# CHAPTER - 1

## INTRODUCTION

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CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

Education is the main basis of socio-economic and political empowerment of any person. Hence, it has endowed capabilities of societal transformation leading to equality. Ironically, the provisions of basic and compulsory education for many are still a mirage. It is worth mentioning that the girl child and the minorities are the worst hit in the present scenario in the field of education. The perpetuating insufficient spending on education, dropout, less enrolment of girl students, sexual abuse, mal-treatment of deprived communities, conflict victims, inappropriate Women teachers- ratio, poverty and mushrooming of unaffordable corporate schools are some common impediments all over the world.

It is evident that the policy, focus and public intervention in the provisioning of educational services needs to be adequately focused as it has been even misplaced as a consequence of which even after years of planned effort in the sector, nearly one-third of the population or close to 300 million persons in age-group 7 years and above are illiterate. There are vast gaps in the availability of infrastructural facilities and qualitative aspects of education, including teachers training, educational curricula, equipment and training materials, overall budget and relevant resource allocation in the country. Due to non-uniformity of progress in that has been so far, regional differences are indeed striking in terms of inequalities in education, gender gaps, castes, income levels and rural-urban divide.
Underperformance is a basic flaw despite India having consented to implement Sarva Shiksha Abhiyan (a national policy to ensure free and compulsory education for all upto the age of 14 years), Dakar Declaration and much stiffer Millennium Development Goals (MDGs).

The Government has recently argued that expecting both quality and quantity in elementary education is too much, and the Central government cannot take that burden of such high expectations anymore. This is one of those claims that remade without any rationale.

According to the Institute of Statistics, UNESCO, India has never spent above 4%, and the average for the past three decades is 3.3% the total budget allocation the world average is 4.9% in this respect, even above out highest score, even though there is repeated declaration of spending 6% or the more on education. Tapas Mazumdar Committee, in 1999, calculated this cumulative gap between promise and reality, and estimated that it will require an additional investment of Rs. 13,700 crore per year for the next ten years to make up the short - fall in budgetary commitments, which amounts to about 0.06% of the current Gross Domestic Product - GDP (merely 60 paise of every Rs. 100). Consider the recent increase in Defence spending alone was twice this amount.

Some important information on education in India:

- Adult literacy rate 64% (Men 75.3% and Women 53.7%)
- Children out of school children – 59 million (35 million girls, 24 million boys)
- India accounts for one-fourth of the world’s 104 million out of school children
- Child labour / working children are 10 crores (100 million)
- There are 60 million out -of -school girls across the world, out of which 37% are within South and West Asia
• In India, teacher and student ratio is 1:43 (average)
• India ranks 105 out of 127 countries, according to The United Nations Educational, Scientific and Cultural Organization - UNESCO EFA index
• Cost of SSA is $3.5 billion over the next 3 years.
• 5 States in India did not utilize even 50% of the SSA outlay for the year 2003-2004. These were: Andra Pradesh, West Bengal, Uttar Pradesh, Bihar, and Haryana.
• Himachal Pradesh, Mizoram and Kerala are self-sufficient in having school buildings, though they need funds to upgrade school facilities. Yet, these states do not excel in national economic indicators, e.g. Mizoram after insurgency yet to recover, Himachal Pradesh cannot generate enough employment.

1.2. EDUCATIONAL STATUS AMONG VULNERABLE GROUPS

The Crude Literacy Rate (defined as percentage of literates among the total population) of Scheduled Castes increased from 10.27 in 1961 to 45.20 in 2001, registering an increase of 34.9 percentage points in the last 40 years. The crude literacy of Scheduled Tribes was 8.53% in 1961, which increased to 38.41% in 2001, registering an increase of 29.88 percentage points in the last same period. It is also seen that the gap between the literacy rates of SCs and that of the non-SC/STs communities has steadily increased from 17.64% in 1961 to 20.28% in 1991.

According to the National Sample Survey Office - NSSO Survey (1993-94), as many as 40.5% of SC children in rural areas and 24% in urban areas had discontinued studying in schools. The percentage for other categories was significantly lower at 28.8% in rural and 13.3% in urban respectively. Their miserable living conditions can be improved if education is provided to these communities for dignified socio-economic and political transformation.
The performance of literacy rate of Scheduled Castes in 2001 in the States of Bihar, Jharkhand and Uttar Pradesh and that of Scheduled Tribes in these of Andhra Pradesh, Arunachal Pradesh, Bihar, Gujarat, J&K, Jharkhand, Karnataka, Madhya Pradesh, Orissa, Rajasthan and Tamil Nadu, Uttar Pradesh, West Bengal and Dadra and Nagar Haveli is below 50%. Among the SCs, the proportion of literates in 1991 was the highest in Kerala (79.7%) and the lowest in Bihar (19.5%). The pattern was similar in 2001 with the literacy rate being 82.7% in Kerala and lowest 28.5% in Bihar, thereby showing a narrowing of gaps. As far the population of STs are concerned, Mizoram had the highest literacy rates in 1991 (82.7%) and 89.3% in 2001. This was the lowest in 19.4% in Rajasthan in 1991 and 28.2% in Bihar in 2001.

It is of great concern that in India there are many states whose district level and literacy rate of SCs and STs are below 30%. In the context of the Project we can list the Indian states where literacy rate of SCs and SCs are meagre.

