Chapter 1

INTRODUCTION

1.0 Introduction

Human life which is the best creation of God, has got two aspects: The biological and the sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. Biological aspect is found in plant and animal life also. But the sociological or cultural aspect is the rare distinction of human life alone. It is only man who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds his knowledge with which he can move in the world for good or for evil, according to his wishes. Thus he attempts to understand himself in relation to the world about him and to transmit the knowledge gained to the succeeding generations. His life in the complex world is governed not only by the biological process, but also by a social process. Education is one of the major “life-process“ of the human individual. Just there are certain indispensable vital processes of life in a biological sense, so education may be considered a vital process in a social sense. Education is indispensable to normal living. Without education, the individual would be unqualified for growing.
It is very difficult to give one definite meaning of the term ‘Education’. All of us may very vaguely know what education is. Different philosophers, educationists, thinkers, statesmen, politicians, merchants, artisans and priests give widely different definitions of education according to their own outlook on life and according to the circumstances, they have been facing. The reason is that education is an abstract entity and its concept is dynamic. It is a continuous process. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to conditions, then prevailing. Education deals with ever-growing man in an ever growing society. Its concept, therefore, can never be static. It must continuously grow and change.

1.1. The Concept of Education for human Development

Education, means both the acquisition of knowledge and experience as well as the development of skills, habits and attitudes which help a person. It is training the individual through various experiences of life so as to draw out the best in him.

1.1.1 Western Concept of Education

Some of the famous Western educational thinkers interpret the term education as follows:

Plato : Education is the capacity to feel pleasure in right moment. It develops in the body and in the soul beauty and all the perfection which he is capable of.

Aristotle : Education is the creation of a sound mind in body. It develops man’s faculty especially his mind, so that he is able to enjoy the
contemplation of supreme Truth, Goodness and of which perfect happiness essentially consists.

*Pestalozzi*: Education is natural and harmonious development of man’s innate powers.

*T.P. Nunn*: Education is the complete development of individuality of the child so that he can make an original contribution to human life according to the best of his capacity.

*T. Raymont*: Education is a process of development from infancy to maturity, the process by which he adopts himself in various ways of his physical, social and spiritual environment.

*John Dewey*: Education is the process of living to continuous reconstruction of experiences. It is the development of those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

### 1.1.2 Indian Concept of Education

Education being an important social activity, its meaning have been changing through the ages, due to change in social and physical conditions. Different educationists, therefore, interpreted it differently at different times.

*Rigveda*: Education is something which makes a man self reliant and self less

*Upanishads*: Education is that whose end-product is salvation.
Yajnavalkya: (The famous Indian Legislator): Education is that which makes a man of good character and useful to the society.

Kautilya (The famous politician): Education means training of the country and love for the nation.

Shankaracharya (The famous Vedantist): Education is the realization of the self.

Guru Nanak: Education is self realization and service of the people

Coming to the modern age, we find a number of Indian thinkers and exponents of the ancient Indian Concept.

Vivekananda: Education is the manifestation of divine perfection, already existing in man.” According to him, “The aim of all education, of all training, should be man-making.” He further explains, It is man-making education, all-round that we want.” We want that education by which character is formed, strength of mind is increased, the intellect expounded and by which one can stand on one’s own feet. What we require is “life-building, man-making, character-making, assimilation of ideas”. He emphasizes upon the exposition of man’s complete individuality. As from the Vedantic point of view, the essence of man is the spirituality. We need an education that quickens, that vivifies, that kindles the urge of spirituality, inherent in every mind.

Tagore: Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and
gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it.

Aurobindo Ghosh thinks of education as “helping the growing soul to draw out that is in itself.”

“By Education” says Mahatma Gandhi, “I mean an all-round drawing out of the best in child and man-body, mind and spirit.”

The Indian concept of education is well-summarized by the University Education Commission.

Education, according to Indian tradition, is not merely a means to earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue. It is a second birth, “dvitiyam janma”.

Indian Education Commission (1964-66) states that education is to be related to the life, needs and aspirations of the people so as to be a powerful instrument of social, economic and cultural transformation.

1.2 Importance of Education

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right upon this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought, have so eloquently sung its praises in all ages. Plato says “Man cannot propose a higher or holier object for his study” “Educated men are as much superior
to uneducated as the living are to the dead.” Diogenese is of the opinion that’ Education is a controlling grace to the young, consolation to the old, wealth to the poor and ornament to the rich.” According to the Rig Veda “Education is the source of all illumination”. Upanishads say “Throughout education one enjoys the fruit of immortality”. Bhagavadgita also says “Nothing is more purifying on earth than Knowledge.” In modern times, also, education is a great irresistible force which has taken the entire world in its fold.

The Scientists, philosophers and educators present the following cogent arguments in favour of education as an essential factor of human development.

Education is a biological necessity for man. In the case of animals, there is no special need for training. Animals, when born, learn all that is necessary for their future life just instinctively. A human child was at birth, if not properly looked after, is utterly helpless and learns to gather and to protect himself from harm on other’s help.

