Chapter -I
CHAPTER - I
INTRODUCTION

Education has been the most significant of the human institutions since antiquity. From time immemorial, it has been seen, that world civilizations have been products of the respective educational systems. In turn, the quality of education is judged from the civilization it builds. It is the value systems guiding human life that need to be taken care of. In addition to perennial values, there are, at every point of time, immediate or contemporary values. The latter set of values are subject to change in accordance with the changing needs of a society. Quality of life is inseparable from the set of values to be inculcated and pursued. Hence the necessity for constant striving at qualitative improvement in human behaviour.

In recent times, in the mad race for materialistic achievements, sound human values, both perennial and contemporary, are seen deteriorating. This kind of erosion of values has its bearing on the quality of life of the people. In the ultimate analysis, it is education that has to take the responsibility for such a state of affairs. The situation warrants a determined crusade through education. If quality of life is lost in any society or nation, then it follows that the education of the people is lost. Education is seen as a panacea for all the ills of society.¹ It is common knowledge nowadays, that education is the most important input for the development of an

¹ Shashikala Deshpande 'The Scene at Secondary Education,' _Shikshana Sourabha - Samsaranarangana_, Ed., Vishnu Nayak, Hubli, Karnataka Madyamikasyala Noukarara Sangha (R), 1995, p.28.
individual, society and nation. Education is one of the means of national development. In a country like India, which is engaged in the colossal task of social regeneration, economic prosperity, scientific development and technological developments, education is one of the most vital activities.

1.0. Efficiency of Quality Education:

Education is accepted as a fundamental right of all members of a society. Since independence, continuous efforts have been made to extend education to all children through formal and non-formal systems and through special schemes for the socially deprived and depraved groups and individuals, such as scheduled castes and scheduled tribes, juvenile delinquents, adults, girls and the disabled. Accordingly, it can be said with confidence that the facilities for education have improved spectacularly. But it cannot be said with equal confidence, that the quality of education has also improved whether in relevance or in depth or for improvement of quality of life. On the contrary, it is regretting to note that there is a sense of loss.²

Looking at the dismal educational scenario today, J. M. Keynes, the progressive economist, cannot be simply dismissed as a cynic when he remarks: "Education is the inculcation of the incomprehensible into the indifferent by the incompetent",³ The satire is awfully alarming. Similarly, Harold Laski probably has

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in mind education in its mismanaged state, when he comments that 'education is
the art which teaches men to be deceived by the printed word. Those who profit by
that deception are the masters of society.' That truly is today's social and political
elite - men and women deceived by the printed word communicated to them by
their teachers. This, again, is another caution that should compel all those
concerned with education to make a little introspection. The undertones of the above
painful remarks imply that a people or a nation need good education or no education
at all. Education adequate in quality is such a potent instrument for nation building,
its growth and development that a bad education is not only bad in itself but can do
immeasurable harm to society, leaving a permanent scar.

The concept of education today seems to be losing its true meaning. Varied
perceptions of education are an evidence of the state of affairs. Parents,
pedagogues, the society around have been viewing education and their respective
responsibility to the education of their children through a narrow and sans-substance
perspective. Parents feel their responsibility ends with sending their wards to
educational institutions of repute. Pedagogues feel that by mere pumping in of
knowledge, with a view to covering the scheduled curriculum and preparing children
to come out with flying colours in the examinations, they have accomplished their

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4. Ambrose Pinto, 'Obsession with syllabus could be harmful', The Hindu. Open
to come out with flying colours in the examinations, they have accomplished their mission. The society around, in its turn, identifies and recognises an individual with a good paper qualification as educated. Thus all sections of society which have a responsible role to play in education have lost sight of the essence and spirit of education. Hence the chaos and confusion.

In the few preceding decades, there has been a spectacular quantitative progress at every stage of education. Huge sums are spent on education. But one is embarrassed when he comes across the bitter truth that quality education is confined to a handful of institutions. Very recently Shetty (1997), Vice Chancellor, Bangalore University, could not help expressing his sadness when, at a high-level meet of academicians, he revealed that over 60 lakh students were studying in over 8,800 colleges coming under 200 universities but quality education was limited to only 8% of them. This is really a soul searching phenomenon. If this be the sad state of affairs at the higher education level, the situation at lower levels of the ladder cannot be expected to be any better.

1.1 The Role of Secondary Education:

Secondary education is an important link in the chain of education. Presently the feeling is gaining ground that a nation begins to develop fast when a sizable

majority of its citizens acquire secondary education. Secondary education in the country is viewed from two angles: one, as a preparation and terminus for going back to society and the other, preparation for the +2 stage. Since the students at the secondary level are in the early years of their adolescence, the task of education at this stage becomes much more subtle and complicated. By the time children leave the portals of secondary education, personalities and identities begin to crystallise. The period brings with it a whole lot of changes in the physical, social and psychological spheres. The mental faculties also undergo a change. Changes are likewise seen in the individuals' attitude, behaviour and interests. During this period the learner is endowed with a fully developed neuro-muscular system. This facilitates the acquisition of skills required for handling various tools and apparatus. The child enters the school with a readiness for participation in group life. The critical outlook towards social conventions, events and appreciation of social ideals are to be developed along with moral values. Insight into choosing appropriate career or vocation is to be developed. A careful inculcation of appropriate ideas regarding healthy attitude towards sex and opposite sex is needed. Lack of proper education, right knowledge, orientation and guidance at this stage could make the children go off the track. From here emerges the need for the teacher to play his role in the vital activity of education.

In the post-independent India lots of efforts have been, time and again, put into revamp, reshape and revitalise secondary education with a view to making it worth its meaning. But, it is one of the ground realities that the changes and innovations contemplated upon have not penetrated through the classroom. Any amount of high sounding terminology, intellectual manipulations and ambitions, policy decisions are not going to help in anyway in bringing about quality education. A significant remark by a sensitive observer from this angle is worthy of contemplation: "In spite of the rhetoric and the spending spree, the micro-reality of the classroom has remained the same over the decades, as the proverbial unchanging centre of the wheel of change.\footnote{K. Jayakumar, 'Change the classroom', \textit{The Hindu}, Open Page, Education, 17 June 1997.} Commissions and committees, including the specific Secondary Education Commission - 1952-53, panels and policies have spared no pains in making recommendations for restructuring and revitalizing secondary education. But, unless the classroom reality changes, no other change anywhere has any value. The situation calls for the indispensable role of the teacher.

\subsection*{1.2 The Role of the Teacher}

In any system of education the teacher has a pivotal role to play. He is the most important agent for realising the educational objectives of the society. History provides ample evidence to the truism that great teachers are the seeds of great civilizations and progress. The future of the country depends on the right kind of

\footnotetext[8]{K. Jayakumar, 'Change the classroom', \textit{The Hindu}, Open Page, Education, 17 June 1997.}
teachers. The strength of an educational system largely depends upon the quality of its teachers. Teacher performance is the most crucial input in the field of education. However lofty the aims, however modern and abundant the equipment, however effective the administration, whatever the policies laid down, in the final analysis these have to be interpreted by teachers, as much through their personal example as through teaching-learning process. When it comes to the implementation process, the teacher stands unchallenged. His position is vital and pivotal. Ultimately the responsibility of making the education work lies with the teacher. The teacher holds the key position in the learning process. Efficiency of an educational system is primarily determined by the efficiency of teachers. The quality of education is, thus, contingent upon the quality of the teacher. 9 The Report of the Indian Education Commission (1964-66), emphasising the role of the teacher in education states: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. 10 This extract is just an instance of placing a highly priced premium on the significance of the teacher's role. In India, for that matter, there is hardly any report or document on education in which the pivotal role of teachers in the success of educational system and national development

has not been highlighted in most eloquent terms: "There has been, in recent years greater emphasis on educational development which should be supportive of overall social development. For this, within the educational sector, teachers are regarded as an effective instrument to make education responsive and supportive of the process of national development."

The National Policy on Education (NPE-1986) boldly declares: 'No nation can rise above the level of its teachers.' This indicates the complete trust the NPE places in the teaching community. The teacher is engaged in the most delicate task of human engineering with whatever resources and tools available to him. A well prepared and zealous teacher, if necessary, creates his own materials and makes learning a creative experience for the students. On the other hand, all fine materials - best text books, modern gadgets and laboratory equipment turn to dust in the hands of a poor or indifferent teacher. Although an educational system may have excellent material resources in the form of attractive school plants, well equipped laboratories and libraries, efficient administrative staff, correct policies and progressive curricula, if the teacher is incompetent or indifferent to his responsibilities, the whole programme is likely to be ineffective and wasteful. Any teacher who is casual not only destroys himself, his profession but also the future generation.

A good teacher is aware of the fact that quality education is the only way to national development, survival and contributing to a better order. The developments in educational technology in recent times ambitiously aim at bringing about a sea change in methods of imparting education in the modern context. The multimedia approach is all anxious to assist the teacher in the subtler and more complicated task of imparting quality education. To avail of such facilities and make the best use of them it requires specialised knowledge and skill on the part of the teachers. Moreover, it is to be remembered that any amount of sophisticated gadgets can only serve as aids in carrying out teaching-learning programme. They can never replace the teacher. The teacher continues to remain an indispensable part of the educational process. To reproduce the words of the National Policy on Education (1986) on this point: "Teachers will continue to play a crucial role in the formation and implementation of educational programmes." 13

Education being the most crucial of human affairs, teachers have to provide role models. Teachers need to be the whole philosophy behind the entire educational enterprise personified. Personality of the teacher plays a dominant role in the process of education. Persons with dynamic personality and with sound philosophy of life can contribute much compared with the others, who may be qualified.

otherwise. ^14 Combs, (1986) the chief spokesman for the personality of teachers declares: "A good teacher is primarily a unique personality". ^15 Highly successful teachers possess better intellectual capacity and efficiency, high creative potential and levels of aspiration. They are able to include learning, develop interest and foster desirable attitudes among their students. Subject mastery, responsiveness, innovative proneness, integrity, communicating ability, concern for the students are the factors related to effective teachers. ^16 Teachers endowed with such essential traits can competently fulfil the responsibility of providing role models. They can be able to do considerable justice to the requirement of playing their multidimensional role, i.e., teaching, research, development of learning material, extension and managing the institutions.

The phenomenon of fast expansion in every sphere of education adds to the already crucial responsibilities of teachers. Secondary education is expanding at a phenomenal rate and will continue to do so, a consequence of universalisation of primary education and population growth. The expectations of the learners, parents and the society towards the teacher will be very high. In addition to moulding the young children by positive influences, the teacher will be required to face the challenge of the onslaughts of many evils like the deteriorating influence of TV on

children, influence of politicians, the influence of drugs and cheap intoxication, neglect of children by parents and such others. The teacher needs courage of conviction to protect children against these evils. In sum, the teacher will remain a beacon of light to the students, a source of inspiration and enlightenment to the young minds and a tower of strength to the nation.

From the foregoing discussion it becomes clear that lots of responsibilities and expectations are heaped on the teacher. In connection with the point under discussion, the document Programme of Action (PoA), that followed the National Policy on Education (NPE-1986), strikes a realistic note when it says that education cannot be insulated from the social, economic and political forces of the current times. A teacher cannot be isolated from the dominant trends of life, thought and behaviour of the time. Hence, the expectations from teacher can be justly realised if corresponding changes in society are initiated and teachers can also be inspired to achieve what is desired from them.

The afore said contention, no doubt, cannot have any denial. But it is more easily said than done. To change the adult society to suit the future needs of the nation through influencing and inspiring the educational system and thereby its beneficiaries is a task that can hardly be contemplated upon. On the contrary, it is education that can shape a future society. The present times are witnessing a race of

between education and catastrophe. The teacher's responsibility lies in helping the young to keep themselves at a distance from some of the devastating trends of the times like consumerism, hedonism, unethical conduct and so on. The teacher has to reaffirm his faith in the popular adage 'catch them young'. Here again, the teacher on his part needs an enormous amount of courage of conviction. Such teachers, however, cannot be had for the asking. Producing such teachers is one of the important obligations of education.

