CHAPTER IV

TEACHER EDUCATION IN DIFFERENT STATES OF INDIA

Since Education is a State subject under the Constitution of India, every State is free to frame its own policy of teacher education. As a matter of fact, every State has its own system of teacher education. In spite of these diversities in curricula, duration of the course, administrative machinery and in other related matters, there is some form of uniformity throughout the whole country. This is specially observable in the training of teachers for the secondary schools. The following table gives a picture of teacher education in the country at present at the secondary level.

<table>
<thead>
<tr>
<th>STATE</th>
<th>Name of the course</th>
<th>Duration of the course</th>
<th>Percentage of trained teachers</th>
<th>Number of training colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra</td>
<td>B.Ed.</td>
<td>1 Year</td>
<td>82.4</td>
<td>10</td>
</tr>
<tr>
<td>Assam</td>
<td>B.T.</td>
<td>1 &quot;</td>
<td>18.6</td>
<td>9</td>
</tr>
<tr>
<td>Bihar</td>
<td>B.Ed.</td>
<td>1 &quot;</td>
<td>50.2</td>
<td>7</td>
</tr>
<tr>
<td>Gujrat</td>
<td>B.Ed.</td>
<td>1 &quot;</td>
<td>66.4</td>
<td>19</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>B.Ed.</td>
<td>1 &quot;</td>
<td>25.6</td>
<td>3</td>
</tr>
<tr>
<td>Kerela</td>
<td>B.Ed.</td>
<td>1 &quot;</td>
<td>89.0</td>
<td>21</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>B.Ed.</td>
<td>1 &quot;</td>
<td>69.0</td>
<td>15</td>
</tr>
</tbody>
</table>
The above table shows that Punjab has the highest number of trained teachers at the secondary level. Uttar Pradesh has the highest number of training colleges. The duration of the course throughout India is one year leading to the B.T. or the B.Ed. degree of a University. Nagaland is the only State where a training college has not yet been established. Nagaland also occupies the lowest position among the States of India in the field of teacher education and as far as the percentage of trained teachers is concerned. The next lowest position in the percentage of trained teachers at the secondary level is occupied by Assam. Besides the regular B.T. or B.Ed.
course in each State, there are other courses also for the secondary school teachers. A brief account of these courses and the distinctive features of teacher training in each State are given here to utilize these in suggesting an improved teacher training programme for Assam.

In Andhra Pradesh, a 5 months' shortened course leading to the B.Ed. degree is available for those with S.G.B.T. and Pandits Training qualifications who have subsequently obtained graduate qualifications. The Central Institute of English at Hyderabad provides specialized training to teachers of English serving in the secondary schools and colleges of the Andhra Pradesh and also takes students deputed by other States. A State Council of Educational and Research and Training similar to the National Council of Educational Research and Training at the State level was set up in 1967. The work of the S.C.E.R.T. is divided into three parts - Research, Training and Extension.

One distinctive feature of the teacher training programme in Bihar is that whether at the primary or at the secondary level, free training is imparted in all the training colleges and schools. In some of the training colleges situated in tribal areas a paper on Anthropology is taught. The trainees in Bihar are also supplied with text-books which are returnable after the completion of their training. All the teachers'
training colleges of Bihar are government colleges and the supervision of the training colleges is an affair of the Universities and the State Department of Education.

One distinguishing feature of teacher education in Gujrat is that at least some of the training colleges specify the objectives of studying a subject or a course. For instance, the Vidyanagar Training College gives a detailed statement of the B.Ed. course as follows:

The objectives are to help the student-teacher to develop:

1. Sense of responsibility towards society;
2. Sense of social and moral values;
3. mastery of teaching skill;
4. mastery of the subject matter;
5. understanding of the relationship between needs of life and curriculum;
6. mastery of a communicative skill;
7. consistency and clarity in thought;
8. insight into the process of educational growth;
9. faith in the profession and proper attitude to work;
10. understanding of the teacher's role in the education of the child;
11. one's own outlook in education;
12. effective study and work habit;
13. training in human relationships and
14. attitude towards experimentation.*

One promising feature of the teacher training programme in Jammu and Kashmir is that Art and Crafts constitute one of the elective subjects of the additional optional paper. It consists of two parts: (1) educational art, which implies free and expressional drawing and (2) Craft, constituting seven items: book-binding, lettering, mounting and framing pictures, leatherwork, use of paper pulp, scientific hobbies and woodworking. There is a system of internal assessment to the extent of 20 marks in each paper. The qualifying percentage for the B.Ed examination is 33 in each theory paper, 40 in the aggregate, and 45 in teaching practice. The candidates are placed separately for theory and practice in 1st, 2nd and 3rd divisions.