<table>
<thead>
<tr>
<th>Number of State- Districts with Less than 30% Literacy among SCs</th>
<th>State Districts with less than 30% Literacy among STs</th>
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<tbody>
<tr>
<td>Bihar : 24 districts</td>
<td>Andhra Pradesh : 2 Districts</td>
</tr>
<tr>
<td>Jharkhand : 4 Districts</td>
<td>Bihar : 15 Districts</td>
</tr>
<tr>
<td>Uttar Pradesh : 4 Districts</td>
<td>Chhattisgarh : 1 Districts</td>
</tr>
<tr>
<td></td>
<td>Jharkhand : 6 Districts</td>
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<td></td>
<td>Karnataka : 1 Districts</td>
</tr>
<tr>
<td></td>
<td>Madhya Pradesh : 3 Districts</td>
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<td></td>
<td>Orissa : 4 Districts</td>
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<td>Rajasthan : 16 Districts</td>
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<td>Tamil Nadu : 8 Districts</td>
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<td></td>
<td>Uttar Pradesh : 23 Districts</td>
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<td></td>
<td>West Bengal : 1 Districts</td>
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SC and ST dropouts, according to Planning Commission Task Force Report (2005), are as under:

<table>
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<th>Classes I to V</th>
<th>Classes I to VIII</th>
<th>Classes I to XI</th>
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<td>Dropout rates for All India fell during 1996-97 to 2002 – 03 by 5.3% for all children in Classes I to V, although it fell by 1.3% for SCs and 5.2% for STs.</td>
<td>Dropout rates for All India fell during 1996-97 to 2002 – 03 by 3.7 % for all children in Classes I to VIII, although it fell by 4.6% for SCs and 6.50% for STs.</td>
<td>Dropout rates for All India fell during 1996-97 to 2002 – 03 by 7.39% for all children in Classes I to VIII, although it fell by 6.67% for SCs and 3.92% for STs.</td>
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1.3. GENDER DIMENSION AND REALITY IN INDIA

In India, only 45.8 percent girls complete education in rural areas as compared to 66.3 percent boys, and in urban areas only 66.3 percent girls complete education as compared to 80.3 percent boys. The state of Indian girls’ education is alarmingly bleak, putting them at the periphery of society.

It is disheartening to note that 38.33% Primary Schools do not have women teachers and States like Punjab has 70.31% Primary Schools without women teachers. Para- teachers get approximately Rs. 1000-2450 as salary that to with a regular delay of six months salary in many States of India. 87% of the total 8,53,601 elementary schools are in rural areas of India, generally confronting peculiar problems attributed to rural India.

1.4. EDUCATION AND TEACHER EDUCATION

For a poor country like India, it is significant that Government schools impart education to nearly 75.1% of the children seeking elementary education and only 16.4% chunk of the remaining children are in private schools. This means that
India would require serious policy thinking on privatization. India faces a serious
dent in quality education despite some improvement in enrolment as 35% children
between the ages of 7-14 could not read and write simple paragraphs. In terms of
facilities particularly in Primary schools - India needs still miles to go as only
20.61% have toilets for girls, 14.57% have access to electricity, and only 3.5% have
access to computers.

India is having one of the biggest and complicated Teacher Education
systems in the world. Out of a global population of around 60 million teachers, more
than 5 million are in India. Though most of our present teachers might have finished
10 years or more of schooling, and underwent a year or two of preparatory teacher
training, there is also a good number of teachers who have neither have completed
the minimum schooling nor undergone the required teacher training.

In the Teacher Education and Training sector, the common statement which
finds its place in almost all articles on Teacher Education is that the present system
of Teacher Education neither addresses the reality that one faces when one begins
his/her career nor the issues of quality. Most of the programmers require the teacher
trainees to spend a prescribed number of hours each day on different subjects and to
follow textbooks in a prescribed sequence-jumping from one chapter to the other
within days - in a way that really does not make any sense. Further, they are required
to prepare lesson - plans for various levels, and fill in various record books and
diaries every day. Absence of curriculum revision, poor policy initiatives, lack of
commitment and poor leadership at all levels are a few of the core issues, resulting
in unsatisfactory quality of teacher and shortage of eminent teachers. Overall, our
Teacher Education contributes a little in developing a good teacher.
Initially, a number of our schools - specifically in the rural areas serving the poor, illiterate and underprivileged rural masses - more than 75% of the teachers were either untrained or lack even minimum qualifications. In 80-85% of the elementary and primary schools, teachers are engaged in multi grade teaching. Apart from formal training, it is the content knowledge and earnest desire to teach that are important to become a “good teacher”. Poor pay package, fewer resources, unhealthy working conditions, and lack of required support and training for working with students coming from disadvantaged families (poor socioeconomic background) have wide range of demands by the recognized institutions.

The Teacher Education system presented a kaleidoscopic picture both in variety and standards. Regional imbalances in the development of the system, differences in competence, preparedness and standards of teachers coming out and teacher educators themselves, immense variation in the programmes have made the system complex and problematic to deal with. National council for Teacher Education - NCTE had no inbuilt mechanism and human resources to develop and implement a quality monitoring mechanism, which has become an essential component for sustained quality in the Teacher Education Institutions.