1.3 Education of Teachers:

If competent teachers can be prepared, the likelihood of attaining desirable educational outcomes is ensured to a great extent. The making of teachers needs to be given the highest priority in any form of national planning. It is a nation's dedication to academics rather than its affluence or technological dominance that leads to superior education. A well planned teacher education is a sure means to bring about quality in education. A sound teacher education programme is a crucial component of an effective educational system. The quality of teachers reflects upon the quality of education. With the advancement in science and technology a number of innovations have been brought in to make the educative process more effective. However, the success of any educational innovation depends on the quality of the teachers which, in turn, depends to a great extent on the quality of the teacher education programmes. Naturally, each and every
Educational document of India since independence, has put special thrust on the significance of teacher education and the need for improving it.

Education is related to socio-economic transformation of a society. The teacher occupies an important place in the whole process of transformation. Hence it becomes imperative to constantly review the programmes of teacher education with special reference to national objectives, needs and aspirations of the citizens and overall national development. This is to be done to improve upon not only their work efficiency and skill but also their status, self esteem, work commitment and the sense of professional ethics. In the recent past, teacher education had specific objectives. The objectives were to develop the child, his cognitive development, his knowledge in science and skills in language etc. The main thrust was on the subject matter and the contents of the curriculum. In other words, the main objective was transmission of knowledge, skill and culture elements so as to enable the child to understand and assimilate. Hence the teacher was expected to have a mastery over the content of the subject matter and method of teaching. Teaching of pedagogical aspects had a preference. The enterprise was limited to the classroom learning situation.  

It is evident from the above account that the role of teachers in the past was to pass down to the younger generation the knowledge, experience, the values of the

cultural heritage through the study of mythology and the classics of a slowly evolving society. But the role of a modern teacher has changed due to the changes that have taken place over years of progress and experimentation. The national perception in the changing context and perspectives necessitated the goals of education and the role of teachers to be redefined. Rising to the crucial historical need the National Policy on Education 1986, amplifies the role of education in terms of education for all, this being fundamental to the all-round development of the people, material and spiritual. The national goals formulated by the NPE have taken their shape in response to the major socio-economic challenges faced by the country. In this context four national goals, which are crucial for the well being of the people, have been identified.:

1) A unified secular India
2) Modernisation
3) Productive people
4) A humane and caring society.

Education is recognised as the most powerful instrument in the realization of the national goals identified thus. There was a time when a few endowed teachers deserved to be true teachers. But today a band of such a few teachers does not suffice to meet the growing needs and demands of the rapidly expanding educational enterprise. Many more teachers are required to cope with the demands.

The techniques of teaching can be taught and the required number of persons can

19. Ibid.
be trained in this sphere. Any art is to be cultivated through systematic training. By proper training, a mediocre teacher can be transformed into a creative teacher. Unless the teacher is influenced by some other elements through training, he follows the same system of teaching, which he is familiar with, which may prove ineffective in meeting the emerging needs. Hence the necessity for a sound teacher training programme.

2.0 Development of Teacher Education Programmes in India:

On the development of teacher education, Srivastava and Bose (1973) observe that teachers to be taught and trained is a relatively growing concept found in societies all over the world in the nineteenth and twentieth century. Prior to this period, in all countries and communities teaching existed as a necessary art. It was essentially a family affair. 'While the parents and the elders taught the youngsters in that art of living and doing, inside the home and in the community, the tribal head, the craftsman and the skilled worker controlled the imparting of the special skill to individuals with as much sincerity, austerity and devotion as was necessary'. The technique of the teacher was based often on his acquired experiences. 'The teacher's recognition came automatically from the learner's performance'.

Later during the period of religious teaching, 'a greater caution was observed in assigning the task of teaching and in assuming the role of a teacher. Priestood
in a rather intangible domain utilised largely, experience and skill in impressing upon the listeners'. The measure of effectiveness of such communication between the priest and the disciples or followers was hardly pronounced; it was felt and realised.

2.1 Teacher Education in Ancient and Medieval India

Agarwal (1988) observes: "We find very little evidence of a formal system of teacher education in ancient India". This was true through the medieval period till the modern times. It can be noted that no formal teacher training course existed, nor any formal recognition to a practitioner through awarding of certificates was in vogue anywhere in the country till the first decade of the nineteenth century. A formal training or education of teachers in the sense as it is understood now was then unknown. According to the traces found in the Rigveda, a person to be a teacher had to have a scholarly bent of mind, a high degree of intelligence and devotion to acquire perfect mastery of the subject. He had to live through an austere life to assimilate the essence embodied in the subject matter of study. He had to live the life of a brahmacharin (celibate) and he had to be an ardent aspirant of the

22. R.C. Shrivastav, Dr, (Miss) K. Bose, Op. cit, pp. 3 and 6
supreme good. Such qualities and education used to go into the 'preparation' of a real teacher. As such, no separate or specific training for a teacher could be thought of. Teaching was, with a few exceptions, the privilege of the priestly class.

2.2 The Monitorial System

During the Buddhist period i.e., 500 B.C. onwards, it was felt that the profession of teaching was not the right or privilege of only Brahmins. Any enlightened person from any class of the community might get the status of a teacher after a vigorous training. It followed then that persons belonging to other than the priestly class had to be initiated into the teaching profession through some sort of training or experience. But education was still religious in character. The aspirant to become a teacher was kept under the supervision of two teachers. He learned the elements of morality, pious conduct and got training in 'Dharma' and discipline. He lived his life to the satisfaction of the supervisor who, after getting satisfied, gave him a licence to be fit for the profession of teaching. The method of training religious teachers during this period was based on a system which was later on recognized as 'monitorial system.' This method was followed in the later centuries also.

Veda Mitra refers to the monitorial system in which "senior

students were put in charge of their scholars during the

24. R. C. Shrivastav, Dr. (Miss) K. Bose, op. cit, p. 2
26. Ibid,
temporary absence of their teachers. This method of entrusting teaching work to brilliant students had a great educational value. It placed a high incentive before the students. It afforded opportunities to intelligent students to learn the art of teaching and thus indirectly performed the same function as Teachers' Training College discharges today.\textsuperscript{27}

The monitorial system that was found in vogue in India in the fourteenth and fifteenth centuries had its early traces in the Jataka stories of the Buddhist tradition. The preceptor used to detect the few talented scholars who were superior in intellect, and were bent on pursuit of knowledge. This small group was detained in the school for a longer period and was made competent to take over charge of the younger and the mediocre pupils. This batch of monitors gained gradually in maturity and knowledge and acquired ability in taking charge of the younger students. This brought in an element of teacher training for the first time in the history of teacher education in the country.\textsuperscript{28}

\textbf{2.3 Teacher Education During the Muslim Period}

Education during this period also was mainly religious. Mainly teaching of Quran was imparted. As such, the need of formal education for teachers was not

\textsuperscript{28} R.C. Srivastava, Dr. (Miss) K. Bose, \textit{Theory and Practice of Teacher Education In India}, Allahabad, Chugh Publications, 1973, p.3
felt. The posts were filled up on considerations other than mere academic qualifications. No special professional training was required. During this period, apart from religious teaching medicine, literature, art and music were taken as established learned professions but institutions for regular education and training of such professions were not in vogue.  

2.4 Teacher Education During the Pre-Independence period

The origin of the development of teacher education in its formal nature in India 'dates back to the early nineteenth century'. The introduction of English 'education' in formal schools made it necessary for teachers to teach something which was quite new to them. The content was, unlike that up till then non-religious and not based upon Indian culture. The known methodologies fell short of expectations. The administration was keen that the money it spent on education led to proper results. Private and missionary initiative in education also showed eagerness to ensure success in their efforts. These circumstances led to the origin of teacher education programmes.

The initial attempts formally made towards teacher education have been by missionaries and by some native private agencies. In 1716 a Danish missionary Ziegenbalg established an institution for training of teachers at Tranquebar, to be

employed in the Charity schools. In 1802, William Carey, another missionary, established a Normal School for the training of teachers. Under the native private effort mention needs to be made of the Calcutta School Society formed in 1819, the Native Education Society of Bombay and the Madras School Society which started Normal Schools for training of teachers in the three Presidencies under the East India Company. These societies received grants from the Government specifically for training of teachers in their schools. Thus the earliest efforts in teacher education were of the nature of private initiative.

State initiative in teacher education made its appearance towards the end of the nineteenth century and as a consequence of the government assuming responsibility for education in India. In 1826, Thomas Munro, Governor of Madras, along with providing financial support to private initiative, gave a detailed proposal for establishment of training schools in each collectorate in his presidency as principal schools and there after, one school could be provided for in each of the 300 tahasils under the presidency. The monitorial system in vogue since ancient times till the end of the eighteenth century was seen getting such favour of the rulers that the Britishers favoured its adoption in England. The same system was

32. Op. cit., p. 4
33. Ibid
34. Ibid, p. 6.
recommended to India for adoption in the presidencies and came to be called the Bell-Lancaster system, after the name of Andrew Bell. A notable event during these days was that in 1828, a training school for women as teachers was started under the auspices of Ladies Society for native female education at Calcutta.

2.5 Government Initiative in Teacher Education and the Normal Training Schools:

Actual government initiative in teacher education came only as a consequence of Wood’s Despatch (1854) which 'desired to see the establishment with as little delay as possible, of training'. As a sequel to this, normal schools for training primary school teachers were established in each presidency. Teacher training was officially accepted as an integral part of the Indian education system. The Presidency towns were the first to have normal training schools with Madras (now Chennai) in the lead (1856). Thenceforth there was an increased expansion of teacher education. Separate schools for female teachers were also established at different places.

Gradually, school education expanded to include middle classes and a little later secondary classes. The establishment of universities since 1857 led to an

increase in the number of colleges. With the increasing number of secondary schools, there was a demand for teachers for secondary schools. Hence a number of teacher training colleges for secondary schools were opened. The first secondary teacher training school was established in 1856 at Madras, known as Government Normal School, which trained primary teachers as well as secondary teachers. It was attached with a model and practising school. Later on in 1880, a similar institution was opened at Lahore for the training of secondary school teachers and was called the Central Training College with B.T. and S.A.V. (Senior Anglo Vernacular) classes.  

In view of the expansion and diversification that had taken place in the educational system so far, the Indian Education Commission known as the Hunter Commission (1882) provided some definite directions for furthering teacher education in India. The commission recommended a separate programme for secondary school teachers, 'distinctly higher in level, form and method'. Such a programme should include, in the view of the commission, 'an examination in the principles and practice of teaching .......... success in which should hereafter be a condition of permanent employment as a teacher in any secondary school, government or aided'. The commission also recommended separate training programmes for graduates and undergraduates. As a sequel to the report of the

Indian Education Commission (1882), training colleges were established for the first time and soon six training colleges came into existence, one each in Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890) and Rajamundry (1894). The Kurseong training college provided for kindergarten methods also. In the colleges in Madras and Rajmundry, L. T. (Licentiate in Teaching), equivalent to a degree was introduced. Besides the above six training colleges, there were 50 training schools for secondary school teachers. In between, in 1889, Bombay started the Secondary Teachers Certificate (S.T.C.) which was managed by the Director of Public Instruction (D.P.I).

Thus, the last two decades of the nineteenth century proved to be so eventful that teacher education became established as a substantial structural set up. The institutional structure diversified into normal schools, secondary training schools and training colleges, run by the state and private enterprise with well differentiated training inputs as well as procedural and certification details.