Animals have to learn just from their parents and they become self-sufficient. But it is not the case with human child. Besides instinctive behavior, child has to assimilate a vast treasure of cultural heritage. Cultural heritage is not transmitted to the child biologically, be imparted to him deliberately for a long period.

Man possesses capacity for learning, which is absent in animals. A human possesses potentialities for speech, thinking, reflection, scientific
curiosity and many other traits which are absent. These potentialities need to be developed through long period of training and education.

Experience could have acquired by the human being even during his adult life. But give much importance to the early life for imparting education, because child’s mind is more plastic and impressionable during the earlier years. The first impression is the best, hence the importance of right education during childhood.

Thus, for the development of innate faculties and of future, education is a necessity. Education not only preserves but also promotes culture and creates conditions for better world-order and a better civilization. It is now rightly felt that the new world race, freedom, justice and safety for all can be achieved only by those who are moved by the great moral and spiritual ideas which true education upholds and propagates. True education, in fact, is the only way of living a corporate, useful and meaningful life in the presently rapidly changing and amazingly complex world.

Emphasizing the importance of Education, the Kothari Commission Report on Indian Education (1964-66) says, “In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people; on the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people.” Hence the teacher preparation is given a great importance.
1.3 Role and Importance of Teacher Education

The quality of a nation depends on the quality of its citizens; quality of its citizens depends more than any other factor, on the quality of their education. The quality of their education depends to a great extent upon the quality of their teachers. Dr. Radhakrishnan, our former President and Chairman of the University Education Commission (1949) rightly observed, “The teacher’s place in the society is of vital importance. He acts as the Pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning”. Teachers are therefore regarded as the custodians of the present as well as future. They prepare the citizens to shape the destiny of the country. They are therefore called the architects of the society and the makers of mankind. They are actually the backbone of the educational system.

The quality and standard of an education system largely depends on the quality, characteristics and commitment of the teachers of their profession. The education commission, 1964-1966 therefore pointed out, “For the qualitative improvement of education a sound programme of professional education of teachers is essential”. It is essential for improving teacher education through a sound programme of professional education. The National Policy on Education, 1986 and revised NPE, 1992 laid emphasis on revamping. ‘Teacher Education Programme’ for bringing about qualitative improvement in education.
As a concrete step towards this the National Council of Teacher Education (NCTE) was set up by an Act of Parliament (No. 73 of 1993) and actually came in the existence with effect from 17/08/1995. Besides its objectives, NCTE (1998) has said,” Education is a process of human enlightenment and empowerment for the achievement of better and higher quality of life, sound and effective system of education.” It results in the unfold of learners potentialities, enlargement of their competencies and transformation of their interest, attitudes and values.

The Secondary Education Commission, 1952-1953, for improving the quality and standards of education, has actually expressed, “We are however convinced that the most important factors in the contemplated educational reconstruction is the teacher – has personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. The Ministry of Education document, “Challenge of Education: a Policy perspective” mentioned, Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning process”. The NPE, 1986 similarly reiterated the status and position of teachers and suggested that the methods of teacher recruitment should be – re-organized to ensure merit, objectivity and conformity with the functional requirements.
Teacher Education is a continuous process. The in-service components are complementary to each other. Its programmes have to be reorganized and geared to the emerging needs of the society. The NPE, 1986 provided, “The new programme of Teacher Education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this policy.”

Teacher Education is based on the thesis’, Teachers are made, not born contrary to the assumption, teachers are born, not made. Since teaching is considered an art as well as science, the teacher has to acquire not only knowledge but also skills that are called ‘Tricks of the Trade’.

Like various professions, Teacher Education has assumed special significance and identity as an important profession. According to Goods Dictionary of Education (1959, P.550), “Teacher Education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a number, of the educational profession or to discharge his responsibility more effectively. “Teacher Education is not only meant for teaching the teacher how to teach but also to kindle his initiative to keep it alive to minimize evils of the ‘Hits and Miss’, process and to save time, energy and money of the teacher and the taught. It would help the teacher to minimize his trouble and to discharge his responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but on educational strategy for enabling teachers not only to teach successfully, but also to inspire and infuse the students with commitment and concern for their well-being. NCTE (1998,
P.23) has pointed out that Teacher Education Programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioral challenges in pupils under their charge. Although the objectives of teacher education vary from one stage to another, the general aim of teacher education is to prepare right kind of teachers with adequate consciousness, conscience and concern for the society and individuals under his responsibility.

Teacher Education (TE) seeks to prepare good teachers by providing them with a sound foundation of the theoretical knowledge, understanding, skills, attitudes and interests. It enables the trainees to acquire knowledge, skills and techniques for effective teaching and to inculcate in the trainees the desired ideas and behavioural patterns of the society in which we live. It develops certain attitudes, values and interests in conformity with ideals of democracy, socialism and secularism.

