CHAPTER III

A HISTORICAL PERSPECTIVE OF TEACHER EDUCATION IN INDIA
3.1.0 ORIGIN AND DEVELOPMENT

In India, teaching has been a recognised and revered profession since the dawn of history. Besides imparting information and skills, the teachers lead and guide his students to "Supreme knowledge". The qualities for teachers were very high. But the teacher was not one who passed on only "inert ideas". His ability to explain, expound, expand, re-interpret ancient knowledge in the light of his own experiences was constantly tested in open parishads. There was no formal course of training nor any degree awarded, but the teacher was under almost life-long examination. The students went only to reputed teachers. When they are not satisfied they left in search of other teachers more worthy of their regard. In ancient times, the teacher was chosen by the students, on the basis of the reputation he enjoyed. This reputation itself was based on the knowledge he had gained and was able to communicate. And, recruitments of teachers was done through 'Monitorial' system. But, with the passage of time and the rigidity of caste structure, teaching became a hereditary vocation being confined to the Brahmana caste. And, the selection and training of teachers during medieval period would not be very
different from that of the ancient Hindus. The idea of teacher education during the Muslim period was insignificant. That, the chief aim of Muslim ruler was to propagate their religion and to convert Hindus to Muslims.

3.1.1 ADVENT OF BRITISH SYSTEM

In 1819, the Calcutta School Society began to train teachers for indigenous schools in its institutions for imparting elementary education. Bombay was the first presidency to recognise officially the importance of training. In 1824, the Madras School Book Society Committee also proposed that a school for educating teachers be immediately established. Again, in 1851, the new Poona College (1851) introduced a normal department for training teachers. In 1852, Agra boasted of a similar school. Surat English school too, added a Training Department. The Wood's Despatch of 1854 gave a tremendous impetus to all aspects and sections of education in the country. It considered training of teachers very important. The Despatch of 1859 (Stanley Despatch) laid even greater emphasis on teacher education than the one of 1854. The new grant-in-aid rules of 1859 required that every teacher for whom
grant was made, had to have obtained a Certificate of Training.

Another important landmark was the report of Indian Education Commission in 1882 (Hunter Commission). It re-emphasised in no uncertain terms the importance of teacher training. It stressed that there should be adequate inspection and proper training. It laid down that "an examination in the principles and practice of teaching be instituted, success in which should be a condition of permanent employment in any secondary school".\(^1\) Earlier, attention was not given to the training of secondary teachers. That, by 1882 there were only two training colleges in the whole of India. And, as a result of the recommendation there were 6 training colleges in Madras, Lahore, Allahabad, Kurseong, Rajahmundry and Jabalpur, and 50 training schools in the whole country.

3.2.0 DEVELOPMENT OF TEACHER EDUCATION IN INDIA IN THE 20TH CENTURY

The Government of India's resolution on Indian Educational Policy of 1904 made certain recommendations.

As a result the number of training schools were increased. Different curricula for the graduates and non-graduates were determined. The training period for the graduates and under-graduates was fixed at one and two years respectively. And, the practical schools were attached with training colleges.

The Government resolution on Educational Policy of 1913 further emphasised on teacher education and declared that, under modern system of education, no teacher should be allowed to teach without a certificate that he is qualified to do so.

The Calcutta University Commission (Sadler) 1916-17 encouraged research work in education. The subject of education should be included in the curriculum of B.A. and Intermediate classes. And, Education Department should be established in Calcutta and Dhaka Universities. As a result of these works there existed three types of institutions in 1947. They were, the Normal schools to give training to primary school teachers, the Secondary training schools giving training to the teachers of middle schools, and Training College where training for high school teachers were given.
3.2.1 POST-INDEPENDENT PERIOD