With the dawn of the twentieth century, 'real transition in the field of education' began to take place. The Viceroy Lord Curzon's efforts were seminal in this direction. He highlighted his serious concerns for education in India in his 'Resolution on Education Policy' (1904), which is more commonly known as the 'Government of

40. Policy Perspectives in Teacher Education Critique and Documentation, pp. 9-10
India Resolution of 1904'. The Resolution emphasised the necessity of providing a large number of training institutions for primary teachers, the duration of training being a minimum of two years. It has been placed on record by Nurullah and Naik (1964) that by far Curzon's greatest contribution to teacher education had been to emphasise the training of rural primary teachers in elementary agriculture which he desired to be taught in all rural primary schools which were mostly attended by the children of agriculturists.43 The other recommendations relevant to teacher education in the Government of India Resolution of 1904, were:44

i) the equipment of a training college should be as important as that of an arts college,

ii) the training course for graduates should be one-year university course leading to a university degree, while training courses for undergraduates should be of two years;

iii) the theory and practice of teaching should be included in training courses;

iv) a practising school should be attached to each training college;

v) every possible care should be taken to maintain a connection between a training college and schools.

The Resolution provided direction to further action by subsequent viceroys who decided to continue with these decisions.

43. Ibid, p.11.
As a sequel to the Minto - Morley Reforms of 1909, the government passed another order that ... eventually under the modern system of education no teacher should be allowed to teach without a certificate that he is qualified to do so. 45

The Calcutta University Commission (1917-19) was set up under the chairmanship of Sadler. Some of its recommendations had implications for other educational institutions as well. The commission laid stress on substantially increasing the output of trained teachers. It recommended that a Department of Education should be created in the Universities of Dacca (now the capital of Bangladesh) and Calcutta, and that education should be included as a subject of study in Intermediate, B.A., and M.A. 46

After a decade in 1929 came the Auxiliary Committee of Indian Statutory Commission, more commonly known as the Hartog Committee, named after its Chairman, Sir Philip Hartog. The committee made important recommendations about the training of primary school teachers: 47

i) raising the standard of general education of primary school teachers;

ii) lengthening the duration of training courses;

iii) provision of adequate staff for training institutions;

iv) improvement of service conditions of primary school teachers to attract and retain better quality teachers.

46. Ibid. p.12.
47. Ibid. p. 13.
As a consequence of these recommendations, in-service education programmes for primary school teachers were set up. Training institutions were equipped with laboratories, libraries and practising schools. The Committee on Recruitment, Training and conditions of Service of teachers specified the following duration for different teacher training programmes:

- Pre-primary teachers: 2 years
- Junior basic (primary) teachers: 2 years
- Senior basic (middle) teachers: 3 years
- Non-graduates in high schools: 2 years
- Graduates in High Schools: 1 year

The Central Advisory Board of Education adopted these in 1943. 48

By 1930, there were three types of distinct institutions for training teachers in India: 49

1. Training schools for primary teachers.
2. Normal teacher institutions for training teachers for secondary schools, i.e., Middle classes.
3. Training institutions for graduates.

The idea of Basic Education was propounded by Mahatma Gandhi. The first conference to propound this idea was organised at Wardha in 1937. The thrust

being on national system of education, it was emphasised that teachers should be trained in new methods and new philosophy of education. These teachers were required to learn some basic craft-Agriculture, Home science and so on. As a result of this requirement basic training colleges for primary school teachers came into existence. The syllabus and method of teaching prescribed was entirely different from other schools. Every subject was correlated to some crafts and situations of life. Students were required to spin and do mathematics etc. through spinning and weaving. 50

The next major event of educational significance in the country was the setting up of the Sergeant Committee in 1944. With regard to teacher training, the Committee made the following recommendations. 51

i) Provision should be made for training different categories of teachers.

ii) Suitable persons for teaching jobs should be picked up during the last two years of their high school course and they should be given stipends for receiving teacher training.

iii) Refresher courses should be organised for giving inservice eduction to teachers.

iv) Research facilities should be provided.

v) Teaching practice should be strengthened.

50. Ibid, pp. 7-8.
Mean while, inservice training in the form of short courses, evening classes, summer school courses etc. were started in Madras, the united Provinces, the Northern provinces, Bombay and Jalandhar.52

To present an overall picture from the foregoing account, by the time of Independence, teacher education had been established as a distinct component of the educational system in the country. There were several institutions engaged in providing teacher education. The concept of the normal school of the initial years, where teachers were employed and trained while working, had undergone considerable change. Full-time preservice teacher training programmes were initiated. 'The idea of inservice teacher training for updating the technical knowledge and skills of working teachers had begun to emerge.' Training programmes got differentiated to suit the requirements of elementary and secondary school teachers. Elementary teacher training was constructed as a certificate course and for the secondary school teachers it was to be a degree programme. Although the expansion of teacher education was rather slow and inadequate, as 'it left out a lot in respect of coverage of all teachers, the substance and nature of training teachers had come a long way from its humble beginnings as a normal school'.53

2.6 Teacher Education Since Independence:

With the dawn of independence, and the nation adopting a democratic polity, the role of education underwent a radical change to suit the new context. The

52. Ibid, pp. 14-15
constitutional commitments towards social reconstruction obliged education 'to provide wide access, improve quality, evolve effective organisational and administrative structures and processes, and acquire certain specialisation and autonomy'. It was impossible to achieve the targets without the 'teacher' taking on the responsibility. In such a challenging context, 'the available network for teacher education was far too inadequate both in numbers or size and in the quality of its substance'. To cope with the situation, major strides have been made in teacher education, so much so that teacher education has come a long way from its initial bleak stature to gain an identity as a complex network of institutions and programmes with unmistakable relevance. In other words, teacher education has become a significant and essential aspect of the education system with the stature of an independent area of specialisation.

2.7 Colleges of Teacher Education:

With the changed socio-economic context after independence and the revised role of education therein a new concept of teacher education emerged. The erstwhile concept of 'teacher training' was replaced by the more comprehensive concept of 'teacher education'. The teacher needed not only to be trained to perform a few skills, but was to be educated to play various roles in a wider sense. As such, there was a need for a sound professional education for the teacher. Several

54. Ibid, p. 22
55. Ibid, pp. 22-23.
commissions, committees, study groups and such others, constituted time and
gain after independence to look into the relevance, adequacy, appropriateness
and efficacy of the education system in the country, addressed with concern the
various issues regarding teacher education.

The University Education Commission 1948 - 49 observed that while university
standards could not improve unless the quality of teaching in schools and
intermediate colleges improved, it was for the universities to provide a
continuous supply of highly trained and efficient teachers for these institutions. The
commission recommended vacation refresher courses for in-service education of
teachers. The commission stressed that teacher training colleges should be
remodelled - more time should be given to practice teaching and more weightage
to practical examination, proper schools should be selected for practice teaching,
in the training colleges teacher educators should be recruited from those who
possessed sufficient teaching experience, students with long teaching experiences,
should be admitted to M.Ed. course, and professors and teachers in education
should do their own research work on all India basis.

The Secondary Education Commission 1952 - 53 recommended training of
two years for primary school teachers and that of one year for secondary school
teachers to be extended to two years in due course. Regarding the control and
administration of the training institutions, the commission suggested that

57. R. A. Sharma, Teacher Education (Theory, Practice and Research).
secondary school teacher training institutions should be recognised by and affiliated to universities while the primary school teacher training institutions should be under the control of a separate Board constituted for the purpose. On the academic aspect, arrangements for teacher trainees to receive training in one or more extra curricular activities, practical training in workshops, inservice training wings and facilities for teacher-educators to conduct research and having an experimental or demonstration school for this purpose were recommended. With a view to bringing about an effective co-ordination, the Commission recommended that there should be a free exchange between professors in training colleges, selected head masters of schools and inspecting officers. Provision of adequate residential facilities for teacher trainees and part-time training courses for women teachers were other important recommendations.  

The National Committee on Women's Education 1958 made comprehensive recommendations for the training of women teachers with provision for every feasible facility.  

The Review Committee on Education 1960, appointed by the University Grants Commission to examine the standards of teaching and research in the Departments of Education in Indian Universities, made several recommendations in regard to the manner in which adequate standards at M.Ed. and Ph.D. levels could be maintained by them.  

60. Ibid, pp. 166-67
The Committee on Emotional Integration 1961, the study Team for Selected Educational Schemes 1961, the Study Group on the Training of Elementary Teachers in India 1961, the Committee on Education as an Elective Subject at the undergraduate Stage 1963 and the Study Group on the Study of English in India 1964 made several pragmatic recommendations for expansion and improvement of teacher education. The Indian Education commission 1964-66 recommended that professional preparation of teachers, being crucial for the qualitative improvement of education, should be treated as key area in educational development and adequate financial provision should be made for it, both at the state and national levels. The Commission made several recommendations for the overall improvement in teacher education, such as removing isolation of teacher education, strengthening the infrastructural facilities in the institutions of teacher education, establishment of Extension Service Departments in each institution, effective associations of almuni, periodic exchange of staff of the cooperating schools and teacher training institutions, using improved methods of teaching and evaluation, making practice teaching a comprehensive programme of internship, revising the curricula and programmes at all levels, recruiting talented students to teacher training institutions, organisation of summer institutes for in-service orientation of training staff, attaching an experimental or demonstration school to

every training institution, providing hostel facilities for trainees and residential accommodation for staff, and so on. 62

2.8 Teacher Education through Distance Mode/Correspondence Courses:

The University Grants Commission sent three delegations in 1967, 1968 and 1971 respectively to the erstwhile USSR to study their system of evening and correspondence courses. The delegations made recommendations for an effective reorganisation and operation of correspondence courses in teacher education under Indian conditions. 63

The National Policy on Education 1986 recognised teacher education as a continuous process, its pre-service and inservice components being inseparable. The policy made several recommendations for overhauling teacher education. It was followed by a Programme of Action. 64

The National Curriculum for Teacher Education 1988 clearly and comprehensively defined the objectives of pre-service teacher education programmes (Vide Appendix A).

To suggest guidelines for teacher education programme through distance education/ correspondence courses the following committees were constituted. 65

63. Ibid, pp. 198-200.
64. Ibid, pp. 237 - 44.
National Council for Teacher Education Committee for Teacher Education Programme Through Distance Education Mode 1990.

Central Advisory Board of Education Committee on Distance Education 1992


Committee of University Grants Commission on B.Ed. Correspondence / Distance Education Programme 1994.

B.Ed. Through Correspondence for In - service Teachers 1995.

Committee of National Council for Teacher Education on Different Modes of Education used for Teacher Preparation in India 1995.

2.9 Teacher Education in Five Year Plans

During the Five Year plans for the socio- economic reconstruction and development of the country, commencing from 1951, several measures were taken for the expansion and improvement of teacher education in line with the emerging needs. With a view to vitalising and making teacher education relevant to the contemporary and future needs of the society it was stressed during the seventh five year plan (1985 - 90) that the training of teachers would include, apart from pedagogy the use of mass media, science and technology, planning and curriculum design for local environment based courses, mobilisation and use of community resources and other relevant subjects. It was felt that for continuous improvement in quality of secondary education an
effective system of inservice training of teachers was necessary. A commitment to take steps to meet the requirements was made.\textsuperscript{66}

2.10 Development of Post-Graduate Studies and Research in Education

Education as a subject of study did not find a place in Indian universities till 1917, when the Calcutta University Commission made a positive recommendation that a department of education with a professor and a reader should be set up in each university to promote systematic and practical study of the science and art of education. It was the beginning when universities and concerned people started thinking seriously about education and educational research.

As a sequel to this, the universities at Aligarh and Banaras started departments of education. The Bombay University started the M.Ed. course (through research) in 1936. The Allahabad university offered the M.Ed., programme in 1943, requiring some research in partial fulfilment. By 1951 sixteen universities had facilities for M.Ed., the Calcutta University offering a two year full time M.A., M.Sc. course in Education. In a majority of universities some sort of research was needed to qualify for the M.Ed. degree.