According to the International Encyclopedia of Teaching and Teacher Education (1987, P.T), “Teacher Education or Teacher development can be considered in 3 phases: pre-service, induction and in-service. The three phases are now considered as parts of a continuous process.” Teacher Education is therefore an emerging issue and concerns are to be incorporated in the curriculum of it. Disparities characterize it in a continuum as India is a multi-cultural and multi-lingual society with a perennial under-current of essential unity. Due to such dynamism required in the education system the challenges of Education(India, 1985). ‘A
Nation at Risk’ (USA, 1983), ‘Learning to succeed’ (UK, 1993) ‘Learning to Be’ (UNESCO, 1973) and so on have looked critically at the national and international systems of education. At the international level further the UNESCO document “Learning: The treasure within” (1996) has taken a critical look at the total educational scenario of the world and made long range and meaningful suggestions. Teacher Education under this dynamic, multi-cultural and universal background has to be revamped and re-constructed to meet the new challenges of the 21st century and to play its role more effectively.

1.4 Types of Training Programmes for Teaching Profession

The existing graduate teacher education institutions are of various types: (i) some are university departments or university colleges of education, (ii) some are independent colleges of education, affiliated to Universities (iii) others are departments of education attached to large arts and science colleges and affiliated to a University and (iv) some are independent colleges of education or education department attached to arts/science colleges –both types of institutions being controlled by the State Department of Education (L.T. group). The first three types lead to the degree of B.Ed. and the last one prepares students for L.T.

Merely the nature of the administrative control of the training departments does not reveal the nature of training programmes that the country has. From the point of view of nature and duration of such courses there are three types of programmes prevalent in the land. The one year training course is normally taken up by graduates who at the end
of the year’s study are awarded the B.Ed/B.T./L.T. Degree or diploma. The second variety is found in four comprehensive training colleges which are set up in four distinct regions, at Ajmere (Rajasthan), Bhopal (Madhya Pradesh), Bhuvaneswar (Orissa), and Mysore (Karnataka) and which aim at providing a four–year integrated course in teacher education to candidates after they have successfully completed their higher secondary examination. The purpose of setting up such colleges was to supply teachers to multipurpose high schools as were then gradually established. A unique feature of these four comprehensive teachers training colleges is the dual control exercised over them by the regional university on the one hand and the National Council of Educational Research and Training, on the other. This integrated pattern exists also in one of the Indian Universities, namely, the Kurukshetra University. The third variety, the correspondence course, for Bachelor of Education which is instituted in the Regional Colleges of Education at four places mentioned above, came into vogue under the dual control of the regional local university and N.C.E.R.T. This experiment specifically was launched upon to clear the backlog of untrained teachers who were in service already. The candidates who get affiliated to one of these regional colleges of education study the Theory part of the programme through correspondence and they attend two summer schools for practical and field work.

These three varieties of teacher training programme provide the first degree course for teachers. Courses like M.A. in Education, M.Ed. and also
several one year diploma programmes in some specialized branches of education can be enlisted. They indicate the diverse attempts at building up a number of advanced level teacher education programmes.

1.4.1 One Year B.Ed. Course

The course is divided into two broad sections – Part I, The theory and Part II, Practice Skill in teaching which includes seasonal practical work also. The details of both the parts vary from the type of college to college and weightage of marks depends on the philosophy of such programme maintained by each institution. No two opinions are similar on one question of proportion of time and effort that should be devoted to the development of practical skill in teaching and theoretical foundations related to such skills. In some institutions even half and half weightage in terms of marks is given to theory and practice. It is common experience to and an overwhelming importance attached to theory work in such training institutions much against the philosophy of teacher preparation work. It is believed that the development of practical ability in “teaching” is considered main aim.

No doubt, practice teaching for the “apprentice” (would be) teacher includes a few other experiences in the field of teaching of 40 to 50 lessons. These experiences are observation of demonstration lessons given by the members of the training college staff, delivering two criticism lessons in each subject of specialization and also observation of 20 to 25 lessons given by fellow students or regular teachers in the schools. The practice of teaching may follow the pattern of teaching for two days a week for several
weeks or two of block practice teaching. The practical work related to practice teaching may include a series of activities, namely, observation of teaching, discussion of lessons, conducting experiments, gaining skill in guiding student activities, study of some class or school problems, preparation and use of teaching aids, preparation and use of tests and so on. But the missing links in the preparation of real workers perhaps are far too many. For example, the pupil teachers seldom get a chance to know and improve upon the setting of follow up assignment, or how to check student’s assignments, or plan remedial teaching. They hardly know how to deal with problem cases or special education problems. Much there is to learn from attending the staff meetings, from the school/class register work, from attending P.T.A. meetings, by helping in the conduct of examination and thereupon the preparation of examination results. In other words, very few pupils under training get a chance to draw upon the spirit of professional skills and ethics from the teaching fraternity. Thus the need for devotion and conscientiousness in executing the job of a teacher is seldom stressed during practice teaching except by individual members of the staff. In some places it is not even required that the teachers under training should qualify separately in theory and practice in order to get their final award.