Kothari Commission of Indian Education Commission (1964-66) popularly known as Kothari Commission points out: ‘Destiny of our nation is being shaped in our classrooms’. It is obvious that teachers are the key-players in this process. With the expansion of the school system, gone are the days when teaching was considered a ‘calling’ pursued by a select few. It has become just a job like others.
The allocation in the 12th Plan with the outlay of Rs.6,308.45 crores to be shared between the Centre and the States in the ratio of 75:25. To strengthen SCERT established DIETs, Institutes of Advanced Studies in Education (IASEs) and strengthening the existing Colleges of Teacher Education (CTEs).

The centrally sponsored scheme of Teacher education has a provision for establishment of Block Institutes of Teacher Education (BITEs) in 196 SC/ST/Minority dominated districts. During 2012-13, 2013-14, and for 2014-15 of the 12th Plan period, of 122 BITEs, approved 51 BITEs have been sanctioned in SC/ST dominant districts.

The teacher has to play his / her desired role as a catalytic agent, the programme of teacher education must take into account the future needs of the society. Teacher Education thus assumes the most crucial significance in the overall programme of educational improvement. Studies on the educational status of underprivileged sections of the society have gained recognition and importance in recent times. It is most important to develop an analytical framework to evaluate the progress made by the underprivileged in the field of Teacher Education.

1.5 ROLE OF EDUCATION SINCE VEDIC PERIOD

Education is regarded as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual, and spiritual powers and faculties. A teacher effects eternity; he/she can never tell where his/her influence stops.

Ancient education emerged from the Vedas. They are supposed to be the source of Indian Philosophy of life. Etymologically, ‘Vedas’ means ‘Knowledge to know’. They are four in numbers- namely, Rig Veda, Sama Veda, Yajur Veda, and
Atharva Veda. Among the Vedas, Rig Veda is considered to be the origin. It interprets the knowledge aspect and deals with four stages to life, namely celibacy, family life, detached life, and renunciation. During the vedic period, education was imparted in teachers home itself. The teacher wielded great respect in the society. He was honoured and respected at all places. Even great kings bowed before them, because of their position and sometimes consulted them in the administrative matters and teachers were thus held in high esteem. Their students imbued a sense of devotion and spirit of service. To obey their teacher was their duty. Teachers also treated students with respect. All round development of personality of the student was the teacher’s chief aim. Therefore, in ancient times the teacher was the main source of inspiration for his students. He always encouraged and inspired them and acted as a model for them. Bragu rishi, Chywan, Jandagni, Vashishtth, Kashyap, Viswamitra, Balmiki, and Augustay are main teachers in the Vedic period. There is no exaggeration and that the educational system of the country had succeeded remarkably. Not only did the Brahman - educators develop a system of education which survived the crumbling of empires and the changes of society. Also, they kept the glow of the torch of higher learning all those thousands of years.

Buddhist education was purely monastic, and was intended only for those who entered or intended to enter the order. Mahatma Gandhi, the Buddha, Jawan Mitra, and Dharmakirti were famous teachers. These teachers explained the general meaning of education and taught during this era. they roused them to activity and skillfully drove them to progress; their disciplines they instructed the inert and sharpened the dull. The relations between the novice and his teacher were filial in character, they were united together by mutual reverence, confidence and affection.
Gurukul, Taxila, Nalanda, Valabhi, and Vikramasila were some enlightened centres of ancient education in India.

Mohammedan Education was a foreign system, which was transplanted to India and grew up in its new soil which have a little connection with the Brahmanic education. Learning was held in high respect, and the learned were loved and respected all over the country. The State also encouraged them in every possible way. Judges, lawyers and ministers of religion were taken from these classes.

Mohammed Sahab said, “No present or gift of a parent, out of all fights, presents to a child, is superior to a good liberal education”. Maktab is a primary school often attached to a mosque. The chief business there was to instruct those portions of the Quran which every Muslim is expected to know by heart, in order to perform his prayers and other religious functions. Madarsohs are schools for higher learning. They were generally attached to mosques and monasteries. Some of them might rise to the status of university. Teachers occupied a high position in the society and though their emoluments were small, they commanded universal respect and confidence. Teacher-pupil relationship due to the changing relationship which existed in the ancient India declined in the Muslim period. There was personal touch between the teacher and the taught. Education during the Muslim rule was mostly free. During this periods great attention was paid towards establishment of educational institutions. Prosperous people were encouraged to establish institution. Delhi, Agra, Jaipur, Bihar are centers of higher education during the Muslim role.

The teacher-taught relationship at these centres of education was healthy and cordial, Students had great respect teachers, and teachers also reciprocated it in the same measure and loved them. They took pride in the knowledge and competence of their work. Monitor systems was in vogue. Higher classes were taught by the
teacher himself. Sri S.M.Zaffar in his book entitled, “Education in Muslim India” has remarked that the teacher integrity was unshakeable and absolute, and at the same time, establishing proper coordination between physical, intellectual, and religious education. This would help to pave the way for the inculcation of moral and spiritual values among the pupils and develop them into ideal citizens. In the context of the Muslim system of education, the existing teacher - student relationship needs special attention. It should ever be cordial and intimate. A sense of respect and service should be instilled among the students towards the teacher. The above system would help to make education much more practical and functional, and this succeeds in the preparation of ideal citizens for happy and prosperous life.