In most of the universities a programme of research methodologies was also introduced at the M.Ed. level to provide orientation in techniques of research and also practical training. The research programme at the M.Ed. level is significant for two reasons, viz., (i) it provides an opportunity to the staff of the education

\textsuperscript{66} Ibid, pp. 296 - 301
departments and some of the training colleges for guiding research students in education and thereby developing their own expertise to undertake and guide research in a better way, and (ii) it develops a core of scholars, some of whom would undertake educational research at a future date.

The Bombay University introduced the doctoral course in Education in 1941 and awarded the first Ph.D. in Education in 1943. M. Phil. (Education) was introduced in 1970.67

2.11 Institutional Level Research in Education

Before Independence research work remained confined to the limited purpose of obtaining a degree. The first attempt at providing facility for educational research at all India level was made after Independence when the Central Institute of Education (CIE) was established in 1947, at Delhi. Its main purpose was to conduct research on educational problems and to offer training, particularly of an advanced nature to teachers and other educational personnel. It was a landmark in research in India.

Before long, an increasing need was felt to strengthen the research activities of the CIE and to establish certain other central institutes in the specialised areas of education.

Further, institutional level research in education took a spurt with the establishment of the National Council of Educational Research and Training (NCERT) in 1961. The University Grants Commission (UGC) introduced a scheme in 1963 for developing a limited number of university departments for advanced research and training in certain selected fields. As such, the Department of Education of the M.S. University of Baroda was elevated to the status of Centre of Advanced Study in Education in 1963, to develop into an all India level research centre. Likewise, State Institutes of Education (SIES) and, in some states, State Councils of Educational Research and Training (SCERTs) started to encourage educational research.

Some voluntary organisations of professional people started contributing their share to the growth of educational research in the country. The Indian Association of Teacher Educators (1950) making a positive contribution to the growth of research through its journal Teacher Education, the South India Teacher's Union Council of Educational Research, Madras (1956), with its own journal, the Indian Association of Programmed Learning with its journal Shaikshik Takanikee in Hindi, are some of such voluntary organisations promoting educational research.68

2.12 Departments of Extension Services

Since 1955, Extension Departments or units, have been set up in a number

68. From different sources.
of teacher's colleges / colleges of education. This has been possible due to the financial aid given by the Ford Foundation and technical equipment provided by the Technical Co-operation Mission, U.S.A.\textsuperscript{69} According to Mukerji (1974), the activities of the Departments of Extension Services can be grouped under the following heads:\textsuperscript{70}

1) Week-end, short-term and long-term courses, 2) Workshops, seminars and group discussions, 3) educational weeks and exhibitions 4) advisory and guidance seminars, 5) library services, 6) audio-visual aids services and 7) publications.

2.13 Agencies vested with the Responsibility of Teacher Education

Since the very dawn of Independence, steps were taken to create appropriate agencies in the following chronological order to strengthen teacher education in the country:

Central Institute of Education, Delhi (1947);

University Grants Commission (1953);

Central Institute of English, Hyderabad, for the training of teachers of English (1958);

National Council of Educational Research and Training (1961);

Regional Colleges of Education under the NCERT at Ajmer, Bhopal,


\textsuperscript{70} Ibid.
Bhubaneswar and Mysore (1963 - 64);
State Institutes of Education (1964), later nomenclatured as State Institutes of Educational Research and Training;
Centre of Advanced Studies in Education at M.S. University of Baroda (1964);
colleges of Teacher Education, Institutes of Advanced studies in Education and District Institutes of Education and Training, established under the National Policy on Education 1986,
The National Council for Teacher Education Act (1993) with its regional committees at Jaipur, Bhopal and Bangalore and Bhubaneshwar.

Now it is the sole responsibility of the NCTE to look after the affairs of teacher education in the country and also the maintenance of Quality in Teacher Education.

2.14 Modes of Curricular Transaction in Teacher Education

Implementation of teacher education programme can be observed in the modes in which the curriculum is transacted. Modes of curricular transaction pertain to the channels adopted for providing learning experiences to trainees. These act as the real links between the expectations placed on a teacher education programme at one end, and at the other the process of enabling teacher trainees to absorb the essentials and actualise these expectations.

In teacher education, modes of curricular transaction have essentially been of two categories, viz., the face-to-face mode and the distance mode. The face-to-face mode refers to instructional interactions in which learners and the
teacher transact a curriculum in a face-to-face situation. This mode includes inputs like discussions, seminars, lecturers, demonstrations and any activity involving direct interaction between the learners and the teacher. The distance mode, as the term indicates, pertains to all kinds of interactions between the teacher and learners in which they are not in a direct contact with one another and require a third channel or medium for contact. These include the print medium, electronic medium - audio, video - or any other mode like postal correspondence. Open learning systems generally utilise such modes. However, the two modes, the face-to-face mode and the distance mode need not be mutually exclusive. 71

The face-to-face mode is the oldest and most widely accepted mode. In India, in particular, there is a premise that knowledge needs to be imparted by a teacher. Most educational programmes are provided through this mode. Distance mode or correspondence mode of imparting education acquired significance as an alternative to teacher talk with increased availability of printing facilities and with the emergence of open learning systems the media of transaction were diversified to include audio, visual and audio-visual mechanisms. Of late, interactive television has come to be used for communication of knowledge. The use of these media has obliged the teacher to assume new roles; 'that of a designer and developer of these media making them suitable for instructional purposes, and that of user of these during instruction'. 72

71. Ibid, pp. 78-79.
72. Ibid, p. 79.
Although in teacher education the face-to-face mode has been given prominence both the modes have been widely adopted and have developed several deviations from their original form and purpose. The two modes are seen to be two ends of a continuum, with the part-time courses and vacation courses in between.\textsuperscript{73}

The secondary teacher education programmes as represented by B.Ed. courses are mainly intended for preparing entrants for the teaching profession, pre-service teacher education. The usual mode of the courses has been the regular, full-time face-to-face mode. With a view to clearing the backlog of untrained teachers and to meet the demands of a large number of aspirants desiring to join the profession, the Summer School-Cum-correspondence Courses for B.Ed. was initiated in the Central Institute of Education, Regional Colleges of Education and a few universities. These courses were 'generally sound in character and served a useful purpose'. But when the summer-cum-correspondence courses were allowed to be organised by any university, these courses were not destined to maintain that quality. The emerging trend to perceive B.Ed. courses to be of higher economic value not only by those who seek them but also by those who organise them, changed the entire scene. For the universities the B.Ed. programme through correspondence courses 'looked like a very profitable undertaking through which substantial revenues could be generated.' Teacher education got commercialised.

\textsuperscript{73} Ibid, p. 83.
The manner in which the programmes were conducted with an unimaginably large number of students enrolled, could hardly do any justice to both the theory and practice components of teacher education. Consequently, the very purpose of teacher education was felt to be defeated. 74

The utility of correspondence courses and their effectiveness have been debated in many fora. In 1985, the National Council for Teacher Education resolved that the first degree in professional preparation of a secondary school teacher should be obtained only through a formal, regular and institutionalised course of studies and practical work. 75 Similarly, the Education Panel of the University Grants Commission decided in 1988-89 that the first professional degree in education should not be given through correspondence. Again, in 1991 the National Council for Teacher Education’s standing committee on secondary and college teachers education considered the report of the expert committee (1990), and suggested that the first professional degree should not be given through the distance mode. Several other committees, panels and professional opinion suggested that the B.Ed., through correspondence should be discontinued. Acting upon the National Council for Teacher Education’s resolution on correspondence courses in teacher education, the University Grants Commission in their communication to universities on 24 August 1919, asserted that degree programme for B.Ed. should be

74. Ibid, pp. 84-85.
75. The NCTE (Department of Teacher Education, NCERT): Minutes of the Seventh General Body Meeting, 1985, cited in Ibid, p. 86.
permissible in the formal system only through face to face teaching and that the correspondence courses should be used only for inservice, refresher training for teachers which would be in the nature of short term courses.  

However, the expert committee appointed by the University Grants Commission (1992), specified the following two categories for which B.Ed. through correspondence / distance education could be offered:  

Teachers working in recognised schools who have been teaching for a reasonable period of time with or without some form of training at the primary education level and who may like to improve their professional qualifications;  

Qualified graduates or postgraduates who are not in a position to join regular teacher training colleges either because of lack of institutions or because of limited intake capacity of the institutional B.Ed. course to liquidate the backlog of untrained teachers in their states.  

Further, the committee appointed by the University Grants commission in September 1992 to examine the matter was of the firm view that B.Ed. can be offered through the distance education mode without diluting standards and that if

77. Ibid, p. 90.
properly organised the programme through distance education could produce better results. The committee made specific recommendations about various aspects of B.Ed. correspondence / distance education. The matter related to B.Ed. Correspondence courses was referred to the National Council for Teacher Education in July 1994. The National Council for Teacher Education, now a body with statutory status, accepted the recommendations of the Das Committee appointed by it (1995). Through collaborative efforts of the University Grants Commission, Ministry of Human Resource Development, Indira Gandhi National Open University and National Council for Teacher Education, guidelines for the B.Ed. correspondence course were developed.

The National Council for Teacher Education being vested with the authority of regulating teacher education programmes took certain steps according to the norms set by it and the stand taken by it yielded some positive results. With this, the long standing controversy about the status and form of the B.Ed. course through correspondence has been brought to a close. As per the present sanctions by the University Grants Commission and National Council for Teacher Education, two models have been accepted, viz., B.Ed. through the face-to-face mode and the correspondence or distance mode. In operational terms, the B.Ed. correspondence course is expected to be reorganised on the basis of the guidelines of the Takwale
Committee (1995) approved by the University Grants Commission and the National Council for Teacher Education.  

2.15 Major Trends of Development of Teacher Education:

The discussion in the foregoing paragraphs reveals the fact that the development of teacher education in India has been continuous since its inception during the British period. It not only got established quickly but has also diversified into different programmes, each with a well differentiated form and structure. The National Council for Teacher Education document (1998) has identified three significant developments in the growth of teacher education in India.

First, there was a physical growth in terms of number of institutions imparting teacher training or teacher education. This process has been almost continuous from the pre-Independence period and during the post-Independence period the expansion has been tremendously phenomena.

The second is the diversification of teacher education programmes. It took place across different stages of teacher education such as pre-school, primary, secondary and higher secondary. This occurred during the pre-Independence period for the primary and secondary stages, while its spread to higher secondary and pre-primary are essentially recent developments. The curricular and 


79. Ibid, pp. 3-4.
organisational structures for each of these have been generated in quite
differentiated forms.

The third significant development is the emergence of teacher education in
specific areas of specialisation like science education, mathematics education,
special education, art education, physical education, language teaching and
learning, and so on.

Thus, from its initial humble beginnings with the 'Normal School', as pointed
out earlier also, teacher education in India has come a long way with a vast and
varied net work of programmes to become a sound, significant component of the
Indian education system.

3.0 Concern for Quality in Teacher Education:

It was by the end of the first half of the twentieth century that the term 'teacher
training' was substituted by the term 'teacher education' with a view to making the
concept more comprehensive. Mere training was felt inadequate in preparing the
teacher for playing his multifarious roles necessitated by the changing socio-
economic context of the nation. "The concern for quality in teacher education
surfaced quite strongly in the post-Independence period." 80

The responsibility of secondary teacher education in India mainly lies with
colleges of education / teachers colleges popularly known as B.Ed. colleges, affiliated
to universities. The universities are responsible for framing the curricula and syllabi,

80. Ibid, p. 29.
conducting examinations, awarding degrees and maintaining standards of these secondary teacher education institutions. Qualitative improvement of education at all levels, repeatedly emphasised in the National Policy on Education 1986, is inseparably linked with the quality of teachers which in turn, is linked with the way teacher education is organised.