Madhya Pradesh is one of the four States to have the Regional College of Education in Bhopal. This college provides a four-year integrated course for higher secondary pass candidates in general education and teacher training leading to the degree of B.Sc., B.Ed. besides conducting the one-year B.Ed. course for graduates of science, commerce, agriculture and technology. The institution thus provides training for the teachers of multi-purpose higher secondary schools of the State and some neighbouring States. The Regional College of Education,
Bhopal has also started the summer school-cum-correspondence course leading to the B.Ed. degree. The course extends from May to the next June for fourteen months, out of which the two summer vacations of two months each are residential. The graduates reside in the college campus utilising the same hostels, class rooms, library, laboratories and the work-shops that are utilised by regular students. Practice teaching is under the supervision of local supervisors appointed by the college. This college caters to the needs of Madhya Pradesh, Maharashtra, Gujrat and Goa.

There is also an English Language Teaching Institute at Bhopal which admits lecturers of English of the B.Ed colleges, English teachers of higher secondary schools with M.A. degree in English and English teachers who teach in the first year of general and technological colleges. This institution also helps other institutions in the preparation of text-books, improved methods of teaching and in the preparation of syllabus for the teaching of English. There is also a college of Psychology and Guidance at Jabalpur which provides post-graduate courses in Psychology and imparts training to teachers in vocational guidance to prepare the secondary school teachers to become career masters in multi-purpose higher-secondary schools.

The shortened B.T. course is something new to the Indian Universities. The Madras University offers this course
to bonafide secondary grade teachers who have subsequently qualified for the B.A. degree of the Madras University. The duration of the course is for three months. There is also provision for a part-time course leading to the M.Ed. degree of the University of Madras. The duration of this course for full-time students is nine months and for part-time students two years. Madras provides facilities for professional training in language, music, craft, physical education, teaching in anglo-Indian schools, training physically handicapped children and teaching technical subjects.

The University of Bombay recently took the progressive steps of abolishing the practical examination. Another important aspect of the training colleges of Maharashtra is that the medium of examination offered by nearly 75 per cent candidates is Marathi. About 10 per cent candidates offer English, 5 per cent Hindi and the remaining 10 per cent consist of those who offer Gujrati, Urdu etc. Besides the B.Ed. course, a training course for under-graduate teachers of secondary schools leading to a Diploma in Teaching (T.D.) was instituted by most of the Universities in the Maharashtra. Courses leading to Diploma in Education, Educational Administration, Educational and Vocational Guidance are also conducted in six colleges. The examination papers for the B.Ed/ B.T. degree are set in English or in a regional language.
provided no trainee objects to its use. Option to write the answer scripts either in English, Marathi, Gujarati or Hindi is given.

The Regional College, Mysore has initiated a number of courses for the secondary and higher secondary school teachers. The college is affiliated to the Mysore University. Some of the courses offered by the Regional College are:

1. 4-year integrated courses leading to university degree in Science/Technology education.

2. 1-Year B.Ed. degree courses in Science, commerce, agriculture, Home Science and Fine Arts.

3. 2-Year B.Ed. degree course in Industrial crafts.

4. Summer school-cum-correspondence leading to B.Ed. degree.

Like Madhya Pradesh and Mysore, Orrisa is also fortunate to have a Regional College of Education at Bhubaneswar. There is an Art and Crafts school in Orissa for the preparation of teachers for Art and Crafts for the secondary schools of the State. The minimum qualifications for admission into the School of Art and Crafts is a pass in the High School Certificate or an equivalent examination. The duration of the course is of four years split up into Intermediate certificate course in Art and Crafts spread over the first two years and
the Diploma course in Art and Crafts devoted to the remaining two years. The subjects for examination for the intermediate certificate course at the end of the second year are Oil Painting, Indian Painting, Modelling and Sculpture, Commercial Art, Water colour and other subjects and Graphic Art. The subjects of examination for the Diploma course at the end of the fourth year consist of any four of the following subjects:

Decorative Design, Batik Printing and Dying, Leather Craft and Artistic Toymaking and wood-work, Pottery and Moulding, Needle and Sewing work, Weaving, Cane and Bamboo work and Stone carving.

The Government College of Education at Kurukhetra in Punjab offers a four-year integrated course leading to B.A. and B.Sc. degrees in Education. The underlying idea in this venture is to catch the boy young and to initiate him for a longer period into teaching profession without, however, depriving him of higher studies.' Stimulated by this experiment, the State College of Education at Patiala has been converted into a degree-cum-training college where a student may join after Matriculation or Higher Secondary as in any other degree college for the usual pre-university or the three-year degree course. The only difference is that the student in this college selects his subjects with an eye to teaching. After getting the ordinary B.A. or B.Sc. degree, the candidate gets admitted to the
one-year B.Ed. course in the same college 'if he catches the ignition for becoming a teacher by living in the atmosphere of a professional college.' In Punjab, there is also a short training course of one month's duration for the lecturers of Arts and Science Colleges of the State. In the background of philosophical, sociological and psychological foundations of education this one-month training course enables a young lecturer of a college to take a fresh look on his professional equipment. Punjab is also pioneer in the field of starting a Diploma Course in training teachers for teaching mentally handicapped children.