Inception of modern English System and Charter 1793 started in India. Rendle Jacson said, “We lost our colonies in America by imparting our education there, we need not do so in India too”. Education in India under the British Government was first ignored and then violently and successfully opposed, then conducted a system now universally admitted to be erroneous, and finally placed it in its present format. Modern missionary work in India has as its background and setting the Anglo-Indian empire, it is intimately connected with the beginning of that empire and has contended along with it from one country to the other. In 1813-1833, missionaries were allowed to enter India to reside there; they might preach, found churches, and discharge all spiritual duties. In 1843, James Thompson was appointed the Lieutenant Governor of the Provinces. He carried out the completion of his plan to multiply and improve village schools by supervision, advice, encouragement, and by the distribution of elementary books suited to their needs. Therefore, he is regarded as the Father of Elementary Education in India. Thompson
not only wanted to improve indigenous education through advice and guidance, he wanted that primary education should come within the reach of common people. With the help of one of his collectors of Mathura, he opened new school in Reach Nalka village at a central place, so that students may come to that village school. The Zamindars also cooperated. They contributed 1% of the revenue for the benefit of the school; such an idea was caught by neighboring districts of Agra, Bareilly, Etah, Etawah, Mainpuri, Shajahpur. Thus, we understand that Thompson laid a firm foundation for elementary education in India.

Macaulay propagated English language to Indians through financial assistance provided for English education also to create rapport to between the administrators and the public. The Wood Dispatch desired that training schools should be established. The school-master who got training in them should be given sufficient salary or employment. Their pay scales should be so encouraging and stimulating such that other people might enter teaching. They should not be below the pay scales of government employees in other branches of public services. One can emphatically declare that the education which we desire to see in India is that which has for its objects of diffusion of the improved Arts, Science, Philosophy and Literature of Europe. Lord Dalhausie wrote. “It was a scheme of education for all India, for wider and more comprehensive that the local or the Supreme Government could have even ventured to suggest”.

Lord Curzon was not satisfied with the condition of the Indian universities which were set up on London model by the Wood’s Despatch, though the London University had been re-modelled in 1898. Indian Universities went not on the following the old model. They were all examining bodies. The Universities in India were all of affiliating type. The expression in Higher Education in 1854 was so
great and so much burden was placed on each university member in the Senate and
the university teachers had no representation. For seven years (1898-1905) Lord
Curzon went on toiling to reform every aspect of Indian Education. He Improved
University, Secondary and Primary Education. He fought vigorously for the cause
of mass education and the vernaculars. There was no sphere in education which he
did not touch upon and no space in which his reforming touch was not felt.
Curzon’s policy of divide and rule and the consequent impetus to the national
struggle for Indian Independence gave birth to the realization that our country
needed a rationalistic education. At the Calcutta Conference of the congress in
1906, Annie Besant declared that throughout the country a national education
should be organized. This education should have the potential to satisfy the
country’s needs and make possible the achievement of its national objectives
possible. The current of thought inspired the establishment of National Schools.
Such institutions as the Arya Samaj, Brahma Samaj, Prathana Samaj, etc. set up
schools which provided education for creating a national character. The result was
the emergence of such institutions as Shanthi Niketan, Gurukul Kangri, Jamia Milia
Islamia, Gujarat Vidhyapeeth, Kashi Vidhyapeeth, the Women’s University
Shrimarthi Nathibai Damodar Thackersey -SNDT etc. Each of these institutions
had its own distinct national character. In 1910, Gopal Krishna Gokhale put forward
a proposal for free and compulsory education, but he withdrew it when the
government assured that such a scheme would be implemented.

Raja Ram Mohan Rai, Devandra Nath Thakur, Swami Vivekananda, Swami
Dyanand, Lokamanya Tilak, Gopal Krishna Gokhale, Mahatma Gandhi, Pandit
Jawaharlal Nehru, Jai Prakash Narayan and many others had spreading national
feelings. It was understood that only education could help to inculcate feelings of
nationalism and patriotism among the people. Therefore, in north India, Samaj, founded by Swami Dayanand had started to establish D.A.V schools and colleges. Arya Pashalas, founded girl schools all over the Punjab and United Province (Now Haryana, Punjab, and Uttar Pradesh). Similarly, Swami Vivekanand spread the feelings of nationalism and humanity all over the country. Aligarh Muslim University, Banaras Hindu University, Banaras Sanskrit College, Gurukul University, Haridwar, Kashi Vidyapeeth, Jamia Mila Islamia and Vishwa Bharati are famous national universities founded during this period.

Provisions of the National Policy on Education 1986 spell about the status of the Teacher- the status of the teacher reflect the Socio-cultural movements of a society. The Government and the community should endeavour to create conditions which will continue to play a crucial role in the formulation and implementation of good educational programmes. Teachers should have the freedom to Innovate, to devise appropriate methods of communications and activities relevant to the needs and capabilities of and even the concerns of the community. Education is a unique investment in the present, and is for the future. This cardinal principle is the key to the National Policy on Education.

It is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of 24 or 25 and then all their further education is left to experiences stagnation. At the national level, the University Grand Commission - UGC should take the responsibility for maintenance of standards in teacher education. The State Boards of Teacher Education should be responsible for raising the standards at the State level, a substantial allocation of funds should be made available for the improvement of teacher education. Joint standing committee for the improvement of teacher education in collaboration with NCERT should be
formed. It should consist competent persons from the teaching profession and it should be responsible for the maintenance of standards in teacher education.