The programme of teacher education in the country has, time and again, come under heavy criticism from many a quarter. The Study Team of the Committee on the Projects on Teacher Training, Planning Commission, Government of India (1963) observed: "The training college teachers have not been contributing much to the educational thinking in the country; the general directions coming either from the Government or persons without pedagogical training, are accepted uncritically. Lack of laboratory facilities and teaching equipment is another factor which discourages the members of the staff to take research projects. Very few institutions have got well qualified staff and some record of research publication." 81

Saiyidain's perception of the mechanisation of teacher education programme draws one's attention: "Our training colleges have been far too preoccupied with the technical aspect of their work at the expense of the human aspect and that they have tended to stress method and teaching devices and skills to such an extent

that students get no chance for the play of their critical intelligence on problems of aims, purposes and values".  

In 'New Era in Teacher Education' (1966) Chourasia drew a very dim picture of teacher education in India: "Teachers colleges are merrily existing in a dream world. They dread any intellectual contact with other university disciplines; their theory is pedantic and a poor imitation of foreign concepts and beliefs. They have scant respect for schools; their familiarity with educational practices is pedestrian. The sheer weight of dead wood and routine performances drains away all the energy of staff and students in the training colleges".  

Singh (1984) has struck a very pessimistic note in The Teacher in India: " No matter what the Education Commission may have to say about improving their quality of produce, they, I think, go on with their ageless practices unmindful of the revolutionary changes in school and society".  "During the past two decades criticism of the relevance of teacher education programmes has become more pronounced and there is a strong plea to make them more responsive to the emerging role of teachers. This trend is in tune with the changed expectation that education has to contribute more directly to the process of societal development."  

On the one hand, concern for quality has been continuously expressed by every

82. Ibid.
83. Ibid.
84. Ibid pp. 48-49.
group involved with teacher education, directly or indirectly, and on the other, strong criticism of teacher education has persisted. 'Such a dichotomous situation points to the fact that in spite of many efforts, teacher education has not been completely successful in keeping out some negative elements'. 86 The point is further augmented by the observation: "There has been a continued concern for improving teacher education, with several suggestions being made. Surprisingly, however, problems have persisted". 87 Also, 'the literature on teacher education is replete with examples of many things not having been done in an effective manner. Even when there was fair agreement on solutions, the effectiveness and responsiveness of teacher education has not improved." 88

The report of the Universities Enquiry Commission, Bihar, (1983) under the chairmanship of Jha regrets to observe: "One of the most neglected areas of the university education in this state is teacher education ....". The report notes that 'training of teachers is nominal and it is openly exploited for making large fortunes by the unscrupulous. This happens to be the area where there is utmost corruption'. The report further means to root out the so called colleges of education when it pleads that teacher training should not be provided in any college and that it should be the direct responsibility of the university to provide teacher education courses. The report has some suggestions to offer when it says: "The whole concept of

86. Ibid, p.32.
87. Ibid, p.140.
88. Ibid, p.141.
teacher education needs complete revision because the courses prescribed at present, methods of teaching adopted, duration of the courses and the nature of examination, all are in the red, and there is urgent need for radical changes..."

Making a generalization based on the Bihar experience, the report asserts: "Teacher education happens to be the weakest link in the chain of education in this country."89

It is observed that the state of teacher education in the country is not promising. Colleges of education offering teacher training courses are mostly run by private managements. The state governments and universities run a few colleges of education. Colleges run by private managements have got their own problems of varied nature. Most of the colleges are generally run on commercial lines with no commitment to impart quality teacher education. The facilities given to the staff and the efforts to provide quality education are severely inadequate. Vested interests of the managements prevent the optimum use of the existing infrastructure. The teacher educators working in most of these colleges are not offered any incentives for ensuring their professional growth and competencies. The security of their tenure of service hangs in balance. The teacher training colleges are expected to equip the future teachers in the latest methods, techniques and strategies for imparting instruction including the use of media devices and educational hardware. Most of the teacher education institutions either do not have such facilities and provisions

or if at all the facilities exist, they remain unexplored for want of properly trained resource persons. 90 If that is the pathetic plight of the teacher training institutions run by private managements, the government teacher training institutions have their own sad tale to tell.

In the government colleges, the staff members are, generally recruited by transfer on promotion from amongst the staff members of intermediate or junior colleges or higher secondary schools. When their next promotion is due, they are again shifted from training colleges to administrative positions. These teachers neither have any background of teaching and the latest development in the field of teacher education, nor do they feel responsible and devoted to the profession as they know they may be shifted any time to another place. 91

3.1 Duration of the Course:

Shortcomings in teacher education programmes to prepare teachers for secondary school are felt right with the duration of the B.Ed. course. The Secondary Education Commission (1952-53) as noted earlier, had recommended that for graduates the training might then be of one academic year, but be extended as a long term programme to two academic years. But this has not happened yet. Uday Shankar's apprehension in Education of Indian Teachers (1984), as to how, in such

a short time, one could expect to inculcate in the trainee 'a teacher personality' with proper outlook, attitude, teaching skills and faith in the profession, is justifiable.

3.2 Content of the Course:

Regarding the content of the courses offered at the colleges of education, it is observed that the existing curriculum in teacher training colleges is outdated, besides lacking in uniformity and co-ordination among the different universities of the country in this regard. This has been stated in unreserved terms by a document no less responsible and authoritative than the Challenge of Education (1985), preceding the National Policy on Education. The document observes: "We are on the threshold of the development of new technologies likely to revolutionise teaching in classroom. But unfortunately, the process of updating the curricula of teacher education has been very slow. Much of the teacher education is irrelevant even to contemporary requirements, leave alone those of the future."

However, to overcome the drawback, successive attempts made to formulate curriculum frameworks have consciously tried to include certain components of teacher education which should enhance their responsiveness to felt needs. The curricular component of 'community work' chosen for inclusion in the Curriculum Framework (1978) at all levels, and emphasis on the use of educational technology in the revised Curriculum Framework (1988) are indicative of efforts to make

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teacher education more responsive.94 With a view to improving teacher education at the pre-service stage, efforts have been afoot to introduce area specific, group specific and need specific courses. Computer education, language teaching, environmental education, population education, special education, etc. are illustrative of such efforts.95

3.3 Procedures and Practices of Intake:

The procedures and practices of selection of candidates for admission to the colleges of education are not less significant factors affecting the quality of teacher education. This problem has persisted even from the early days of the inception of Normal schools for training of teachers in the Presidencies under the British East India Company. In fact, some annual reports from the presidencies expressed concern about the wrong youth getting selected which affected the quality of training.96 The situation has been getting aggravated down the years.

It is common knowledge that selection of teacher trainees is not entirely on merit, barring a handful of instances. Rules and regulations in this regard have their say and most of the institutions have their way. In the selection of teacher trainees, generally, non-academic considerations like capitation fees, donations, pressures from heavy weights and such other factors play a decisive role. Consequently, quite

94. Policy Perspectives in Teacher Education Critique and Documentation, Ibid, p. 35.
95. Ibid, p. 32.
a few people who have neither the inherent competence nor the aptitude for teaching come into this profession, Most of the persons who have joined this profession, do not seem to be interested in their jobs at all. They are here because they could not be selected for any other job. Hence quite a number of university degree holders seek admission to the teacher training colleges. On the basis of research findings it is estimated that only 33 per cent of the teacher trainees are likely to become good, competent and effective teachers. The motive of the remaining 67 per cent indicates they are either likely to drop out of teaching to join more lucrative jobs or to turn out to be dissatisfied mediocre teachers. 97

3.4 Isolation between Theory and Practice

One other aspect of teacher education programme that has been subject to criticism is the dealing with theory and practice. It is identified that a major objective of an effective teacher education programme is to produce teachers capable of relating insights to actual practices. Educationists with seriousness of purpose express concern over the fact that the theory courses at teacher education programmes have almost remained the same since very long. The tradition has been to add little bit of new material and courses to the old, with the result that too often pre-service theory courses have remained hurried, and seldom a thoughtful experience. Regarding the concurrence between theory and practice, the two

aspects are almost carried in isolation. The principle of approach to educational theory via practical problems has suffered utter neglect. To stimulate students to think more about what they are doing, there is an inevitable need to relate theory with practice and vice versa. What is required is that the theoretical study and discussion must be based upon directed experience in classroom situations which will in turn determine the direction of such experiences. This is the implication of John Dewey's observation that all the theories of philosophy and psychology must be tested and made real in the school which is the only laboratory that philosophers and educationists can have.  

3.5 The Role of Teacher Educators:

Another significant factor determining the effectiveness of teacher education is the teacher educators. It is needless to reiterate that the quality of output at the teacher training institutions is contingent upon the quality of the teacher educators. In most of the cases, teacher education programmes are carried out with under qualified teacher educators, whatever the reasons for such a state of affairs be. It is a matter of regret that many of the teacher educators lack in the requisite aptitude and zeal for the job. The sense of commitment on their part is conspicuously missing. In a majority of cases they are illpaid and their tenure of services hangs in balance. Orientation programmes for teacher educators to update their knowledge and skills to meet the situational needs of their role are almost lacking.

98. Ibid, p. 100.
Quite often, student-teachers get bogged down by the details that they have to remember and in activities that they have to carry out to 'satisfy' supervisors. Student teachers are often constrained by the variety of observations of different teacher educators as 'feedback' instead of gaining an understanding through them. This is because the nature of such feedback tends to be prescriptive, as if there were some 'do's and don'ts' which a teacher has to follow in any instructional situation. A cursory glance at observations of teacher educators reveals their peripheral nature which, at best, serve 'cosmetic' purposes rather than provide a technical basis for the incumbent to recognise and act upon. Several teacher educators who provide 'feedback' to student teachers, are themselves in no position to be sensitive to the subtleties of the instructional process. They can hardly visualise effective alternatives and suggest them to student teachers. The reason could be that several of them have become teacher educators immediately after completing studies. This leaves them with the barest minimum exposure to actual classrooms.

The need for training in teaching for the lecturers of colleges and university departments has been officially recognised, perhaps, for the first time, in the National Policy on Education (1986). The Policy says, "teacher orientation will receive attention. This will require preparation of teachers at the beginning of the service as well as continuing education there after". The Policy has also stated the purposes

100. Ibid, p. 102.
which have got to be served by teacher training for lecturers. The Policy says, "A major effort will be directed towards the transformation of teaching methods, audio-visual aids and electronic equipment will be introduced". The Programme of Action that followed the Policy, lays down that 'specially designed orientation programmes in teaching the methodologies, pedagogy, educational psychology, etc., for all new entrants at the level of lecturers will have to be organised.'

3.6 Practising Schools and The Programme of Practice Teaching:

Nearly a century ago, the Government of India Resolution of 1904 had recommended that a practising school should be attached to each training college and every possible care should be taken to maintain a connection between a training college and schools. This has rarely happened even today. Heads of the schools where student teachers go in for practice teaching have negative attitude towards this programme. It is assumed that a training college student is wasting teacher's teaching time in the school. School teachers are found to be non-receptive to accommodating 'practice teaching' component in their schools. Rarely do they have any productive support or suggestion. The more 'receptive' schools are those which give prospective teachers access to their classes. Generally schools are quite impervious to the needs of both teacher trainees and teacher education

programmes. Some schools give access to their classrooms only because they obtain the services of teacher trainees 'free of cost' and regular teachers are able to get more 'free periods' or some such relief with the support of training institutions.104

The practice component has been recognised, accepted and looked upon as the most significant component of a teacher education programme. At the same time, it is also the component which evokes a lot of scepticism and suspicion and is considered to be the weakest link.105 The practice teaching work, at times, is not found up to the mark due to lack of proper preparation of the subject matter by the student-teachers. The programme is almost reduced to the status of a formal ritual. The practice teaching becomes unreal and formal because it lacks continuity.106

The very first significant educational document of independent India, the University Education Commission (1948-49) was critical of the practice teaching component: "Our main criticism of the existing courses is that too little time is given to school practices, too little weight is given to practice in assisting the students' performance, and conditions of the school practices are often unsatisfactory."107 Every Committee and Commission which has referred to teacher education had something to say about strengthening the practice component. Several options have

104. Policy Perspectives in Teacher Education Critique and Documentation. Ibid, p. 82
105. Ibid, p. 95
106. V.K. Gupta, Ibid.
been suggested for giving increased weightage to the practice component as a possible way to quality improvement. All the same, no 'product' of teacher education would vouch for the impact of the practice component or even, its usefulness in real classroom teaching'.

