CHAPTER I
INTRODUCTION

1.1 General Perspective

The teacher is the dynamic force of the educational system. He is the yardstick that measures the achievement and aspiration of the nation. The people of a country are the enlarged replica of their teachers. They are the real nation builders. Radhakrishnan (1948) has aptly remarked, “The teacher’s place in society is of vital importance; he acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

Prof. Sukhadeo Thorat (Ex UGC Chairman) has said, “A teacher constitutes the core of educational system, a living core for the system. The physical infrastructure facilities, the methods and technological innovations to enable teaching in a better manner are important. But what is important, above all, is a quality of the teacher, the commitment of the teacher as far as the educational system is concerned. The role of the teacher in transferring the knowledge in a manner that we are able to develop the capabilities and innovative qualities in the students is important. Not only the teaching method is important but the curriculum is important, its way of transferring is important”. Teacher plays a crucial role in structuring present system of the society and shaping future of the nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend upon the quality of its teachers. The quality of training imparted to the teachers would determine their ability to handle the new challenges. Thus quality training of teachers in the teacher education institutions is quite important in the present context.

Since teaching is an art, a trained teacher alone can play a vital role in education as well as the society. A teacher with moral fiber, intellectual caliber and professional fervor can metamorphose human societies. The Guru (dispeller of darkness) of the ancient lore did it and was venerated. He was respectfully feared, dutifully obeyed, highly honored and virtually worshipped; because he was invested with spiritual and temporal powers helping his disciples to meet the requirement of mundane everyday life and to attain eternal peace and ultimate salvation.

We are all concerned and worried about the way teachers are prepared, since the teacher is a person who can make or mar the future of the children put to his care. Regarding preparation of teachers, Cottrel has beautifully remarked “This is really a task in human engineering, requiring of the teacher’s high native ability and sound professional preparation.
He must be scientifically grounded in the subjects to be taught, the understanding of learning processes, the knowledge of children and the goals to be sought. He must be an artist in applying these insights to the jobs at hand, adapting methods constantly to shifting purposes and conditions.”

Professional excellence as a whole is the pride of all forward-looking professions. We realize that teachers, teacher-educators, teacher education as a whole face tremendous challenges. The overall expectations from education especially from the teaching personnel are sky high, numerous and even scary at times. Remaining with crucial care we should provide an enhanced base for excellence in teacher education. Teacher Education plays a unique, pivotal role as mother of all professions. It may not have built dams, factories, railways, aeroplanes, robots, computers, cybernetics, but it is the basis for making the Man-men and women, who in turn produce the technological marvels.

Such expectation from teachers implies the need for their clear cut preparation in institutes or colleges of education. It is in these institutions that the pupil teachers can be made aware of role perception, role performance and professionalism on the part of teachers. Truly trained teachers are community mobilized and operate as enlightened guides and counselors to create rapport of interaction, empathy and understanding imperatively needed in educational institutions. Ideal teachers are those who never cease to be students of their subjects and of the techniques and the technologies required for effective transmission of knowledge to pupils.

The Secondary Education Commission has remarked in the same strain:

“We are, however convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community.”

All human societies now realize that no system of education can rise above the level of teachers. The success of all our efforts depends largely on the type of professional education we provide to the teachers.

1.2 Growth of Teacher Education in India

1.2.1 Pre-Independence Era

The idea of formal teacher training originated out of an indigenous technique, called ‘Monitorial System’. The system was based upon the principle of ‘mutual instruction’ and was worked out by splitting up a class into a number of small groups and by placing each
group under the charge of a brilliant pupil, called ‘monitor’. The monitor was assigned the duty of maintaining proper discipline and imparting individual as well as collective instructions to the students of his group. The students who were entrusted with this work, used to become efficient teachers and school organizers in the course of time. After having been thus trained, they used to devote themselves to teaching work in future.

The first formal teachers’ training school in the name of “Normal School” was set up at Serampur (Bengal, near Calcutta) by Carey, Marshman and Ward in 1793. This was the result of the joint efforts of Danish and English missionaries. School Societies and School Book Societies made attempts for the training of teachers. At first Calcutta and then Bombay School Book Societies did pioneering work for the training of teachers for indigenous schools. A number of government training schools were set up in the first half of 19th century.

Then came Wood’s Despatch on 19th July 1854. It was rightly called the most important document on English education in India. It advocated the need of establishing teacher training institutions and giving stipends to pupil teachers. The experts of the Committee expressed, “We cannot do better than refer you to the plan which has been adopted in Great Britain for this subject, and which appears to us to be capable of easy adaptation to India. It mainly consists in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed for the instructions out of school hours), their ultimate removal, if they prove worthy, to normal schools; to issue them certificates on the completion of their training in these normal schools.” After the publication of Wood’s Despatch a few normal schools were opened to prepare teachers at the elementary level. The first professional college to prepare teachers at the secondary level was opened in Madras in 1856.