Precious works had been performed in the field of expanding the facilities of teacher training in the post-independent period. The University Education Commission of 1948-49 suggested to reform the curriculum in training institutions thereby giving due emphasis to the practice of teaching in schools, to select suitable schools for practice teaching, to make the curriculum flexible in accordance with local environments, to encourage teachers for M.Ed. after teaching experience of some years and to do original works on all-India level by the Professors and Lecturers. Again, the Secondary Education Commission of 1952-53 recommended two types of training schools - one of two years for students who have completed secondary education, and the another for the graduates. The teacher students should be trained in more than one teaching method. Provision for refresher courses and short intensive courses on special subjects should be made. It also suggest for payment of stipends. And, to make up the shortage of teachers, part-time training courses should be organised. Further, the Kothari Commission of 1964-66 pointed out certain provisions for the improvement of teacher education. It recommended the
establishment of Extension service Department in each training institutions, and State Comprehensive Colleges to impart training to the teachers at different stages of education. Responsibility for teacher education be given to a State Board of Teacher Education (SBTE). The National Council for Teacher Education was established. The curriculum and courses of the training schools should be changed and reorganised in accordance with the changing times and circumstances. It also suggested for the facilities of correspondence courses and part-time courses to clear the backlog of untrained teachers. The U.G.C. should maintain the standards in teacher education. Indian Association of Teacher Educator was formed as recommended.

3.2.2 PRESENT POSITION

According to the 4th All India Educational Survey conducted by NCERT (1978-79), the position of teachers at different school levels in India is that there are 30 lakhs teachers in the country, teaching at different schools. Of these, about 16 lakhs teach at primary stage. Teachers teaching in primary schools, and all other teachers teaching in middle, secondary and higher secondary schools but devoting more than 50% of their
time in teaching primary classes, have been considered as teachers of primary stage. Similar is the case of middle and secondary stage teachers. Percentage-wise, 54.40%, 25.33%, 15.57% and 4.70% teachers are teaching at primary, middle, secondary and higher secondary stage, respectively. Amongst these teachers 29.92% are teaching in urban schools. Female teachers constitute 26.90% of the total teachers. According to qualification 16.11% teachers are educated upto middle level, 39.42% are matriculates, 11.81% have higher secondary/intermediate or equivalent certificates, 20.04% are graduates, 7.79% are post-graduates, 2.36% are language teachers and 2.47% are 'other teachers'. The teachers having some special certificates in different languages as Prathma, Madhyama, etc., in Sanskrit; Ratna etc., in Hindi; Adib Alam, Abil Fazil, etc., in Urdu; Gyani etc., in Punjabi; etc. have been considered as language teachers. The category of 'other teachers' includes craft, music, work experience and physical education teachers.  

There are 4,57,924 teachers teaching at secondary stage, 57.50% of them are in rural schools and

2. Fourth All-India Educational Survey: published by NCERT, Sri Aurobindo Marg, New Delhi, p.139.
88.41% of them are trained. Of these teachers, there are only 25.70% female teachers of whom 90.53% are trained. In rural schools only 17.09% teachers are female but their percentage in urban schools is 37.34%. There is not much difference in the percentage of trained female teachers in rural and urban schools as 89.71% of the former and 91.05% of the latter are trained. Among 3,40,242 male teachers (74.30% of total teachers at middle stage), 87.68% are trained. Urban schools relatively have more male trained teachers (90.06%) than rural schools (86.33%).

There are 31 (0.01%) teachers who are not even middle pass but are teaching secondary classes in rural areas. Another 697 (0.26%) teachers are only middle pass, 17,187 (6.64%) are matriculates and 9,911 (3.76%) have higher secondary or equivalent qualification among the teachers, teaching secondary classes in rural schools. There are 1,54,605 (58.72%) teachers who are graduates and 41,483 (15.76%) teachers who are postgraduates in rural schools. Further, the number of language teachers is 21,492 (8.17%) and 17,615 (6.69%) teachers possess other qualifications. In urban schools there are 45 (0.02%) below middle pass and 492 (0.25%) are middle pass teachers who teach secondary classes.
Further, there are 11,421 (5.87%) matriculates and 
5,932 (3.05%) higher secondary or equally qualified 
teachers who are teaching secondary classes in urban 
schools. The number of teachers who are graduates and 
post-graduates is 1,11,113 (57.10%) and 39,843 (20.48%), 
respectively in urban schools. Again, in these schools 
there are 12,345 (6.34%) language teachers teaching 
secondary classes and 13,412 (6.89%) teachers are 
classified as 'other teachers'.

According to National Policy on Education (NPE) 
the status of the teacher reflects the socio-cultural 
ethos of a society; it is said that no people can rise 
above the level of its teachers. The Government and 
the community should endeavour to create conditions 
which will help motivate and inspire teachers on con-
structive and creative lines. Teachers should have the 
freedom to innovate, to devise appropriate methods of 
communication and activities relevant to the needs and 
capabilities of and the concern of the community.

