacher education system. Thus, now various institutions for teacher preparation at all levels are functioning both in government sector and in private sector (aided and self financing).