In 1859, the Stanley Despatch laid emphasis on teacher training. The new grant-in-aid rules provided that salary grants to schools be given only for those teachers who had obtained a certificate of teacher training. As a result of this measure, the training of teachers received an increased attention. In 1882 there existed 106 Normal Schools, including 15 institutions meant exclusively for women.

The regular system of teacher education was detailed in accordance with the recommendations of the Indian Education Commission, 1882. Consequently, by the end of 19th century, there were 6 training colleges at Madras, Lahore, Allahabad, Kurseong, Rajamundri and Jabalpur and 50 training schools in the whole country.
Govt. of India Resolution on Education Policy, 1904 Lord Curzon devoted sufficient attention towards education and training of teachers. It recommended as under:

1. Provision should be made for higher training of able and experienced teachers for the Indian Educational Service.
2. Adequate equipment of training colleges.
3. One year training course for graduates leading to degree and 2 years training
4. Course for under graduates leading to teacher’s certificate.
5. Close association between theory and practice and practicing schools to be attached with training college.

Calcutta University Commission (1917-19) under the chairmanship of Sir Michael Sadlar, popularly known as Sadler Commission recommended:

1. The number of trained teachers should be increased.
2. Research work in education should be encouraged.
3. A demonstration school should be attached with each training college so that practical work may be done in it.
4. The subject of Education should be included in the curriculum of B.A and intermediate classes.
5. Department of Education should be set up in the universities.

As a result of recommendations, the number of training colleges increased. Some universities established their Departments of Education.

The Hartog Committee of 1929 was shocked to learn that only 44% of teachers in primary schools were trained and that only 28% had completed middle course. So it recommended:

1. The standard of general education for primary teachers should be raised.
2. Training period should be extended.
3. Primary training institutions should be well staffed for greater efficiency.
4. Provision of refresher courses should be made from time to time for teachers of primary schools.
5. The service conditions of teachers should be improved.

Abbott Report (1937) was a landmark in the field of education. Its main stress was on vocational education but it also made valuable suggestions about teacher education. It suggested for community work and community service in the curricula of teachers’ college.
In 1944, the Central Advisory Board of Education presented a scheme of education “Post war Development in India”, popularly known the ‘Sargent Plan’. It made some practical suggestions for teachers’ training programme. It recommended that suitable boys and girls should be inducted in the teaching profession after high school and practical training and research facilities should be provided to them.

In 1947, there were following 3 types of institutions:

**Normal Schools**: - Teachers of primary schools were given training in these schools.

**Secondary Training Schools**: - These schools imparted training to the teachers of middle schools only, those students who passed matriculation were admitted to these schools.

**Training Colleges**: - The teachers of high schools were given training. Only graduates and post graduates were entitled to get admission.

### 1.2.2 Post-Independence Era

Praiseworthy works have been performed in the field of expanding the facilities of teacher training in the post- independence period. There has been a large scale expansion and degree of reconstruction at all levels. In the field of education, there has been quantitative expansion along with some qualitative improvement. These quantitative and qualitative changes have been deeply influenced by various new trends and new thinkings in the field of education. Not only have the training institutions and the enrollment therein increased over the years but changes have come in the outlook for the preparation of teachers also. “Training of teachers” is now better called as “Education of teachers”.

In 1948, the Central Institute of Education was established in Delhi and Government Training College at Allahabad was developed into Central Pedagogical Institute. There were about 40 secondary training colleges all over the country with an intake of about 3000 trainees. More than 50% teachers out of 5.6 lac teachers were untrained at the time of independence.

The first commission in the name of University Education Commission (1948-49) appointed in free India under the chairmanship of Dr. S. Radhakrishnan, the then President of India, critically scanned the teacher training programme and gave a challenging remark, “Our main criticism of the existing courses is that too little time is given to school practice, too little weight is given to practice in assessing the students’ performance, and conditions of school practice are often unsatisfactory. In some places a student is required to give only five lessons during the whole of his course.” It also made following recommendations:
1. The curriculum of training institutions should be reformed. Instead of bookish knowledge, importance should be given to practice teaching in schools.

2. Only suitable schools should be selected for practice teaching.

3. The students should be encouraged to fall in with the current practices of a school and make the best of it.

4. The course on the theory of education should be flexible and adaptable to local circumstances.

   But unfortunately no heed was paid to the recommendations and these beautiful chimes were lost in the course of times.