1.4.2 Correspondence Course

In this Correspondence Course one finds that the practice started only a few years ago as the need was felt to clear a large number of untrained but experienced teachers. The minimum number of years of
service required for admission into Correspondence courses varied from 3 to 5 years. The theory part is expected to be covered through intensive self study, regarding correspondence. Since they are the teachers already in service, regular class teaching in two subject areas are thoroughly checked and supervised and suggestions for improvement are given. The trained teachers of such schools or any senior teachers are deputed to do the job of supervision in accordance with the guidelines provided by the training college. For local trainees the training college staff are in the field to supervise and guide. The correspondence B.Ed. course as offered by the Central Institute of Education, Delhi, was meant only for local teachers, and has discontinued since years. For such courses as offered by the Regional Colleges of Education, the system of off-campus practice teaching has been introduced. The lesson planning is expected to be very thorough, criticism lessons are conducted more carefully. The assessment procedure is strictly the same as in the regular course. The contact programme in Summer Vacation covers up part of the theory through lectures, discussions, tutorials and assignments and through extensive practical work.

1.4.3 Four Year Integrated Course

The reason for setting up of the four-year integrated course as generally cited, is the need for supplying specialist teachers in areas of science, mathematics and fields of technology. There are other advantages also. It is in this programme that one finds courses in general education, in professional education and in scholastic areas pertaining to basic subjects
rather happily integrated. The prospective teacher while majoring in two school subjects develops sufficient mastery over the subject matter that he has to teach. Acquiring knowledge and teaching competence go simultaneously in such a course. Besides, the course in its four years duration is likely to provide sufficient opportunities to develop proper attitudes towards the profession and greater understanding of problems and processes of education in the country.

In spite of the fact that there is a good deal of internal consistency and balance among the three aspects – the content course, general education, and pedagogic expertise in the comprehensive four year course, such an institution is still found to be working in isolation from the other faculties of the university. The faculty of the teacher’s college, by and large, has no scope to remain up-to-date in the subject matter and the college, over the years, can hardly claim any expertise in this area. Therefore, the college cannot offer its help in improvement of content competence of the teachers in service. In case there is collaboration and there exists a lot of give and take between the subject matter specialist and pedagogists – there is bound to be a qualitative improvement in classroom instruction. In certain quarters an apprehension exists which states that a programme is predominantly methodological, and if there is little or no concern for the growth of ideas and information which are to be taught – such a programme cannot work towards a functional balance in the preparation of teachers.
The Regional Colleges of Education have balanced the trinity of content course, general education course and professional education courses in some satisfactory way. In the first year course, one finds a major portion devoted to content courses and a minor portion to general education. The content course continues, right through the four-year course. General Education course also continues in diminishing content in all four years; professional education starts with psychology in the second year and terminates with “internship” in teaching in the 4th year.

Of the nine point objectives of the 4-year integrated course in RCEs two relate themselves to actual practice in teaching skills – (i) to undertake pilot studies and research projects in the methods of teaching, and (ii) to collaborate with other institutions in initiating and promoting improved methods and practices for observation and study of the teaching process, for living as a part of a school and for teaching in a classroom.

With a view to fulfilling the above two objectives, teaching practice is organized at two levels. (i) An intensive training programme in the campus by utilizing the resources of the demonstration schools and some local schools (ii) an internship extending from 6-8 weeks in a school as a full time student teacher participating in all activities in general and specializing in teaching in major areas. Enrichment of these two types of experiences is ensured by diverse programmes starting from attachment to a senior teacher in the school for all possible consultation and help upto pre and post internship conferences at different levels. It is hoped that the 4-yhear
college of education will gradually become the normal pattern of teacher education in the country.

1.5 History of Teacher Training

Education is not exotic (borrowed from outside) in India. It had been an enlightened country at all periods of its history. Similarly the history of teacher education in India is as old as the history of Indian education itself. If there had been education in the society in any form there must have been teachers and students in existence. Education of teachers must have been presented with the system of general education. Teachers educational system may be taken as born in 2500 B.C. as education itself. The history of Indian teacher education may be divided into five parts.

1. Ancient and Medieval Period : 2500 BC to 500 BC
2. Buddhist Period : 500 BC to 1200 AD
3. Muslim Period : 1200 AD to 1700 AD
4. British Period : 1700 AD to 1947 AD
5. Teacher Education
   In Independent India : 1947 upto this Date.

1.5.1 Ancient and Medieval Period

In the beginning of Indian civilization all teaching was concerned with teaching of “Vedas”, out of four classes of Aryan society, there were only Brahmans who served as masters of the community. This periodic classes deviated themselves to the work of acquisition, conversation and
promotion of knowledge and of the transmission of prosperity. They looked at it as their duty to learn and to teach, i.e. to learn in order to teach and also teach it in order to learn. Gaining knowledge is two way traffic between the teacher and taught.