Teachers are the heart of our education system. If we have to improve education, we must not only improve education materials and methods but also make sure that teachers become professionally and mentally competent. To achieve this, attempts are being made at different levels. The objectives of teachers of India will be achieved only when more and more people get associated with it, and thus derived benefits out of it. Teachers can and should play a vital role in the moral and ethical rejuvenation of the younger generation and hence every society as a whole.

1.6 TEACHER EDUCATION IN INDIA

The National Council for Teacher Education (NCTE) has defined teacher education as A programme of education, research and training of persons to teach from pre-primary to Higher Education Level. Teacher Education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. The goal of the Government of India is to provide education for all.

The Indian Teacher Education System has been strengthened a lot during the past decade. The NCTE Regulation (2007) was revisited and modified by it and notified in 2009. The Elementary School Teachers' qualifications were worked out and notified in August 2010. The Teacher Education Institutions inclusion with qualifications has been widely appreciated, wherein, it was provided that even after acquiring the necessary qualifications, every teacher will has to obtain at least 60%
marks in TET. Norms and Standards for Two-Year Diploma in performing and non-performing Arts Education were worked out by the Council and notified in August 2009. Teacher Education New Curriculum Framework was designed and released during March 2010. The study of demand and supply of trained teachers in all States of India and Union Territories at primary, upper primary, and secondary levels were completed by the Council in 2010 and was published in 30 volumes. Recognition of a sizable number of below a certain standard Teacher Education institutions was withdrawn. A large number of teacher education institutions have shifted to their own premises. Bridge courses have been introduced to strengthen Teacher Education, where it was found wanting. Online applications and self-disclosure drives were introduced. Persons of integrity and competence were included in the Peer Team panels. A manual has been designed on the structure and functioning of the laboratories. A volume has been published by the NCTE (2009), namely, **Teacher Education**, which contains Reflections towards Policy Formulation. The efforts introduced by the NCTE are indeed appreciable. Teacher Education has been struggling to strengthen its identity. Struggle does not mean degeneration of values and degeneration of institutions. It is true that after persistent struggle, there is visible improvement, but, still there is no limit to perfection. Every establishment has its own plans and implement. There are issues and resolves, problems and solutions, puzzles and pathways. There is evident variation at all levels of input, process, and output. The study conducted by Madhavi (2009) reveals that research aptitude, educational management, aptitude, adjustments capacity, and Teacher Education disciplinary profile have been found to be significant predictors of Teacher Education proficiency in the western region of India. Research aptitude, adjustment capacity, and Teacher Education disciplinary profile have been found to
be predicting in a positive and significant manner, whereas, educational management aptitude has impacted in a negative manner. Living competencies and techno-pedagogic competencies have not been found to be significant predictors. There is a need to find out how teacher education has failed to correlate significantly with these variables. Also, there is a need to find out how educational management aptitude has been found to be contributing inversely. None of the six variables has been found to be significant predictor of Teacher Education proficiency in the northern, eastern, and the southern regions of India.

Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent and a large number of cases are pending in various courts. A so-called landmark decision taken by the NCTE was "to make Information and Information Communication Technology (ICT) literacy a compulsory part of B Ed., course, mainly to create general awareness amongst the teacher trainees about ICT and its uses in teaching learning." (NCTE Annual Report, 2000-2001, p.3). Unless qualified and competent teachers/teacher educators are in a position to utilize the resources properly, the hardware facilities supplied by various agencies, the purpose for doing the same taste may not be realized.

The development of Teacher Education has been traced in the post Independent period. Important suggestions and recommendations have been made from that time of independence. The University Grants Commission (1948) has been given Teacher Education an impetus, its development and enhancement. The establishment of UGC, NCERT, NCTE and National Assessment and Accreditation Council- NAAC have had substantial impact on Teacher Education.
Surveys of faculty members in teacher colleges in India indicate that the teacher educators are quite isolated, without connections to the wider community, including international community of teacher educators and education researchers, with only a few opportunities to improve their practices. While government training institutions do offer opportunities for in-service training and professional development, there is an urgent need to revitalise the teacher educator profession throughout the country. The Ministry of Human Resource Development - MHRD and States can help DIETs and TTCs to build their capacity for good teaching by providing more resources and by improving their links to external sources of knowledge. In addition to allocating additional resources, efforts are needed to break the isolation of India’s teachers’ colleges, through institutional networking and establishing centres of excellence to model what good teaching could be; institutional arrangements, including departments (e.g. of psychology, mathematics, science, languages, or education) in other teacher training colleges and in universities, both nationally and internationally; subscriptions to electronic versions of peer reviewed journals to help update trainers’ knowledge on pedagogy, and education research. Use of video cameras for trainees, self-review and reflection are to improve their teaching and learning processes. As a first step, providing Internet access to these institutions and training in computer literacy are necessary to give the faculty and students the tools they need for communicating beyond their immediate environment. Just as Teacher Education should develop teachers who are prepared for lifelong professional development, so must teacher educators engage in a continuous process of reflection, training, application, and assessment. This would link pedagogical processes, classroom contexts, and student achievements with the focus on learning, not teaching. Equally important, it would model the behaviour
for teacher trainees to follow in their own careers, and would establish an environment not only of “high support” but also “high challenge”.