The methods of recruiting teachers will be re-
organised to ensure merit objectivity and conformity

3. Ibid., p.142.
with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of the teachers. A system of teacher evaluation - open, participative and data-based - will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes.

Teachers' association must play a significant role in upholding professional integrity, enhancing the dignity of the teachers and in curbing professional misconduct. National level associations of teachers, could prepare a Code of Professional Ethics for Teachers and see to its observance.
Teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.

The new programmes of teacher education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this policy.

District institutes of Education and Training (DIET) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out. Selected Secondary Teachers Training Colleges will be upgraded to complement the work of State Council of Educational Research and Training. The National Council of Teacher Education will be provided with the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of education and university departments of education.

3.3.0 SECONDARY TEACHER EDUCATION

The responsibility for secondary teacher education would continue to rest with colleges of Teacher Education affiliated to Universities. The university in cooperation with NCTE will exercise responsibility for academic aspects including conduct of examinations, award of degrees and ensuring quality of secondary teacher education institutions. These would also be responsible for continuing education programmes for secondary teachers. Some Colleges of Teacher Education will be developed as Comprehensive institutions organising programmes for primary teacher education and possibly also, 4 years' integrated courses after higher secondary stage, in addition to the usual B.Ed./M.Ed. courses. These comprehensive institutions would also be provided facilities, and staff for undertaking research and to supplement the efforts of State Council of Educational Research and Training (SCERT). In order to remove innovations and experimentation, good colleges and departments of education of universities will also be given autonomous status.

Regarding in-service education of teachers, a great deal of responsibility would be given to SCERTs.
They would have the major role of planning, sponsoring, monitoring and evaluating the in-service education programmes for all levels of teachers, instructors and other educational personnel. The needs for in-service education of teachers arise from several sources, such as, changing national goals, revision of school curricula, additional inputs in teaching-learning system, inadequate background of teachers, etc. The state level agency would take cognizance of all the needs before preparing a programme of in-service education for a given period of time.

SCERTs would also prepare suitable material for in-service education of teachers, undertake orientation of key persons, monitoring and evaluation of programmes. Similar steps for training of teachers in vocational streams should also be taken by SCERTs. The District Institutes of Education and Training for the primary level would be the major agency to conduct the programmes of in-service education for primary teachers; assistance would be sought from school complexes in the district. In case of secondary school teachers, the programmes would be extended through teacher training institutions and the Centres for Continuing Education. The District level education officer will help in effective conduct of the programmes.
All in-service education programmes cannot be organised in face-to-face modality, especially in view of the numbers involved. Distance inservice education will be prepared and extended with the help of broadcasting agencies. SCERTs would be equipped with necessary resources for production of learning material other than print. Minimum essential equipment to record audio, video programmes would be provided to each SCERT.

A separate cadre will be created for appointment of staffs in SCERTs, secondary teacher education institutions and DIETs. Persons selected to this cadre will receive incentives such as housing and placement in a higher scale of pay. Special arrangements will be made to ensure continuing education of these persons. An interchange will also be organised between teaching and teacher education. Sufficient number of supernumerary/reserve positions will be created in schools to enable people from this cadre to go as teachers for one to two years every 4-5 years.\(^5\)

Teacher education of India is still backward looking and conservative in its approach. It still

---

5. Ibid., pp. 111,112.
remains examination or certificate centred. Its curriculum continues to be highly theoretical and lacks professional bent. The in-service education of teachers is still being neglected by many states. The students teaching or practice teaching is generally nominal and formalized. The isolation of teacher education institutions from school life is still in vogue. The quality of teacher education continues to be mediocre or poor. There is still inadequate provision for the training of the teachers for special subjects like physical education, SUPW, drawing, foreign languages and others. At the same time, a lot of wastage in the form of mass failure in the examinations of teacher education still continues. Finally the implementation of vocationalisation of secondary education and introduction of the study of science, and mathematics and three languages, at compulsory basis at the school stage, side by side the introduction of SUPW in 10+2+3 scheme are posing serious challenges to the system of teacher education in the country today. At the same time, imparting of new social, economic, political and cultural values in the preamble of Indian Constitution such as democracy, secularism, socialism etc. are going to pose some new challenges for the teacher education.