Thus, whole learned section of the community undertook the duty of serving as the educators of the pupils. Because there exists caste system at that time. Each caste was dedicated to its profession. Brahmins were earning their livelihood by teaching. These Brahmins were employed by high class people. There was no training in any institution. They get trained as “Gurus” in their families by guardians and parents. It was first a hereditary process – teacher learnt the art of teaching through his/her family. In this way teaching profession continued from one generation to another.

Methods and techniques of teaching were very simple. For learning highly complicated rituals, a student had to rely completely on the word of the teacher. There was a close contact between a teacher and a taught. “Manu” lays down that the Brahmins alone shall teach “Vedas” and none else. In this connection R P Singh writes that – “one thing is however evident that there were certain Brahmin families where teaching was a hereditary profession. There is no evidence to hold the view that teacher training existed in the formal sense, known to us. But surely the Brahmins knew about their future callings and learnt their subjects keeping the future in mind.”
In this way we find that there was no formal system of teacher’s training. It was the hereditary process from 2500 B.C. to 500 B.C. until the Buddhist period started.

1.5.2 Buddhist Period

During the Buddhist period the importance of teacher education was recognized. It got an expansion. It was felt that the profession of teaching was not the right privilege of only Brahmins. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training.

Actually, formal system of teacher’s training emerged during that period. A vigorous, well elaborated and thorough system of training for the teaching profession started during this age. So formal teacher’s training finds its roots in this period comprising seven centuries. We find that there was some kind of training for that purpose of propagating Buddhist preachers and religion not for schools. Teachers were monks who were spreading the spirit of Buddhist religion to the people. The student was kept under the supervision of two teachers. He learned the elements of morality, precious conduct and got training in “Dharma” and discipline. He learnt not only the theory of these elements but lived his life upto the supervisors satisfaction. They gave license or a certificate of fit for the profession of teaching.

The method and technique were very simple. The method of training teachers (monks) during this period was based on a system, which was, later on recognized and named as “monitorial system”. In this way
formal system of teacher education came in the picture. Thus teaching was considered as the noblest profession during Buddhist period, which still is

1.5.3. Muslim Period

During this period also there was no formal system of teacher training. Education was public affair, educational institutions were called “Madorsah”, and they were attached to molvies. Education during this period was mainly religious, mainly teaching of “Quran” was imparted. There was no formal training for teachers. Molvies were the teachers of Mokalis and madarsahs. There were some advanced Arabic schools with more advanced and comprehensive courses of study. Need of formal education was not felt or recognized for any appointment on any post during this period. No special professional training was required. The posts were filled upon considerations other than mere academic qualifications. During this period, teaching medicine, literature, art and music were taken as established learned professions. Institutions for regular education and training of such professions were not in vogue during this period. Educated people available in the country or abroad from Arabia were appointed as “Molvies” in the educational institutions. Only Mohammdans were allowed to teach in Mokalis and Madarsahs.

1.5.4. British Period

The above educational system was changed by the Britishers according to their own system of England and according to their need and philosophy. Advanced system of education was incorporated. The monitorial system of training the teachers and the semi-formal system of
teacher’s training in India were not recognized by them. Their major goal in the field of education was to educate Indian children in British system. Formal system of teacher education was started by Britishers.

First of all Danish missionaries established a formal training centre, a private institution at Serampur (West Bengal). This was the first step in the field of training the teachers in India.

After this three more private institutions called ‘Normal schools’ were opened for training the teachers, one each at Madras, Mumbai and Colcutta.

After these institutions started functioning Government also took part and felt the need. It came in picture and thus ‘Normal Schools’ were opened at Poona, Surat and Colcutta. Later on as the need of teachers was increasing due to increase of the number of primary schools, three more institutions were set up at Agra, Meerut and Varanasi.

In 1824, the total number of such teacher’s training institutions rose to 26. Elphinston made arrangements for training teachers, such programme of teacher-training was primarily meant for preparing Indians for lower levels of school teaching.

1.6. Education Commissions on Teacher Education

Wood’s Despatch of 1954 on Education

By 1853 a number of problems concerning education in the country had risen which required immediate solution. As a result of an inquiry made by the Government, Sir Charles Wood, the then Secretary of state,
sent a despatch popularly known as Wood’s Despatch to the Court of the Directors of the East India Company in 1854. The Despatch enunciated the aim of education as the diffusion of the Arts, Science, Philosophy and Literature of Europe. It laid down that the study of Indian languages was to be encouraged and that the English language should be taught wherever there was a demand for it, and that both English and the Indian Languages were to be regarded the media for the diffusion of European knowledge; a scheme to establish universities was to be formulated, whose functions were to hold examinations and confer degrees. The Despatch also recommended that a number of high schools should be set up. This eventually led to the establishment in the country of the first three universities in 1857.