1.7 TEACHER EDUCATION IN TAMIL NADU

1.7.1 Historical Perspectives of Teacher Education: Colonial Period

Madras Presidency had the distinction of establishing the first teacher training college, known as Normal School, in colonial India in June 1826. It was managed and funded by the Government. With its focus on training teachers for district schools, it grew into the present Presidency College. Christian missionaries in Madras established a normal school in 1853. But, it failed as ‘training was not kept distinct from that of imparting general instruction’. In 1856, a ‘comprehensive’ Normal School was established to provide ‘competent teachers’ for both Anglo-vernacular and Vernacular schools. It had about 80 men students and a couple of schools attached to it to enable the student - teachers to conduct practice teaching. Its main task was to give regular education at Matriculation Level and simultaneously train them to teach. When the students finished the Normal School they were armed with a certificate which enabled them to get jobs as trained teachers. It trained student teachers in both English medium and ‘vernacular’ medium teaching. It had three branches at Vellore, Mayavaram and Cheyur (shifted to Tiruchirapalli now called Tiruchi, focusing on ‘vernacular’ languages. This school also provided training for secondary schools. It was suggested in 1870s that the Normal Schools should confine themselves to training potential teachers, instead of preparing them for matriculation six Madras Normal School; Saidapet is credited for initiating a novel experiment in 1883 which was partially inspired by Central Training College, Lahore. As all its students were graduates or undergraduates, Madras Normal School
started three courses of lectures on Psychology in relation to Education, General History of Education in Europe, on School Method and Teaching and on the art of Teaching. This course received appreciable response and in 1886 and this school was reorganised as a Teacher’s College, affiliated to the Madras University. In 1888, with addition of Kindergarten and Primary classes in the Saidapet High School, it laid the foundation for pre-primary Teacher Education in India. The major concern around this time was the absence of Women teachers and the need to set up special ‘Normal Schools’ for girls. In 1870, Ms. I. Bain, an expert women teacher educators with experience in England, USA, and France was specially appointed to start such an institution near Egmore for this purpose. In 1870-71, in the eight government Normal Schools for mens were established in Madras Presidency and 188 students attended normal class. In addition, there were six private and aided ‘Normal Schools’, run mostly by Christian missionaries with 206 men and 58 women receiving training. This higher proportion of students in private and aided Normal Schools than government institutions stood in contrast to Bengal, Bombay, North-West Provinces and Odisha, with only the Punjab having almost equal number of candidates in government, private and aided institutions. By 1880-81, there were 26 Training Schools for men teachers (Masters) of which 12 were maintained by the Government, 11 by Local Boards and 3 were Aided Institutions. This number changed in the next decade with liberal aid to Local Boards and private institutions to run their Normal Schools. But in July 1891, the Government decided to bring all the Local Board schools under the control of the Education Department except those at Tirunelvelly and Madura from January 1892. This improved their status, provided better accommodation, and brought greater uniformity in their working - but still the number of students (1416) who were trained and passed from these institutions
was less than the demand for certified teachers. A government report noted that Madras had the highest percentage (36 %) of trained teachers at Primary Level, about 50 % high than 24.8 % the average. This high percentage of trained teachers did not match their average annual emoluments. Against the average emoluments of Rs.117 and of Rs.274.2 in Bombay, Madras had Rs.104.3. A revised scheme of teacher’s certificates adopted in March 1892 had divided teacher’s certificates in two groups- namely General Teacher’s Certificates (further subdivided in to five grades) and Technical Teacher’s Certificates. While in 1880-81, of the three teacher training institutions for girls, two were run by missionaries and by 1892-93, this number had increased to seventeen, including four under government management, and rest under missionary control.

Table 1.1

Number of Normal Schools in Madras Presidency

<table>
<thead>
<tr>
<th>Year</th>
<th>Private &amp; Aided</th>
<th>Local Boards</th>
<th>Government</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880-81</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>1882</td>
<td>3</td>
<td>24</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>1889-90</td>
<td>9</td>
<td>39</td>
<td>4</td>
<td>52</td>
</tr>
<tr>
<td>1892-93</td>
<td>8 (7 Aided)</td>
<td>16</td>
<td>30</td>
<td>54</td>
</tr>
<tr>
<td>1914</td>
<td>N.A</td>
<td>N.A</td>
<td>N.A</td>
<td>46</td>
</tr>
<tr>
<td>1923</td>
<td>20</td>
<td>N.A</td>
<td>58</td>
<td>196</td>
</tr>
</tbody>
</table>

NA - Not Applicable
### Table 1.2

**Number of Normal Schools (Women) in Madras Presidency**

<table>
<thead>
<tr>
<th>Year</th>
<th>Private &amp; Aided</th>
<th>Government</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880-81</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1892-93</td>
<td>13</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

It is indeed a matter of pride for the State to have such a large number of historical teacher education institutions with such diverse characteristics with some of the heritage Teacher Education Institutions in the State, like the Saidapet Institution, the Coimbatore Government Girls Normal School founded in 1885, Sri Ramakrishna Mission (Deemed University), Howrah, Avinashilingam Women’s University, Coimbatore, and Teacher Training Institution for Women run by the Church of South India founded in Salem in 1923, etc. Many of them are housed in heritage buildings, which need to be conserved and preserved for posterity. (For example, some of the buildings associated with the Coimbatore Government High school and Teacher Education Institutions date back to the times of Hyder Ali and Tipu Sultan). Some of these buildings are languishing due to lack of funds for maintenance. The mission is of the firm view that it is the sacred duty of our generation to ensure that they are preserved for posterity. The records of these institutions and their libraries contain invaluable sources of information on the history of education in the country. However, these have not been systematically or safely archived. It is a matter of urgency that these records and books should be properly preserved, digitized and made available for researchers. Given the immense value of such materials, the newly emerging Tamil Nadu Teacher Education
University (TNTEU) can take upon itself the task of archiving and conducting research on these lines. These records will provide valuable information on social composition of students and teachers, curriculum, evaluation, student performance, etc. The nationalist movement and the response to Christian missionary activities saw the setting up of new educational institutions through private initiative like the Ramakrishna Mission, Gandhigram etc. While adopting a progressive framework of making education accessible to all (especially to women), these institutions also sought to promote reformed Hinduism and education in mother tongue and curriculum inspired by nationalist interests. These institutions especially worked to strengthen the Basic Education of Gandhiji from 1935 to 1960s. This was also the period when Basic Teacher Training Institutions were set up across the State.