Secondary Education Commission (1952-53) stated its program as under:

   “During this one year of training the graduate teacher should be trained in methods of teaching in at least two subjects--- The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study and students’ societies, conducting library periods and maintenance of cumulative records. We feel that the scope of teacher-training, particularly in its practical aspects, should be broadened to include some of its activities that a student-teacher will be expected to perform when he becomes full-fledged teacher.”

The NCERT was set up by Government of India on Sept 1, 1961. The Council is engaged in development programs of Research, Training and Extension in the field of education. It undertakes, promotes, aids and coordinates educational research, organizes pre-service and in-service training and extension work and disseminates information regarding the latest educational techniques and practices. It sponsors or organizes surveys of national importance and by special emphasis on investigations of immediate problems in Indian education. The NCERT has set up the Central Institute of Education, Delhi and four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore which provide both pre-service and in-service education to the teachers.

Kothari Education Commission (1964-66) observed that a sound program of professional education for teachers was essential for the qualitative improvement of education. The Commission realized, “No programme can be a success without the proper education of its teachers; teachers must be provided with the best possible professional preparation in order to raise the standard of education and to keep them continually improving. So teacher education program must be given a high priority.”
During the seventies there was much emphasis on implementation of the new pattern of education, i.e. 10+2+3 pattern. This called for rethinking and reforms in teacher education. In 1973, a bold and imaginative step was taken by Govt. of India. It set up a body called National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The frame work envisaged that the teacher should play the role of a leader inside and outside the class room, initiate action for the transformation of society as an agent of social change and thereby achieve the goal of national development. The framework defined the objectives of teacher education in very clear terms, developed the relationship with the community, emphasized and worked out SUPW, and defined the role and functions of teachers in the emerging Indian Society.

NCTE has taken up the task of initiating appropriate measures to make teacher education at various levels responsive to such developments as well as to quality concerns in future (http://www.ncte-india.org). The Curriculum Framework for Quality Teacher Education of NCTE (1998) identified certain objectives of teachers’ education programme. The teachers’ education programme at all levels should seek to develop the following in the prospective teacher:

1. Knowledge and understanding of
   - the socio-cultural context and role of education in national development.
   - the process of human development and learning in all its dimensions and its implication for education.

2. Professional competencies and skills relating to
   - effective communication
   - effective curriculum transaction utilizing learning resource of various kinds and employing interactive teaching-learning strategies to promote all-round growth of learners.
   - comprehensive and continuous evaluation of learners’ progress through appropriate tools and techniques.
   - effective management of learning within and outside the classroom to maximize learners’ growth.
   - catering to the learning needs of all children.
   - organizing activities of different kinds to promote all-round growth of child.
• research and experimentation in education.
• offering guidance to students in their personal, academic and occupational problems.

3. Social commitment through participation in
• development activities in the community, extension activities and community services.
• compensatory education programmes for the disadvantaged classes-Scheduled Castes/Scheduled Tribes.
• complementary and parallel educational service systems like non-formal education, adult education, and workers education.

4. Positive attitudes towards children, learning, school, professional growth and manual work.

5. Social, cultural and moral values oriented towards the unity and integration of our people.
• democracy, secularism, scientific temper, cultural heritage, conservation of the environment, civic responsibility.

6. Aesthetic contests and appreciation, literary, cultural and artistic pursuits.

NCTE embarked upon several projects and nominated several committees to formulate comprehensive proposals for admission procedures, duration of training courses, curriculum of different courses, criteria for accreditation to maintain high standard, qualification of teaching staff members, library and laboratory requirements buildings etc.

The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Govt. of India for inclusion in the Education Policy, 1986. According to NPE (1986), stress was given to teacher education program. Some training schools were upgraded to DIETs, training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). The revised National Policy on Education (1992) also emphasized the functioning of teacher education institutions.

As reported by MHRD, Government of India (Annual Report, 1999-2000, p8) “One of the major achievements of NCTE during the short period of its existence has been the publication of monographs, reports and self-learning modules for teacher-educators and teachers during 1998-99. The publications brought out by NCTE provide a comprehensive view on several important aspects of teacher education.” Many seminars, conferences and workshops are being organized by NCTE in different parts of the country for improving teacher’s competency, up gradation of syllabus and development of materials on teacher
A landmark decision taken by NCTE was “to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed courses, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching learning.”

In August 1985, the Government of India brought out a document “The Challenge of Education: A Policy Perspective.” The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of the teacher education was irrelevant, that selection procedures and recruitment system were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in entrants, on reorganization of the teacher education program and on in-service education.