Apart from the B.Ed. course, the following courses are offered to the secondary school teachers in Rajasthan.

1. Diploma in Physical Education.
2. Certificate in Physical Education.
3. Handicraft.

Rajasthan has also started correspondence courses for the teachers to increase the percentage of teachers in the State. The University of Jodhpur launched a scheme for Vacation Courses for the B.Ed. examination. The Regional College of Education situated in this State at Ajmer has instituted a Summer School-Cum-Correspondence courses for the B.Ed. examination while the State Institute of Education has started a
correspondence course for the S.T.C. The State Institute of Science Education has started special courses to train the science teachers. To attract the science graduates to the teaching profession, advanced increments are permitted within the prescribed scale for the graduate teachers.

The Viswa Bharati University in West Bengal had recently made some changes in the B.Ed. curriculum according to which a teacher-in-training is required to study the contents and methods of teaching two school subjects other than crafts, one at an advanced level and the other at the ordinary level. Proper emphasis is given on community living, co-curricular activities, physical education etc. 'so that the most of the good aspects in the curriculum of a basic training college are present in the curriculum of Vinaya Bhawan, the college of education of Viswa Bharati, which is trying to improve the trainees' knowledge of the content of school subjects with the help of university teachers of different departments'. There is a Hindi Teachers Training College and an Institute of English Teaching in Calcutta.

There are about three hundred post-graduate teacher training institutions in the whole country giving professional education to graduates. They receive a year's training for the B.Ed/B.T./L.T. and/or equivalent degrees. Besides the B.Ed. or B.T. degree, in all Universities of India there is provision for
higher degrees in Education. These are M.Ed. and D.Phil degrees. In most of the Universities, the M.Ed. could be obtained after one year's study. Only B.Ed. or B.T. degree holders are eligible for admission. In some of the Universities, the duration of the course is of two years and graduates with education or trained graduates are admitted into this course. The rules for the D.Phil degree are similar in all Universities.

The expansion of facilities for the professional education of secondary teachers is one of the biggest achievements of Indian education during recent years. As against 41 institutions training graduates in 1946-47, we have today as many as 275 post-graduate teacher education institutions. The enrolment of these institutions has also gone up by almost ten times - 3,262 (1947-48), 7931 (1952-53), 17226 (1957-58), 23221 (1962-63), and 29044 (1965-66). The percentage of trained teachers has also increased from 53.6 in 1949-50 to 70 in 1965-66.

The following table prepared by the Department of Teacher Education of the National Council of Educational Research and Training shows the progress of teacher education at the secondary level.
### TEACHERS IN SECONDARY SCHOOLS BY PROFESSIONAL TRAINING
### 1949-50 TO 1965-66

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number</th>
<th>Trained Number</th>
<th>Trained per cent</th>
<th>Untrained Number</th>
<th>Untrained per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-50</td>
<td>116</td>
<td>62</td>
<td>53.6</td>
<td>54</td>
<td>46.4</td>
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<tr>
<td>1950-51</td>
<td>127</td>
<td>68</td>
<td>53.8</td>
<td>59</td>
<td>46.2</td>
</tr>
<tr>
<td>1951-52</td>
<td>140</td>
<td>77</td>
<td>55.0</td>
<td>63</td>
<td>45.0</td>
</tr>
<tr>
<td>1952-53</td>
<td>152</td>
<td>84</td>
<td>55.3</td>
<td>68</td>
<td>44.7</td>
</tr>
<tr>
<td>1953-54</td>
<td>165</td>
<td>94</td>
<td>57.2</td>
<td>71</td>
<td>44.8</td>
</tr>
<tr>
<td>1954-55</td>
<td>176</td>
<td>102</td>
<td>58.1</td>
<td>74</td>
<td>41.9</td>
</tr>
<tr>
<td>1955-56</td>
<td>190</td>
<td>113</td>
<td>59.7</td>
<td>77</td>
<td>40.3</td>
</tr>
<tr>
<td>1956-57</td>
<td>206</td>
<td>126</td>
<td>63.2</td>
<td>80</td>
<td>38.8</td>
</tr>
<tr>
<td>1957-58</td>
<td>222</td>
<td>139</td>
<td>62.8</td>
<td>83</td>
<td>37.2</td>
</tr>
<tr>
<td>1958-59</td>
<td>245</td>
<td>155</td>
<td>63.2</td>
<td>90</td>
<td>36.8</td>
</tr>
<tr>
<td>1959-60</td>
<td>267</td>
<td>170</td>
<td>63.7</td>
<td>97</td>
<td>36.3</td>
</tr>
<tr>
<td>1960-61</td>
<td>296</td>
<td>190</td>
<td>64.2</td>
<td>106</td>
<td>35.8</td>
</tr>
<tr>
<td>1961-62</td>
<td>330</td>
<td>212</td>
<td>64.3</td>
<td>118</td>
<td>35.7</td>
</tr>
<tr>
<td>1965-66</td>
<td>440</td>
<td>300</td>
<td>70.0</td>
<td>140</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Educational research, hitherto a neglected feature of Indian Education has now received due recognition in all the Universities. It is financed by a number of agencies like the
University Grants Commission, the National Council of Educational Research and Training, and the State Governments. The total number of doctoral theses approved by Indian Universities till the end of 1961 was 83.