'All school teachers, with the possible exception of a handful, agree with the logic of the B.Ed. programme, but not its effectiveness. After becoming 'regular' teachers they need not follow the method they have learnt during their training'.

To make practice teaching meaningful and objective oriented it is suggested that teachers' colleges should take steps to include in their programme the study of school subjects. The ideal supervision of practice teaching would be by persons who know the subject that is being taught. Experienced subject teachers from practising schools need to be included in teacher education programmes. However, it has to be admitted that many times there arises a need when one has to supervise lessons in a subject which he is not conversant with. The staff in a college of education should have opportunities of school teaching. This would help them to know the difficulties of actual classroom situation and mould the methods and strategies accordingly. This also brings home the need of an experimental school under the control of the college of education, so that the teacher educators have a

chance of demonstrating by actual use the workability and efficiency of the various ideas produced and taught by them. 110

3.7 Obsolete Methodology:

In spite of ample research findings and evidences of the effectiveness of innovative methods of teaching, there has been little deviation from the old footprints in methods of teaching followed by student-teachers in their practice teaching. In many colleges of teacher-education the lesson plans are being designed in accordance with the same old Herbartian steps. Teacher educators are not familiar with the recent trends in practice teaching like technology of teaching, micro-teaching, simulated teaching, instruction technology, etc. In the absence of the application of innovative practices, they fail to develop in the student-teachers appropriate teaching skills and competencies. 111

3.8 Procedures and Practices of Evaluation:

Evaluation of performance of teacher trainees is another significant factor in the programme of producing good teachers. In the evaluation of a teacher trainee the competency should rate high. A teacher is fit to teach only when he can successfully demonstrate the essential competence required in performing the function of teaching. The usual practice of evaluation of teacher trainees comprises rating the trainee’s knowledge in the theoretical course, usually represented by a

110. V.K. Gupta, Ibid.
grade obtained in the examination held at the end of the course. Similarly, the trainee's performance in teaching is evaluated by the grade awarded for practice teaching. Obviously, the method of evaluation of teacher performance remains far from satisfactory.  

Teaching is a complex practice. The nature of the tasks being highly creative, individualistic and non-standardised, its evaluation should also necessarily possess similar characteristics. In teacher-education, evaluation has to help 'assess' its programme components as well as its 'products' as representing its purposes. The main focus of any teacher education programme is on 'preparing' teachers who can, in turn, play their different roles in schools. Evaluation has to assess the extent to which each student teacher is 'getting prepared' for teacher's roles. As such, there arises a need for more detailed evaluation of attitudes, understanding, skills, knowledge, behaviour, functional abilities, strategies towards teaching and learning.

Components of teacher education programme which provide the context for an 'evaluation' scheme include:

- those which pertain to theoretical knowledge which forms the basis of professional development of prospective teachers;

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112. Ibid.
• practical experiences and field work to develop necessary skills;
• insights for combining theoretical knowledge with skills to deal with teaching situations effectively;
• attitudinal make up and value orientation to enable student teachers to exhibit suitable behaviour and play appropriate roles.

Evaluation of trainee's performance involving such complex factors, teacher educators must possess considerable technical expertise of evaluation if teacher education has to become truly relevant and effective. ¹¹⁶

3.9 Innovative Proneness and Freedom:

The National Policy on Education puts all thrust on freedom and accountability of teachers. Overhauling of teacher education would have as its aim bringing in innovations in the different aspects of teacher education programme. Freedom is the prerequisite for working out innovations. Accountability sans freedom would be an idea that would not work. Although freedom in different aspects of teacher education programmes is taken to be accorded, the teacher trainees are made to follow a sort of set pattern. In many cases deviations from the trodden path are not adequately encouraged though not suppressed. Teachers are expected to create such situations in the class as would accord children freedom which enables learning to become effective. 'Freedom works' is a truism. If teachers do not enjoy

freedom during their own preparatory state they would hardly appreciate the value of freedom and would thus fail to allow their students to work under free situation. A cursory glance at the lesson plans prepared by student teachers suffice to show that the teacher trainees are forced to step on the old foot prints.

The observations of the National Commission on School Teachers (1983-85) would present a gist of the discussion made so far: "What obtains now in the majority of our Teachers' Colleges and Training Institutions is woefully inadequate in the context of the changing needs of India today". The Commission enumerated the following major draw backs and problems of the present system of teacher education.  

1. Faulty method of selection of candidates for admission to B.Ed. course because of political, social and personal influences.

2. Inadequacy of one - year B.Ed. course.

3. Lopsided curriculum.

4. Obsolete and irrelevant methodology of teaching.

5. Neglect of study of education as a discipline.

6. Inadequate training in practical skills.

7. Insufficient time and attention paid to the actual practice teaching.


118. Ibid, pp. 49 - 50.
8. Isolation between the college of Education and the schools.

9. Insufficient training in the art of communicating with the community.

10. Meagre training in the art of co-curricular activities.

11. Ineffective supervision of the teaching practice by the supervisors.

12. Faculty methods of assessment of trainee's work.

13. Unqualified teacher educators.

14. Lack of physical facilities.

15. Shorter working hours.


The discussion made all through the preceding paragraphs justifies McNair's remark: "Teachers are prepared in a hurry, rather than matured." 119 Hence there is an urgent need to overhaul teacher education programmes in order to ensure qualitative output from colleges of education in the country.

3.10 Role of the National Council for Teacher Education in Promoting Quality in Teacher Education Programmes:

The National Council for Teacher Education was set up in May 1973 with a view to providing leadership and guidance to teacher education programmes in the country. The body was in December 1993, through Act No. 73 of 1993 of the Parliament, vested with statutory authority for 'achieving planned and co-ordinated

development of the teacher education system throughout the country, the regulation and maintenance of standards in the teacher education system and for matters connected therewith to promote quality in teacher education.

In the document released in 1995 by the National Council for Teacher Education it is observed: "The role of teacher is crucial in any programme of education. We should have well qualified teachers who have not only academic and professional competencies of a high order, but also earnest responsibility and commitment to strive constantly to raise student learning, capability and achievement and make them increasingly autonomous and self actualizing persons. Without such teachers it is not possible to improve education".

The document presents the norms and standards for one year regular full-time institutional programmes of secondary teacher education leading to B.Ed. Degree (vide Appendix : B). These norms and standards are applicable for recognition of institutions, permission of courses and for consideration of additional intake of seats. The norms, with a comprehensive coverage of every aspect of the infrastructure and functioning of teacher education programme are stated under two categories: i) essential norms which are the minimum that all institutions should fulfil in order to be eligible for recognition or permission of their institutions or courses

121. ibid.
by the National Council for Teacher Education and ii) desirable norms which the institutions should strive to achieve in a reasonably short period of time. 122

Thus, the National Council for Teacher Education has been since earnestly and sternly striving for controlling and regulating teacher education programmes in the country with a view to achieving qualitative improvement in the programmes.

4.0 The Problem at hand:

Much before Independence, Mahatma Gandhi visualised the need for a link language between the northern and southern states of India, with people speaking diversified languages, in the interest of unity and integration of the nation. He felt and thought that Hindi language spoken by the largest section of the people and understood by a vast majority of the people of the country, could serve the purpose of the needed link language. He founded in the year 1918, the Dakshin Bharat Hindi Prachar Sabha in Madras (now Chennai) with the noble purpose of propagating Hindi in the southern States of the country. He himself was the founder life time president of the Sabha. Subsequently, Rajendra Prasad, the first President of the Republic of India, Lal Bahadur Shastri, Indira Gandhi and Rajiv Gandhi- the successive prime ministers of the country, among other dignitaries, have been presidents of the Sabha.

As Shrimali, the then Minister of Education, Government of India, put it, since its inception 'the Sabha has been vigorously working for the spread of Hindi

122. ibid, pp. 2-3.
language. With the good will, support and co-operation of the people of the south, it has been making rapid progress, throughout South India comprising the Telugu, Tamil, Malayalam, and Kannada speaking regions.123

Hindi became the official language of the country from the date of commencement of the Constitution of India (26 January 1950). Propagation of Hindi in the southern states was a dire necessity as contemplated in the Articles 343 to 351 of the Constitution and the significant services of the Dakshin Bharat Hindi Prachar Sabha towards the cause were duly recognised by the Union Government.

Keeping the above aims and objectives and the situation in view and also the noble work done by Dakshin Bharat Hindi Prachar Sabha from the year 1918, the Govt., of India declared the Institution as an Institution of National Importance by an Act of Parliament No. 14 of 1964.124

Regarding the issue of the official language of the country there was almost consensus of opinion both inside and outside the parliament: "English shall have to be replaced by Hindi in Education and all walks of life, if identity of the country is to be kept" recorded the Constitution.125

In keeping with the constitutional aspiration, the Dakshin Bharat Hindi Prachar Sabha has been, for over the last two decades, managing colleges of Education

124. Ibid.
with Hindi as the medium of instruction which are, hence, generally known in the regions as B.Ed., colleges (Hindi Medium). The Sabha has been, since beginning, conducting graded Hindi examinations for the general public. It also runs, in addition to applied courses like typing and short hand in Hindi and translation courses, post graduate courses in the study of Hindi language and its applications leading to the award of M.A., M.Phil., D. Lit and Ph.D. degrees and in education M.Ed. degree. The emerging importance of Hindi as the 'lingua franca' - link language - has encouraged the Sabha as a pioneering institution in propagating Hindi in the southern states of the country, to launch ambitious programmes for preparing secondary school teachers through its B.Ed. colleges (Hindi Medium). In a short duration of time, the Sabha has been able to spread a considerably vast network of B.Ed. colleges (Hindi Medium) through the length and breadth of the entire South India.

The Sabha endeavours to effect a fusion of the Hindi language among the masses through its network of Hindi medium colleges of education. The aims and objectives of the Sabha in this direction are carried out satisfactorily to a great extent. The teachers produced by the colleges of education of the Sabha would carry with them and spread the message of the Sabha and cause the realisation of its objectives. It would be the sacred responsibility of these Hindi medium colleges of education to ensure 'quality' in their output. Going a step further, one would even
expect the Sabha that has taken its shape with the specific objective of serving a national cause, to produce teachers with a difference.

The researcher having been working as the Head of one of the Hindi medium colleges of education run by the Sabha for over a decade, sensitised the need for probing into the functioning of the B.Ed., colleges (Hindi medium) managed by the Sabha with a view to surveying the existing situation of the said colleges and suggesting measures to effect qualitative improvement therein. His keen sensitivity towards the issue drove the researcher to take up the problem at hand for a systematic study.

4.1 Exposition of the Problem:

The problem of the research study at hand is stated as follows:

A CRITICAL STUDY OF QUALITATIVE IMPROVEMENT IN B.Ed. COLLEGES (HINDI MEDIUM) RUN BY DAKSHIN BHARAT HINDI PRACHAR SABHA MADRAS, (CHENNAI) IN SOUTH INDIA

4.2 Definition of some of the Terms used in the Statement of the Problem:

qualitative improvement:

promotion of what is good in terms of effectiveness in realising to the maximum degree the objectives of a given programme
Hindi medium:
Hindi language used as the medium to impart instruction

B.Ed. Colleges:
Teacher's Colleges / Colleges of Education where instruction is imparted leading to the award of the degree of Bachelor of Education to prepare teachers of secondary schools.