1.3 Present Position of Secondary level Teacher Education in India

After independence there has been a rapid growth of education at all levels. Due to growing population, the number of schools and the number of teachers, the need of teacher education institutions increased. But the quality of education was sacrificed for the sake of quantity of education.

In India there are different levels of teacher education -- Pre-Primary level, Elementary level, Secondary level and Post Graduate level are common levels. The secondary level of Teacher Education is generally organized by universities and leads to B.Ed degree. The basic qualification is graduation with 50% marks. The course is of one year duration (regular) and the period seems to be too short to develop professional skill among the pupil teachers. Four year integrated B.Ed course is run in Regional Colleges of Education and Kurukshetra University after 10+2. No other university or college is trying to incorporate such course.

The teacher education in India today is at cross roads. There are a number of institutions which do not have the minimum necessary buildings, equipments, furniture and regular Principal and staff with required qualifications. Most of these institutions are run by private managements. They are charging high fees and 15% seats are reserved for management quota with a seat amounting Rs. 1 lakh to 2 lakh.

Correspondence courses in Teacher Education were started by some universities keeping in view the large demand of teacher education and removing the backlog of untrained teachers working in the schools. As a matter of fact people visualize that teaching is the most comfortable and paying profession amongst all the professions. So they want to join teacher education course in one way or the other (regular/correspondence)
1.4 Status of Teacher Education in Punjab

In Punjab the Directorate of Higher Education looks after the pre-service Teacher Education Program at higher secondary level. There are three types of B.Ed Colleges:-
1. Govt. Colleges of Education.
2. Private aided Colleges of Education.
3. Private unaided colleges of Education.

All these are affiliated to three universities viz. Punjab University Chandigarh, Punjabi University Patiala & Guru Nanak Dev University, Amritsar. At the time of beginning of the study (2006), the number of B.Ed Colleges in Guru Nanak Dev University, Amritsar was as follows:-

Table 1.1

<table>
<thead>
<tr>
<th>Type of College</th>
<th>No. of College</th>
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<tbody>
<tr>
<td>Govt. College of Education</td>
<td>01</td>
</tr>
<tr>
<td>Aided Colleges of Education</td>
<td>06</td>
</tr>
<tr>
<td>Unaided Colleges of Education</td>
<td>25</td>
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1.5 Privatization in Education

The wave of privatization is sweeping across the world. It is aimed at breaking the monopoly of the public sector in a number of areas including education. The essence of privatization lies in the induction of private ownership in publicly owed enterprises. This can lead from zero-public ownership to various degrees of private ownership in form of joint-ventures. This is the narrow sense in which the concept of privatization is used. In a broader sense, it connotes besides private ownership, introduction of private management and control in public enterprise.

Privatization is the general process of involving the private sector, in the ownership or operation of a state owned enterprise. Since the impact of privatization is penetrating all sectors of the economy, it is bound to affect the education sector as well. The question is: why is privatization being recommended in education?

However, the commercialization could be curbed out to some extent if the duration of secondary teacher education program is increased as it involves lot of curricular, financial and other implications.

1.5.1 Privatisation in 21st century

- The ratio of state-run and state-aided institutions to private, self-financing institutions in early 21st century was in the range between 1:5 and 1:10. It is relatively low in branches
like medicine and dentistry, but high in para-medical branches like physiotherapy and medical laboratory techniques. Again in branches like engineering it is low, but in pharmacy it is high. Pure economic considerations like prospects of profit making, security of investment, cost-benefit ratio, risk of fluctuations in demand etc influence decisions in this matter.

- However, in branches like teacher training, hospitality, tourism etc., the private enterprise has had a field day for unrestrained expansion and profit harvesting. And in addition, windfalls of intangible type, like social prestige, political leveraging etc. are immense in both the branches. Naturally the field has attracted entrepreneurs and investors from different walks of life like politics, bureaucracy, agriculture, N.R.I business, religious sectors and even the world of crime. For a while looking at the scenario, one might feel that the English proverb “The school master is abroad” seems to be over-actualising in the streets of India’s towns and cities.

- One may call it a field day for democracy in education industry of the country where the Ambani’s and the Birla’s have the same freedom as a speculator or an accountant has to jump into the arena of spinning money as well as earning political mileage. Of course, there is a quantitative difference between the two. On the one hand there is a select group of private educational entrepreneurs like the Ambani’s, the Birla’s, the Pai’s, the Aiyer’s, the Manipal Academy, the Nirma Foundation, the Wipro Corporation, and a small number of private individuals and charities dedicated to the cause of education without an axe to grind. They are committed to the mission of uplifting the deprived through education. At heart they belong to the rare tribe of philanthropists wedded to egalitarianism.