Tamil Nadu saw the simultaneous ripening of the National Movement and the anti-caste movement led by EVR Periyar and others. This enabled the State to break the upper caste monopoly over teaching profession and democratize it. Educational institutions set up by people like Raja Annamalai Chettiyar, Annamalai Nagar greatly facilitated this process. Annamalai University incidentally also set up the Distance Education Directorate and sought to reach out to student-teachers in interior regions.

1.7.2 Historical Perspectives of Teacher Education: Post Independent India

The idea of basic education enunciated in the Wardha Scheme by Gandhiji in 1937 also influenced teacher educators and was “introduced wholesale in the Secondary Department and as an optional in the Bachelor of Teachers. course”. The course content was revised in 1952 and laid greater emphasis on practical work and wider use of audio-visual aids. In 1964, a General Inspection Commission was
appointed by the University of Madras to check the working of all the training colleges. State Institute of Education was established in 1965 as the “academic wing” of the Department of Education. There were institutions to train pre-primary teachers for Montessori, Kindergarten and Nursery Schools and Language Pandit’s courses in Tamil, Kannada, Malayalam, Urdu and Hindi were also being conducted in the 1960s.

A report on the state of Teacher Education in late 1960s noted that of the 139 training schools, 62 were intended for women which were an increase of 11 institutions were the previous decade. It is quite evident from this rich history of Teacher Education in Tamil Nadu that it has a long history of establishment and continuation of institutions that catered to different stages of School Education with significant and presence of ‘private’ institutions. Efforts and initiatives were taken to institutionalize innovations and concerns for academic quality were addressed by institutions of higher education and State.

1.7.3 Contemporary Situation (2013-2014)

At the outset, we were informed of the acuteness of the problem of sharp decline in the number of students taking Diploma in Teacher Education- D.TEd. course. This was leading to the closure of many self-financed Teacher Education Institutions. The mission was informed that, during 2010-2014, most students were women with only a few men opting for it. This higher proportion of women students was also evident in the institutions visited by the Mission. Though statistical data about the social background of these students across the State was not shared by the Joint Review Mission - JRM, but in some of the institutions visited by us where such data was available and shared, it was clear that more than 95% students belonged to
socially marginalised groups. Concerns were also expressed about supply far outstripping demand. Tamil Nadu has an extraordinary high proportion of self-financed private institutions in comparison to Government and Aided institutions offering different teacher education programmes.

Table 1.3

Number of Government and Private Teacher Education Institutions

<table>
<thead>
<tr>
<th>Programme and total number of Institutions offering</th>
<th>Self financed institutions</th>
<th>Aided Institutions</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>25 (60%)</td>
<td>4 (11.42%)</td>
<td>10 (28.57%)</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>354 (94.4%)</td>
<td>11 (2.93%)</td>
<td>10 (2.66%)</td>
</tr>
<tr>
<td>D.Ed.</td>
<td>512 (87.22%)</td>
<td>33 (5.62%)</td>
<td>42 (7.15%)</td>
</tr>
<tr>
<td>Total</td>
<td>887 (88.7%)</td>
<td>48 (4.8%)</td>
<td>62 (6.2%)</td>
</tr>
</tbody>
</table>

On the one hand, this high share of private institutions is consistent with the all-India trend in teacher education institutions. On the other, it is also in consonance with the higher number of private professional educational institutions in Medical and Engineering fields in the State. This higher number has also meant that against 3,622 teacher educators required in the State, it has 84,092 candidates available. This is 23.21 times more than the number of personnel / faculty requirement initiative, what was achieved and what challenges they faced, and what the future road – map is to give an example, Annual Work Plan and Budget - AWP&B may include details about the nature of teacher - educator cadre, their qualifications, and processes of selection. Similarly, greater clarity may be brought to the Section E, ‘Programmes Conducted for Faculty of State Council of Educational Research and Training - SCERT’ (AWPB 2013-14, pp. 33, 35). It mentions exposure visits/ conferences/ study tours/ publications for capacity building of SCERT faculty. This
section has also been a case of under-utilization of available funds. The total proposed amount for 2013-14 was Rs. 10 lakhs but they had conducted only 2 Conferences / Seminars and almost no publication or exposure visits. A separate budget was devoted in AWP&B for Research under Section D- Research & Action Research (AWP&B 2013-14, p. 32) and another Section G- Innovations (AWPB 2013-14, p. 34) were also granted. Both have a similar component of action research so why a separate budget head should be given needs was to be understood. The topmost priority was given to strengthen of physical infrastructure, with 85% of the total fund proposed for civil works and equipment (AWPB 2013-14, p. 35). This high share is required for minor repairs and general face-lift, not for building additional floors (AWPB 2013-14, p. 21). This did not even cover the proposed building of Special Cells for which another 8% of the total fund has been earmarked. For the financial year (FY) 2013-14, the 2nd instalment of recurring expenditure amounting to Rs.1127.15 lakh for salary and programme components of DIETs, and programmes and activities of the SCERT, under the General Head was approved but not released by MHRD due to paucity of funds under the General Head. For the Financial Year 2014-15, the initial central commitment was only to salary, and programme and activities components only. Late release of funds by the Central Government to the State Government and to the latter by the SCERT and DIETs meant that the programmes planned for a particular year could only be undertaken in the next year with release of funds by the concerned governments.
1.8 NEED FOR AND SIGNIFICANCE OF THE STUDY