Dakshin Bharat Hindi Prachar Sabha:
A registered voluntary organisation set up in 1918 in Madras (now Chennai) in South India with the object of propagating Hindi language among the masses in South India declared by Parliament as an Institution of National Importance by Act. No. 14 of 1964.

South India:
The Southern part of India comprising the States of Tamilnadu, Kerala, Andhra Pradesh and Karnataka, with the Bay of Bengal to the East, the Hindu Ocean to the South and the Arabian Sea to the West, the respective regional languages of the States being Tamil, Malayalam, Telugu and Kannada.

4.3 Significance of the Study:
The study at hand assumes significance from a number of view points. The world today is passing through a revolution. The aim of this world-wide revolution is development rather than mere change. Most nations today are hence committed
to growth. Their aspirations are no longer bound to terrestrial concerns, but extend to the exploration of outer space and possibly other planets as well. This kind of universal quest for forward movement is fired by soaring aspirations for economic, social and political progress. This quest is based on the philosophical vision that man can transcend himself and his environment leading to the optimistic conviction that man in this age of science and technology can move forward with astoundingly unprecedented pace. As a developing nation, India can ill afford to lag behind in this onward march. Development is not mere economic growth, it is also a quest for status, prestige, recognition and social and political modernisation. It has, therefore, a close link with the development of human resources.

Human resource development is a concept of rather recent origin. Herbison and Myres (1968) have made an attempt to elucidate the concept of human resource development in all its comprehensiveness. Human resource development is the process of increasing the knowledge, the skills and the capacities of all the people in a society. In economic terms it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resource development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural point of view, the development of human resources helps people to lead
fuller and richer lives, less bound by tradition. Concisely, the processes of human resource development unlock the door to modernisation. 126

A nation's assets can be divided into two aspects: natural resources and human resources. A country requires human beings to mobilise capital, to exploit natural resources, to create markets, and to carry on trade. If a country is unable to develop its human resources it can not develop anything else like a modern socio-political structure, a sense of national unity and integration, or higher standards of material welfare. Human resource development, hence, is a necessary condition for achieving the political, cultural and social as well as economic goals of a nation. Hence the conviction that human resource development is the most effective single means to accelerate national progress. In turn, this situation demands education as the sole means to achieve human resource development and hence the realisation that education has a key role to play in the development of a nation. A country needs, in addition to educated persons specialised in different fields of life, the educated populace to join hands in the task of nation building.

The documents, the National Policy on Education - 1986 and the Programme of Action lay their main emphasis on the key role of education in human resources development. In this context, the National Policy on Education states: “It should

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now be possible to further intensify the nation wide effort in Human Resource Development, with education playing its multifaceted role. In the Policy the human beings have been described as assets: "In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism". In the complex and dynamic human resource development process, the catalytic action of 'education' needs to be planned meticulously and executed with great sensitivity. Education thus has been entrusted with a great responsibility. Expenditure in education has been viewed as an Investment: "In sum, education is a unique investment in the present and future." 127

The document 'Challenge of Education - A Policy Perspective' visualises rightly that in the history of mankind, education has formed a continuum and a basis for the development of human society. Through development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and enables them to cause and contribute to societal development.

The teacher as the main agent of social change and development is the principle means of implementation of educational programmes and organisation of education. 'The teacher's effective and efficient role can be the tool for ushering

a new order of society which is just and equitable. But fundamental problem of the contemporary Indian society is inertia in the teachers. Sykes and Vance (Teaching in Peril 1983) observed: "Pedagogues can, inevitably, bring about any change, required by the society. They can destroy or make the country and its people capable of contributing more to increase human resources". A reference has already been made, in a preceding section, to the fact that all the commissions, committees, perceptive monographs, national and international conferences deliberating on education have emphasised the significance of the role of the teacher in education. World Education Commission stressing the importance of teaching observes: " The quality of Education and the quality, competence and character of teachers are, undoubtedly, the most significant components. The pedagogical innovations can conceptually develop the mind of the teachers and students in order to create a new world order through sound and effective system of education":. Hence, in producing right kind of teachers, the function of education of teachers assumes great importance.

Freeman Butts highlights the significance of teacher education when he states that, above all, the education of teachers must be viewed as belonging to the very heart of human resource development. 128

The Indian Education Commission - 1964 emphatically pronounces, " No reform is more important or more urgent than to transform education, to endeavour

to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realisation of our national goals. "There is no magic wand to bring about this kind of transformation. It can be achieved only when the teachers who hold the key positions in educational affairs are effectively trained for this crucial task. The Indian Education Commission, with regard to teacher education, further points out: "Nothing is more important than securing a sufficient supply of high quality of recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". To make this pronouncement a reality there is a need for a properly planned, effectively organised and efficiently executed system of teacher education.

The National Policy on Education 1986 aims at overhauling teacher education. The task at hand, therefore, would be to lay emphasis in the programmes of teacher education on preparing the teachers in accordance with the thrusts envisaged in the Policy. The major thrusts thus enunciated include the emphasis on child centred learning, environment orientation, stress on secularism, national integration, egalitarian outlook, and providing the teachers with the scope to exercise initiative in contemplating innovations and in the use of modern technology in education. Teacher education can hardly afford to remain static in the midst of modern advances taking place in the field of science and technology. The developments in educational technology require the teacher to be equipped with
the requisite competency to face the challenges thrown by the introduction of such changes in the system of school education. Teachers are to be exposed to educational technology and many more innovations taking place in the area of teacher education. The role perception of a teacher has undergone a sea change. He can no more confine himself to the role of a mere communicator of knowledge. He is to act as the director of learning, the transmitter of culture and values, the agent of social change, and the architect of future society. His work today is not restricted to classrooms only, he has to take the leadership in the total social and cultural transformation of the society.

The changing role of the teacher as envisaged in the National Policy on Education and emphasised in the Programme of Action that followed it, requires the teacher to perform various roles and functions in a responsible manner and with a commitment to facilitate, promote and maximise the development of human potential and worth of individual and social good. It has been given to the National Council of Teacher Education, (NCTE) to define and specify the roles and functions of teachers. The NCTE enumerates the following roles and functions of teachers:129

i) Curriculum planning (ii) Institutional resources planning and production (iii) Instructional planning (iv) Classroom instruction (v) Promoting group and individual learning (vi) Continuous and comprehensive evaluation (vii) Catering to

individual and social needs (viii) Planning, organisation and guidance to a variety of co-curricular activities (ix) Provision of good personal models (x) Offering guidance or advice or help to students (xi) Participation in and contribution to different student support services (xiii) Promotion of healthy social attitudes and personal social values (xiv) Contribution to the pre-service education and improvement of good physical environment, social life and cultural pursuit (xv) Contribution to and upholding of national interest, purposes, and aspiration.

To prepare the teachers to shoulder their multidimensional responsibility as specified above, a comprehensive programme of improvement is urgently needed in teacher education. The Programme of Improvement of Secondary Teacher Education Institutions, New Delhi, 1987 finds that the secondary teacher education at present has shown some spectacular achievements, innovations of far reaching significance and observance of rigorous norms on the one hand and alarming distortions and structural shortcomings on the other. It is observed that quite a few colleges of teacher education have given evidence of an adequate capacity to meet the challenges of the modern scientific and technological developments. Some of them have kept pace with latest developments in teacher education process and engaged themselves in significant experiments and innovations. But the curriculum of teacher education has not kept pace with the changing circumstances. By and large, the structured pre-service teacher education is facing an alarming situation, not only in India but in advanced democratic countries also.
There are evidences when the very utility of the colleges of education has been questioned. In the U.S.A., a group of influential persons, notably Conant (1983), has vehemently attacked the programme of preparation of teachers. There are comments that "schools of education will be phased out of existence in the next decade (Wisniewski, 1982). Several alternative methods of preparing teachers, such as field based teacher education, teacher centres, and apprentice training have been recommended by Drimmond (1974), George (1979), Lyons (1979) and others as possible replacements for campus based teacher preparation. Doyal Watts (1982), warns that the very survival of teachers colleges is at stake, In India the situation is not only more serious, it is precarious too. It is common experience that the teacher education programme has lost the confidence and respect of much of the public, school teachers, state departments of education, University Grants Commission and the media.130 For this reason the agencies like the National Council for Teacher Education vested with the responsibility of teacher education, have come under serious criticism. Commenting editorially on toning up teacher education, the Hindu observed : "Preparing people to become the teachers of tomorrow is indeed a vital task but teacher education has long been a neglected sector.

130 S. Dhondiyal 'The Role of Teacher Education and Educational Technology, Indian Year Book on Teacher Education', Ibid, p.279.
The National Council for Teacher Education (N C T E), in the course of its existence over the past two decades, could not come to brass tacks with the crucial issues involved in making available a pool of really competent pedagogues for the large number of schools all over the country".\textsuperscript{131} The teacher educators cannot escape their share of responsibility for the existing state of affairs. As remarked by a critic, complacency on the part of teacher educators in general, appears to be a function of 'death wish'\textsuperscript{132}

Dhondiyal (1988) makes an appraisal of Doyal Watts's identification of problem areas plaguing teacher education:\textsuperscript{133}

1. \textbf{Schools of education or colleges of education lack autonomy.}

There is considerable nonprofessional control, determining the duration of the teacher preparation programme, its course content, admission criteria, selection and promotion of staff and salaries of personnel .... Besides, the teacher educators suffer from inferiority complex, and possess low self-esteem. In principle, the teacher preparation programme should be accountable to the teaching profession and the public. The present organisational system and inferior self perception by teacher educators are great barriers to the development of profession of education.

\textsuperscript{131} 'Toning Up Teacher Education', (Editorial) \textit{The Hindu} 4 April, 1997.
\textsuperscript{132} Op. cit.
\textsuperscript{133} Ibid, pp. 280-82.
2. Education has not identified a body of professional knowledge.

Teacher educators have failed to collect, synthesise and institutionalise pertinent research information. Piaget has complained: "Notwithstanding advances in psychology and sociology, there is no science of education". To present an analogy, there is science of medicine furnishing doctors with reliable theory and autonomy. But instead of a science of education providing teachers with the theory and autonomy they need, there are government officials and administrators telling teachers how and what to do.

3. The professional studies component of the preparation programmes is inadequate.

Completion of a teacher preparation course takes much less time as compared to preparation courses for other professions, ranging between four years and six years.

The B.Ed. Course is of nine months duration. Moreover it is not intellectually stimulating to the students of superior intelligence.

4. Schools of education or colleges of education lack in adequate research and development system.

Not only inadequacy of research, poor quality characterises much
of present educational research. Mature sciences have been built and grown on the solid foundation of high level research.

5. Present admission standards to teacher preparation programmes are unsatisfactory. In many cases the criteria are injurious to the profession in India.

6. There exist no accreditation, teacher certification and accountability criteria. There are no objective yardsticks to recognise that the performance of a teacher is of a certain standard or quality and accountability factor too suffers from the same limitation. To overcome this limitation is crucial for raising the quality of teacher education.

7. The foundation courses in the teacher education programme suffer from glaring academic weaknesses.

They are found to be eclectic and highly abstract in nature. There is a striking lack of discernible connection between theoretical studies and practical experience with feeble pedagogy. This criticism has also been levelled in USA and the American foundations Educators have responded well to this criticism. They have formed the American Educational Studies Association and adopted a militant posture suggesting practical solutions. They
have defined the role of foundation courses as that which promotes
"interpretive, normative and critical perspectives" on education.