- But what about the private, for profit, self-financing institutions. The media of the country, the UGC, the AICTE, the consumer for a, NGO’s public interest litigants, students’ and parents’ organizations and even the courts have, time and again, exposed the gross distortions of these values by these institutions (Ghanchi, 2006). A clan of politicians and businessmen, as ‘B.Ed Mafia’, has developed over the years which dominates the decision making process through their political links, the structure of regional committees of NCTE provides a live evidence of this fact. Sometimes, members of the inspection team do not even formally visit the institution and write the inspection report inside the air-conditioned lobbies of the starred hotels hired in advance by the hosts to ensure their comfortable and luxurious stay (Chauhan, 2008).
Hence it is seen that privatization of education is akin to commercialization of education. We also find a lack of political will to frame or enforce regulations to maintain standards. The work of bodies like NCTE has come under a cloud. While value crisis in education has long been an issue of debate, the long awaited overhauling of teacher education curriculum and tenure have yet to be addressed. Teacher education courses have become shorter and do not address the fast changes in secondary education which NCERT has been quick to adapt to. While secondary education has changed, teacher training for secondary school teachers is yet to begin its transformation.

1.6 Management

In the state of Punjab as well as in other states of India, many colleges of education, big and small, are being run by private bodies. Each such body is called managing committee of the college in question. The number of members of management committee is not fixed. It varies from college to college. The management of each college is required to fulfill all conditions laid down by the concerned University, NCTE and State Government for running the college. These conditions pertain to all aspects of the required or needed infrastructure, to the appointment of teachers, administrative heads and non-teaching staff. These conditions also relate to the salaries to be paid to each category of employees. The main responsibility of the management of each college is to ensure that nothing goes wrong to the running of institutions as per the laid down conditions. Some of the private colleges are aided and others are unaided.

1.7 Curriculum Transaction

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives listed in the curriculum. Curriculum transaction incorporates effective planning for providing learning experiences for its learners, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field. Specifically speaking curriculum transaction or implementation not only refers to the teaching of the contents of various theory subjects but also to the practical work to be done in each area of study as prescribed. Further curriculum transaction includes within its scope divergent kinds of co-curricular activities.

Curriculum Transaction in colleges of education as in other colleges is directly and primarily the responsibility of the head of the institution and the teaching staff. The duties regarding the implementation of a curriculum are prescribed by the head of the institution to
each and every teacher, keeping in mind her/his qualifications and the area of interest and specialization.

1.8 Stakeholder

A stakeholder is a person (or group) that has an interest in the activities of an institution or organisation.

In the context of higher education quality, stakeholders are those groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, institutional managers, prospective students and their parents, taxpayers.

Maassen (2000) suggests that: According to some definitions stakeholders in higher education mean specific groups of external actors that have a direct or indirect interest in higher education and cannot always be covered by the consumer-provider analogy. New stakeholders have penetrated a traditional monopolistic relationship between the state and public higher education institutions with two main characteristics. Firstly, the role of the external actors has become more important in last few decades. Secondly, the influence of these external actors has also grown with respect to internal affairs of individual higher education institutions.

Gross and Godwin (2005) state that educators should take their cues from the successes businesses have enjoyed by identifying, learning from and involving their stakeholders. In an article entitled “Education’s Many Stakeholders”, they define “stakeholders” as “individuals or entities who stand to gain or lose from the success or failure of a system or an organization”. In their online publication at universitybusiness.com, Gross and Godwin identify education’s stakeholders as parents, students, alumni, administrators, employers and communities. I would modify that list to include employers and communities under the term “society,” and I would add to “parents” and “students”, “government” and “religious groups.”

These stakeholders in education have various designs on the outcome of schooling and the purposes of learning, thus affecting how they structure educational institutions, define learning, and understand the nature of the student. These can appear to be mutually exclusive:

- Society wants to educate children in order to insure that its various economical and cultural institutions are perpetuated and expanded. Its values are sheerly pragmatic. Its method is mainly competition, and its aim is to mould students into the next generations of producers and consumers.
• Government wants to educate children to ensure a stable, productive and powerful nation. Its method of operation is also competition in combination with mythic inspiration and moral imperatives of altruism and civil justice.

• Parents want their children to have an education so that they are equipped with skills that will allow them to leave home and flourish (or at least subsist apart from them!) along the lines of their unique potential, thus affirming the parents’ wisdom and sacrifice in raising them.

• Students expect to be educated, so that they have plenty of choices in ways in which to comfortably realize the autonomy they so envied in their parents.