**The Hunter Commission of 1882**

In 1882 the Government of India appointed a Commission, known as the Hunter Commission, to enquire into the manner in which effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it may think desirable in order to further carrying out of the policy therein laid down. The Commission, inter alia, recommended the gradual withdrawal of the State from the direct support and management of institutions of higher education. With regard to vocational and technical education, the Commission recommended that in the particular class of high schools there should be two avenues, one leading to the entrance examination of the University and the other of a more practical character.
intended to fit the youth for commercial, vocational and non-literary pursuits.

**The Universities Commission of 1902**

The recommendations of the Hunter Commission led to a rapid expansion of higher education during the next two decades, giving rise to problems which necessitated the appointment of a Commission on January 27, 1902, "to enquire into the condition and prospects of the universities established in British India; to consider and report upon any proposals which have been, or may be made for improving their constitution and working, and to recommend such measures as may tend to elevate the standard of university teaching, and to promote the advancement of learning". The Commission recommended the reorganisation of university administration; a much more strict and systematic supervision of the colleges by the university; and the imposition of more exacting conditions of affiliation; a much closer attention to the conditions under which students live and work; the assumption of teaching functions by the university within defined limits; substantial changes in curricula and in the methods of examination. As a result of the recommendations of this Commission secondary schools came to be more under the domination of the Universities: under the Indian Universities Act of 1904, schools had to be recognised by the Universities, and rules and regulations were framed for this purpose.
Government Resolution on Educational Policy in 1913

There was a growing popular demand in the country for mass education. A Government Resolution on education policy was issued in 1913, enunciating three cardinal principles:

(i) that the standard of existing institutions should be raised in preference to increasing their number;

(ii) that the scheme of primary and secondary education for the average scholar should be steadily diverted to more practical ends; and

(iii) that provision should be made for higher studies and research in India, so that Indian students might get enough facilities for higher work without having to go abroad.

Though the Resolution was immediately carried into effect, the outbreak of the World War I delayed the developments planned in the Resolution. However, some new universities were established.

The Calcutta University Commission of 1917

The next important stage was the appointment of the Calcutta University Commission in 1917 under the Chairmanship of the late Sir Michael Sadler. This Commission went into the question of secondary education and held the view that the improvement of secondary education was essential for the improvement of University education. The Commission made the following important recommendations:
(i) The dividing line between the University and Secondary courses should properly be drawn at the Intermediate examination than at the Matriculation Examination.

(ii) The Government should, therefore, create a new type of institution called the intermediate colleges which would provide for instruction in Arts, Science, Medicine, Engineering and Teaching etc; these colleges were to be run as independent institutions or to be attached to selected high schools.

(iii) The admission test for universities should be the passing of the Intermediate examination.

(iv) A Board of Secondary and Intermediate Education, consisting of the representatives of Government, University, High Schools and Intermediate Colleges be established and entrusted with the administration and control of Secondary Education.

The Sadler Commission Report was a comprehensive one and many of the universities in India implemented its suggestions. It was also for the first time that a Commission had recommended the attachment of Intermediate Classes to the high schools and the setting up of a Board of Education to control High School and Intermediate Education.

**The Hartog Committee**

In 1929, an Auxiliary Committee of the Indian Statutory Commission, known as the Hartog Committee after its Chairman Sir Philip Hartog was appointed to review the position of education in the country. In
the opinion of this Committee, the Matriculation of the University still dominated the whole of the secondary course. In order to obviate this defect, the Committee recommended that a large number of pupils intending to follow certain avocation should stop at the middle school stage and there should be "more diversified curricula in the schools". The Committee also recommended diversification of many boys to industrial and commercial careers at the end of the middle stage, preparatory to special instruction in technical and industrial schools". The Committee also reviewed the problems relating to the training of teachers and the service conditions of the secondary teachers.

The Sapru Committee

The Sapru Committee appointed in 1934 by the U.P. Government to enquire into the causes of unemployment in U.P. came to the conclusion that the system of education commonly prevalent prepared only for examinations and degrees and not for any avocation in life. The Committee suggested that

(i) diversified courses at the secondary stage should be introduced, one of these leading to the University degree;

(ii) The intermediate stage be abolished and the secondary stage be extended by one year;

(iii) The vocational training and education should begin after the lower secondary stage; and

(iv) The Degree course at the University should extend over a period of three years.
**The Abbot-Wood Report, 1936-37**

In pursuance of the Resolution of 1935 of the Central-Advisory Board of Education (an advisory body set up in 1921), two expert advisers, Messrs. Abbot and Wood were invited in 1936 to advise the Government "on certain problems of educational re-organization and particularly on problems of vocational education". The Abbot-Wood Report, submitted in 1937, suggested a complete hierarchy of vocational institutions parallel with the hierarchy of institutions imparting general education.

As a result of their recommendations "a new type of technical institution called the Polytechnic has come into existence". The provinces also started technical, commercial or agricultural high schools conducting non-literary courses

**Zakir Hussain Committee's Report**

In 1937, the Congress Ministry assumed responsibility of administration in seven major Provinces of India and concentrated their attention on educational reforms. In October 1937, an all-India National Educational Conference was summoned at Wardha under the presidency of Mahatma Gandhi and the following resolutions were adopted:

1. That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale;

2. That the medium of instruction be the mother-tongue;
3. That the conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre around some form of manual and productive work, and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child; and

4. That the conference expects that this system of education will be gradually able to cover the remuneration of teachers.