The problem areas enumerated and elucidated thus should not remain mere
issues of academic discussion. Awareness of such problems should help the
process of overhauling teacher education programme functionally. Teacher
education can no more remain an academic exercise, it has to be based on not
only the demands of the present but the needs of the future. In an age of rapid
change and progress, the line of demarcation between the present and the future
gets very thin. After the advent of space science, a sudden spurt in educational
technology has been felt all over the world. Education has been on the verge of
revolution and the whole technology of education has to orient itself to meet the
challenges of the emerging educational scene. As stressed by famous writers like
Alvin Toffler, there has been 'a need to look beyond the present and project the
needs of the future in designing courses of teacher education'. Training institutions
ought to nurture alternate ways to learn and teach that have enormous untapped
possibilities. As a consequence of the waves of such a forward thinking, innovations
such as Programmed Learning, Role Playing, Interaction Analysis, Micro-teaching,
Team Teaching and Closed Circuit Television have crept into the teaching-learning
and training programmes of teachers, especially in the developed countries. The
teacher training programmes in India, however, have not been affected so far by
such inventions. The 'lecture' and 'text books' still remain the major methods of
teacher preparation. It all looks obsolete in the present era of technological advancements. The official document Challenge of Education-A Policy perspective (1985) notes that the enterprise of education is on the threshold of the development of new technologies likely to revolutionise the teaching in classrooms. But the present teacher training programme is not planned and organised to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic skills. The document further observes that 'the training programme also does not provide for developing receptivity to induction of modern educational aids nor does it impart skills to operate even audio-visual equipment'. The observation hints at the crucial need for the teacher education programme to be geared to accomplish the objectives of education and to be need-based.

The tone of the National Council of Teacher Education is akin to the above: 'Teacher education programmes are expected to provide some 'training' not only in pedagogy but also in behavioural attributes including attitudes, motivation, perceptions, preferences, appreciation and value orientation'. Prior to this, the National Council for Educational Research and Training document Teacher Education - A Curriculum (1978) had sounded a similar alarm: 'a fundamental

change be effected in all aspects of teacher education, i.e., objectives, structures, staffing pattern, administrative machinery and control of teacher education in the country.'  

137 Escalation in education has manifested itself in various ways. There has been considerable growth in teacher education during the preceding couple of decades. The general feeling is that 'such escalation is bound to be at the expense of the quality of education', as though quantity and quality are incompatible with each other. However, the apprehension, to use Peters's expression, 'more must mean worst' can in no way deter education from expansion as expansion is obligatory in order to meet the increasing demands of the populace. The task gets tougher when it comes to taking care of 'quality' in education along with quantitative expansion. In teacher education, to repeat, there has been a lot of quantitative growth and expansion and there is a need for qualitative improvement. Improvement of quality in teacher education will require initiative and commitment on the part of teachers, teacher educators and those concerned with innovative practices'. 

138 In other words, 'the quality of transaction in teacher education depends significantly on the quality of participants- teacher educators and student teachers'. 

139. Ibid, p.150
4.4 Meaning of Quality in Teacher Education

Peters has made an attempt to discuss the meaning of quality in education.140

The term 'qualitas' was a translation of a Greek term which was used by Plato and Aristotle to pick out what was distinctive of a thing, its essence. Expressions like the quality of a thing, quality in some thing or a thing of quality are normative expressions for intimating excellence or pre-eminence in respect of some quality or qualities'. Quality in this sense relates to 'pre-eminence in characteristics that are taken to be distinctive of the thing in question.' The distinctiveness of characteristics of a thing in turn is marked by its valuability. The valuability in question is judged by 'either intrinsic or extrinsic considerations'. Something might be valuable from the intrinsic point of view or from an extrinsic consideration. Extrinsic value of a thing is derived from its being instrumental to some other end. Intrinsic value of a thing renders the thing an end in itself. Something is sought after either for its own sake or for the sake of some practical end. In other words, a thing might be valuable for what there is in it, i.e., for its intrinsic value, or for what it leads on to, i.e., for its extrinsic or instrumental value.

Whether 'quality' is intrinsically or instrumentally determined, judgements about quality fall under the general principle of the promotion of what is good or under the more general principle of 'the promotion of the common good'. The programme of

imparting teacher education, for example, might include both intrinsic and extrinsic considerations. Preparing teachers in accordance with some ideal standard envisaged in a given context would form intrinsic value approach to the task at hand. On the other hand, imparting teacher education to the aspirants with a view to equipping them with qualifications necessary to get a job, would be extrinsic value approach. The two cannot, however, be looked at in isolation. To qualify oneself for a job is to acquire the relevant knowledge and skill. To do the job to the expectations of the calling warrants acquisition of the requisite culture and wisdom. As such, quality, in teacher education has to be judged from both the angles. In other words, quality in teacher education is judged by the efficacy of the programme to promote the common good of the profession.

Quality in education imparted at an institution is evaluated against two sets of criteria - product judgement criteria and process judgement criteria. Product judgement of quality is related to the degree to which those who had been at the institution satisfied the norms involved in terms of learning outcomes. Process judgement of quality takes careful account of the state of students before they enter an institution and measures the extent to which they have progressed towards being educated from a given baseline. It is common observation that educators tend to be more interested in quality in this sense. In sum, it can be said that education has quality if it exhibits some of the criteria associated with education in either the product sense or in the process sense, to a pre-eminent degree.
The Indian Education Commission (1964-66) emphasises the fact that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Elaborating the point further, the Commission observes that the essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. Driven by this conviction, the Commission attaches the highest importance to the programme of qualitative improvement in teacher education.

The study at hand assumes significance in that it attempts to probe into the functioning of the B.Ed. Colleges (Hindi medium) run by the Dakshin Bharat Hindi Prachar Sabha in South India to find out to what extent the programmes and practices followed in these colleges are conducive to impart quality education. Since their inception during the recent couple of decades or so there has been a sudden spurt in the number of the Hindi medium B.Ed. colleges managed by the organisation under description. Also, they are gaining popularity if the inflow of aspirants from farther regions of the country seeking admission to these colleges is any indication. As such, the significance of the study as an applied research attempt lies in making a diagnostic study of the working of these colleges and suggesting remedial measures with a view to giving the colleges a sound footing and thereby enabling

the colleges to serve the cause of teacher education in the country more effectively. The study intends to make an inquiry into the infrastructural conditions of the colleges under reference, conditions which are crucial to the efficient working of institutions. At the same time, it is a truism that infrastructural facilities become relevant and meaningful only with good dedicated teachers. An appraisal of the practices of recruiting teacher educators to these colleges, service conditions of the teacher educators, their proneness to innovative practices and such other aspects signifies the importance of the study.

4.5 Quality in Teacher Education and Research

It is an established fact that quality in education depends on research. For bringing in modernisation and removing obsolescence research is essential. Research in education is needed to improve the educational system in general as also for institutional development individually.

The Indian Education Commission (1964-66) identifies two basic weaknesses mainly responsible for the comparatively low status of professional studies in training institutions. The first is the absence of adequate research on problems under Indian conditions. This compels teacher educators to explain theory with illustrations from foreign countries. The second basic weakness and a corollary to the above, is the absence of high quality original books on pedagogy and educational science as applied to India and prepared by Indian authors. To remedy these deficiencies there is a great need for large scale programmes of educational projects to develop
research on educational problems and to produce the needed educational literature in English as well as in the modern Indian languages. 142

The National Policy on Education 1986 while referring to teacher education has pinpointed certain relevant issues to be addressed immediately by researchers and policy makers. Some of these issues are selection of teacher-trainees and their recruitment, updating the curricula of teacher education, updating and refreshing knowledge of in-service teachers - this is to include teacher educators -, pay and service conditions of teachers - here again teacher educators with reference to the present study - and such other issues. The concerned study at hand touches upon some of these crucial issues with reference to the teacher education programmes at the B.Ed. colleges (Hindi Medium) run by the Daskhin Bharat Hindi Pracher Sabha in South India. The general philosophical assumption that all may not be well with the working of the B.Ed. colleges (Hindi medium) run by the Dakshin Bharat Hinid Prachar Sabha in terms of quality in teacher education and the researcher's keenly felt desire to probe into the problem and find out solutions, is substantiated by the famous Hudson maxim: "All progress is born of inquiry. Doubt is often better than over confidence, for doubt leads to inquiry and inquiry leads to invention." 143

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142. Ibid, p.73
4.6 Objectives of the study:

The specific objectives of the present research study are as follows:

1. To make an inquiry into the need for Hindi medium B.Ed. Colleges in South India.

2. To make an attempt to trace the origin and growth of the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha in South India.

3. To make an objective study of the infrastructural conditions of the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha in South India.


5. To develop a critical insight for better institutional management of the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha in South India.

6. To study the qualitative and quantitative characteristics of the programme in terms of product.

7. To identify the areas of deficiency in the working of the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha in South India.

8. To suggest measures for the qualitative improvement in the functioning of the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha in South India.
4.7 Scope of the Study:

The study at hand encompasses in its scope the teacher education programmes at the Hindi medium B.Ed. Colleges run by the Dakshin Bharat Hindi Prachar Sabha with its head quarters at Chennai, formerly known as Madras. The study covers in its ambit the Hindi medium B.Ed. colleges, run by the Dakshin Bharat Hindi Prachar Sabha, spread over the states of Tamil Nadu, Kerala, Andhra Pradesh and Karnataka, the four States constituting South India. The research study takes into account the different aspects of functioning of the said B.Ed. colleges, such as the nature of the institution, the physical plant, the financial resources, the recruitment procedures, the administrative pattern, the practice teaching programme, the organisation of cocurricular activities, innovative experiments in pedagogy, the modes and techniques of evaluation of the performance of teacher trainees, the teacher educators - their professional competencies, service conditions etc. As a backdrop, the study necessitates an inquiry into the need and justification for Hindi medium colleges of teacher education in South India preceded by an account of the origin, growth and the status of the Hindi language in the multi-lingual national context of India. The study also includes in its scope an account of the historical development of the Dakshin Bharat Hindi Prachar Sabha and its contributions to the propagation and spread of the Hindi Language, the 'Lingua franca' of modern India, in the entire South of the country.
4.8 Organisation of the Study:

The report of the present research study is rendered into the following six chapters:

I. Introduction

Consisting of the genesis and need of the study followed by statement of the problem, definition of terms, significance of the study, objectives of the study, scope of the study and organisation of the study.

II. Review of Related Literature

Covering a review of some research studies on teacher education programme done at Ph.D. level and institution level—studies related to some crucial aspects of teacher education programme, such as development of teacher education programmes, institutional environment, functioning of the programme, innovative practices in pedagogy, use of learning material, practice teaching and practical work, teacher educators— their competencies, working conditions etc., and concluded by a brief appraisal of the findings of the studies reviewed.

III. A) Development of Hindi as Lingua-Franca of Modern India

Dealing with the origin and development of Hindi as a popular interstate link language of modern India, constitutional status accorded to Hindi; Hindi as an official language and a medium of instruction, the three-Language formula and Hindi, propagation of Hindi through mass media and the functional utility of Hindi for commercial and business purposes.
B) The Role of the Dakshin Bharat Hindi Prachar Sabha in Propagating Hindi

C) Comparision of students' performance in internal assessment, external examination and the total marks of students for the year 1994 and 1995.

Probing into the origin and growth of the Sabha, the organisational net work, modes of serving the cause of propagation of Hindi in South India, and the contributions of the organisation to national integration through the propagation of Hindi.

IV) Methodology of the study

Restatement of the problem; tools for collection of data, construction of the questionnaires; statistical tools used for the analysis of the data; population of the study; collection of data and analysis of the data.

V) Presentation and Interpretation of the Data

VI) Summary and conclusions

Summary of the accounts of the study; conclusions (findings) of the study; limitations of the study; educational implications of the study; suggestions for further research.

Bibliography

Appendices