The factors attributing to the success of school education, teachers play an important role. Several committees and commissions have stressed the need for adequate teachers to teach children at different levels. With a phenomenal expansion of the system and the constituting guarantee for free and compulsory education, the importance of comfortable teacher-pupil ratio there is multifold increase in the number of need for effective School Education. Realising this importance, NCTE was formed and been authorized to evaluate and approval of recognition for newly starting Teacher Education Institutions.

There is an enormous growth in the number of Teacher Training Colleges offering B.Ed Programme. This has provided easy ‘access’ to aspiring teachers. But, there is a criticism about their contribution to under-participated Sections of the society. The admission is done based on the Central and State Government norms giving proper weightage to OC, BC, MBC / DNC, SC, ST differently abled, Ex-servicemen, and other segments. There are other contributions like scholarship, transport facility for rural students, guidance and counseling etc. which are to be studied in depth and necessary follow-up activities are to be monitored later on.

1.9. SCOPE OF THE STUDY

The preparation of the design of the research work constitutes collection of data, measurement, and analysis of data. 

This study has been designed as a descriptive study. Descriptive studies aim at portraying accurately the characteristics of a particular group or situation. This work deals with the growth and organizational structure of the Self financing Teacher Training and B.Ed., institutions in the study area, details of students enrolled for the course, and students
from the underprivileged sections of the society. For facilities provided to students for their future prospects, the Governmental policies towards the improvement of Teacher Education were enacted. Thus, this study will be useful to the society. It will help scholars to assess the facilities provided by self financing Teacher Education Institutions and how the underprivileged students are benefited.

The following are the steps involved in the study:

1. Formulating the objectives of the study
2. Defining the population and selecting the samples
3. Designing Data Collection and
4. Analysis of data

1.10. STATEMENT OF THE PROBLEM

Teacher Education is the nourishment of the mind with the knowledge that is practical, purposeful, and productive. It is meant to discipline the thinking capacity and it is the process of increasing knowledge, skill, and capacities of all the stakeholders with an understanding and to develop their individuality, privileges given to the underprivileged by the self financing institution of Teacher Education.

1.11. OBJECTIVES OF THE STUDY

The overall objective of the study is to assess the Contribution of Self financing teacher educational institutions to the underprivileged sections of the society. The study is confined to students enrolled for B.Ed. and other Teacher Training Courses in various self-financing institutions in Erode District. More specifically the objectives are:
1. To identify the demographic background of the respondents.

2. To analyse the status of counseling provided to the underprivileged teacher education students.

3. To understand the level of achievement of the student trainees.

4. To examine the opinion on parent-teacher support to the underprivileged students.

5. To identify the opinion of underprivileged students on facilities provided by the self-financing colleges.

6. To know the details about special privileges provided by the institutions under study.

1.12 ASSUMPTIONS OF THE STUDY

1. It is assumed that the contribution of the Self Financing Teacher Education institutions to the underprivileged sections of the society may differ in their contributions.

2. It is stated that contribution of the Self Financing Teacher Education institution may differ in their demographical regions.

3. It is assumed that the level of contribution among Self Financing Teacher Education institutions to the underprivileged sections of the society to be moderate.

4. It is stated that contribution of Teacher Education Institutions may differ based on trust/society and other private group of institutions.
1.13. LIMITATIONS OF THE STUDY

1. The present investigation is limited to identifying contribution of Teacher Education Institutions.

2. The present study is limited to only contribution of Teacher Education Institutions to the underprivileged sections of the society.

3. The present investigation is limited to self financing colleges in Erode district only.

4. The present investigation is limited to nine Teacher Education Institutions in the chosen district.

1.14. CHAPTERISATION

This presentation of the research work comes under five chapters as follows:

Introduction as the First Chapter deals with the importance of education, especially Teacher Education and a status of underprivileged students in the academic arena.

The previous research work and literature search on the various benefits such as motivation, training, and achievement by the students and its related articles are abstracted and arranged in sequential order as Review of Related Literature in the Second Chapter.

A descriptive information of the Erode District is explained in various aspects - such as, location, academic status, and demography of the area are given in the Third Chapter as “Profile of the Area of Study”.

The research design highlights the sample, objectives, set of hypotheses, methods of data collection, technique, limitations and chapterisation in fourth chapter as “Research Methodology”.

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The collected data are analysed with the appropriate statistical tools and inferences done with proper graphical representation in the Fourth Chapter as **Analysis and Interpretation of Data**.

On the basis of analysis, findings have been arrived at and listed out and concluded with scope for further research in the Fifth Chapter "**Summary of Findings and Conclusion**".