The conference then appointed a committee with Dr. Zakir Hussain as its chairman. The Committee submitted its report on December 2, 1937, and the scheme of education suggested by it is popularly known as the "Wardha Scheme", the main features of which are as follows:

(i) A Basic Craft is to serve as the centre of instruction. The idea is not to teach some handicraft side by side with liberal education, but the entire education is to be imparted through some industry or vocation;

(ii) The scheme is to be self-supporting to the extent of covering teachers’ salaries and aims at making pupils self-supporting after the completion of their course;

(iii) Manual labour is insisted on so that every individual may learn to earn his living through it in later life. It is also considered non-violent, since an individual does not snatch away the living of others with the help of a machine; and

(iv) Instruction is closely coordinated with the child's life, i.e., his home and village crafts and occupations.
The Sargent Report

In 1944, the Central Advisory Board of Education submitted a comprehensive Report on Post-War Educational Development, known as the Sargent Report, visualising a system of universal, compulsory and free education for all boys and girls between the ages of 6 and 14, the Senior Basic or the Middle School to be the final stage in the school career of majority of the pupils. The Report also recommended that at the Middle School stage, provision should be made for a variety of courses, extending over a period of five years after the age of 11. These courses while preserving an essentially cultural character should be designed to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities. It was recommended that the High School course should cover 6 years, the normal age of admission being 11 years and that the High Schools should be of two main types (a) academic, and (b) technical. The objective of both should be to provide a good all-round education combined with some preparation in the later stages for the careers which pupils will pursue on leaving schools.

The University Education Commission of 1948

The era of educational reconstruction inevitably followed in the wake of social and economic reconstruction initiated by the National Government after 1947, education being the chief instrument for reconstruction and transformation of society. The first steps taken in the direction of educational reconstruction were the appointment of a series of
commissions to survey, study, review and recommend improvements in the different sectors of education.

To look into the problems of University education, the University Education Commission was appointed by the Government of India in 1948 under the Chairmanship of Dr. S. Radhakrishnan in pursuance of the recommendations of the Central Advisory Board of Education and also of the Inter-University Board. The Commission made important suggestions for improving the standard of university education in the country. Introduction of a three-year degree course for the first university degree, greater use of tutorial system of instruction, formulation of new aims, emphasis on developing knowledge and critical thinking rather than mechanical passing of examinations, establishment of Rural Universities and introduction of moral education were some of its salient recommendations. The Commission, however, thought it unfortunate that neither the public nor the Government had realised the importance of Intermediate Colleges in the Indian educational system. To coordinate University Education in the country, the establishment of the University Grants Commission was also recommended. The Commission came into being immediately thereafter.

**The Secondary Education Commission, 1952**

The Radhakrishnan Commission had surveyed the field of secondary education in a passing manner and had admitted that 'our secondary education remains the weakest link in our educational machinery and needs urgent reform'. This fact was the raison d'être of an
All India Commission for Secondary Education appointed in 1952 under the Chairmanship of Dr. A. Lakshmmanwamy Mudaliar. This Commission offered a numbers of suggestions to adjust secondary education with the new goals and needs of free India. The aim was now to train our youth for intermediate leadership and for democratic citizenship. Secondary education was to be a terminal stage for a large majority of the nation’s youth, who would take up their places in society after their school education and provide leadership to the general masses. The Commission was equally concerned with qualitative improvement of the schools. To develop individual talent, curricular offerings were extended and diversified. To achieve the new aims of education, changes in methods of teaching were suggested. New trends in examination, guidance and extra curricular work were brought into the school programmes. Multipurpose secondary school was a new concept recommended by the Commission. Inclusion of craft, social studies and general science in the curriculum was aimed at orienting students towards an industrial and science-centred democratic life.

In view of the important role of education in the national development and in building up a truly democratic society the Government considered it necessary to survey and examine the entire field of education in order to realise a well balanced, integrated and adequate system of national education capable of making a powerful contribution to all aspects of national life. To achieve these objectives speedily, the Government of
India in October 1964, set up an Education Commission, under Resolution of July 14, 1964.

The Commission in particular was to advise the Government on the national pattern of education and on the general policies for the Development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context. The Commission was, however, not to examine legal and medical education.

The Commission, under the chairmanship of Dr. D. S. Kothari, Chairman. University Grants Commission, consisted of sixteen members. eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with and advice of a number of internationally known consultants in the educational as well as scientific field.

The Commission began its task on October 2, 1964, and submitted its report on June 29, 1966 to the Union Education Minister.