The National Council of Educational Research and Training was set up by the Ministry of Education, Government of India in 1961. It is an autonomous organization with the responsibility of providing national leadership in educational research and training. The Council emphasises cooperative aspect of research work by involving a number of institutions and organizations in its programmes.

In research, besides the programmes of the departments, the Council has grant-in-aid schemes, under which financial assistance is given to outside agencies such as colleges, education departments and research institutions to enable them to undertake research into educational problems and also to publish outstanding educational research.

The four Regional Colleges of Education established by the Government of India for the training of teachers for the higher secondary multi-purpose schools, were transferred to the National Council of Educational Research and Training. The four colleges which were started in 1963-64 serve the following areas:
1. Regional College of Education, Ajmer: Northern Region-
Harayana, Jammu & Kashmir, Punjab, Rajasthan, Uttar
Pradesh, Delhi and Himachal Pradesh.

2. Regional College of Education, Bhubaneswar: Eastern
Region- Bihar, Orissa, West Bengal, Assam, Nagaland,
Manipur, Tripura and N.E.F.A.

3. Regional College of Education, Bhopal: Western Region-
Maharashtra, Madhya Pradesh, Gujrat and Goa.

4. Regional College of Education, Mysore: Southern Region-
Andhra Pradesh, Mysore, Madras, Kerela and Pondicherry.

The main objectives of the Regional Colleges of Educa-
tion are:

1. To develop and provide a programme of teacher education
for the multi-purpose schools and to prepare teachers of
technical subjects, science, crafts, agriculture, commerce,
home science and fine arts.

2. To provide in-service course for the existing teachers
of the practical subjects in multi-purpose schools.

3. To provide in-service programmes and field services for
teachers, supervisors and administrators concerned with
the multi-purpose schools in the region in which it is
located.
4. To organize and develop a model demonstration multi-purpose school.

5. To function as a regional centre for programmes of intensive education and field services for secondary schools in general.

6. To undertake pilot studies and research projects in the methods of teaching in relation to the multi-purpose schools as well as the general secondary schools.

7. To evolve and try out improved patterns of teacher education.

8. To prepare and disseminate instructional materials for secondary schools in general and multi-purpose schools in particular; and

9. To collaborate with other institutions in initiating and promoting improved methods and practices, to function as a clearing house in this regard of children, for observation and study of the teaching process, for living as a part of a school and for teaching in a class-room."

In-service education for the secondary school teachers is provided by the Extension Services Departments attached to the training colleges. In 1955, All-India Council for Secondary Education started the nation-wide programme for opening of

* NCERT : Plan and programme, Regional Colleges of Education, pp.4, 5.
extension services departments in the training colleges. The Extension programme launched by the All-India Council for Secondary Education through the establishment of the Extension Services Departments developed gradually. By 1964, ninety seven such departments were established in the whole country. In 1959, the All-India Council for Secondary Education was replaced by the Directorate of Extension Programmes for Secondary Education as a part of the Ministry of Education. The new Directorate took over all the functions of the All-India Council for Secondary Education. In 1961, the N.C.E.R.T. was established and the Directorate of Extension Programmes became one of the departments of the National Institute of Education. In 1966, the Directorate of Extension Programmes was converted into the Department of Field Services under the N.C.E.R.T.

There are 49 institutions offering training courses in physical education to teachers. Out of these, three institutions are affiliated to universities and offer a post-graduate degree/diploma in physical education. These are:

1. Department of Physical Education, Punjab University, M.A. in Physical Education.

2. Government College of Physical Education, Patiala, Punjabi University. M.Ed.(Physical Education) and B.P.E.(Bachelor of Physical Education).

On the recommendations of the Mudaliar Commission, a Central Bureau of Educational and Vocational Guidance to do some pioneering work in this area was instituted. Such Educational and Vocational Guidance Bureaus were also set up by the State Governments.

£ The information given in this chapter were taken from the books 'Teacher Education in India, Vol.I & II' published by S. Chand & Co., 1968 and 'Education in Eighteen Years of Freedom' by the Ministry of Education, Government of India, 1965.