The Commission set up 12 Task Forces and 7 Working Groups. The 'Task Forces' were set up on the following:

(i) School Education;
(ii) Higher Education;
(iii) Technical Education;
(iv) Agricultural Education;
(v) Adult Education;
(vi) Science Education and Research;
(vii) Teacher Training and Teacher Status;

(viii) Student Welfare;

(ix) New Techniques and Methods;

(x) Manpower;

(xi) Educational Administration, and

(xii) Educational Finance.

The 'Working Groups' were set up on the following:

(i) Women's, Education;

(ii) Education of Backward Classes;

(iii) School Buildings;

(iv) School Community Relations;

(v) Statistics;

(vi) Pre-Primary Education; and

(vii) School Curriculum.

1.7 Need for a Sound Professional Education of Teacher

The progress of a country depends upon the quality of its teachers and for this reason teaching in the noblest among all professions. The irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honorable position in the society. Teaching can regain its earlier noble status in case the quality of teacher—education in our country is improved. It is probably for this reason that the education
commission recommends the introduction of “a sound programme of professional education of teacher.” The commission further remarks that investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers and this tends to perpetuate the traditional methods of teaching in a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle in progress. He can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for their future professional growth teacher education is “Systematic development of attitude, knowledge, skills, behavior patterns required by an individual in order to perform adequately a given job or task.”

1.7.1 Objectives of Teacher Education

The teacher works for the development of Gandhain values of non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.

1. Perceives the role as an agent of social change in the community.

2. Not only acts as a leader of the student community but also as a guide to the wider community.

3. A liaison between the school and the community by employing ways and means for integrating the resources of the community with school life.
4. Not only uses but also helps in the conservation of environmental resources and like and preservation of historical monuments and cultural heritage.

5. Develops a warm and positive attitude towards the growing children. Their academic socio-emotional and personal problems.

6. Develops an understanding of the objectives of student teaching in the Indian context and awareness of the role played by school in achieving the goals of developing a democratic, secular and socialistic society.

7. Develops understanding, interests, attitudes and skills which will enable him to foster the all-round growth and development of the children under his care.

8. Develops competency to teaching on the basis of accepted principles of learning and teaching.

9. Develops communication, psychomotor skills and abilities connived for human relations which will enable him to promote learning inside and outside the classroom.

10. Keeps abreast with the latest trends in the knowledge of the subject he teaches and the techniques of teaching the same.

11. Undertakes investigations and action research projects.

**Objectives of Teacher Education at Secondary Stage**

The following are the basis for the objectives:

The child is at the adolescent stage and has problems specific to adolescence in all mechanism of growth and development; Child’s interests
at this stage become crystallized in their interaction with varying situations; Child after the completion of adolescence, is ready to choose vocation and pursue it up to its optimum level. Children interests in religion, society, politics, nation and work at large tends to be manifested.

**Objectives of Language Pandit Training**

1. Know that language is a skill and a means of communication, that can be taught and learnt with practice.

2. Know the skills of language, their order, ways of using them in language teaching

3. Know the relative positions of the mother – tongue and second language (Hindi) and their importance.

4. Know the world order and patterns of English and the methods of teaching

5. Teach the students with the help of a restricted vocabulary

6. Develop in children an interest in and appreciation of language and literature

7. Know the different tools and aids for language teaching and the ways of using them.

**1.8 Conceptual Background**

**Curriculum Structure**

*Theory*

The quality of Education depends on quality of teachers. The quality of teachers depends on the quality of training provided to them.
Like other teacher Education courses, this is true in the case of Language Pandit Training Courses also.

Language is a medium to express the thinking of man. To communicate one’s feeling and one’s knowledge in clear terms, one should have proficiency in language skills. Towards this end, language Pandit Training courses are geared in Andhra Pradesh for the past few decades. Due to explosion of knowledge, rapid changes are taking place in the file of education also. With the launching of developmental projects like APPEP, MLL Project, DPEP, SSA, OBB etc., in school education in the state several interventions have been introduced to improve the quality of instructions in and outside the classroom. The revolution in science and Technology has brought tremendous breakthrough changes in the field of school education also. ICT is becoming an integral part of the schooling process aiming at Universal computer literacy and computer aided learning and teaching. This would necessitate the teachers to adopt instructional design suitable to their multi face classroom needs. Further, Education ideally must prepare students to face the challenges of life. Attempts are being made in this direction to link education with the different life skills to enable the individuals to deal effectively by with the demands and challenges of every day life. The value education must also find a prominent place in the total education system including teacher education programmes as emphasized by the NPE 1986 and other committees and commissions. NCTE in their curriculum framework for quality teacher education as a component of curriculum in teacher education courses. The national curriculum
framework for school education also considered these as essential areas for
total development of the child. These areas will empower the teacher with
necessary skills to meet the challenges of modern education. This is in this
background that the above components are included in the newly framed
Pandit Training curriculum. The existing curriculum areas are also revised
to meet new professional needs, interests and teaching responsibilities and
job expectations of present day pandit teachers. The following content
areas are incorporated in the language pandit training courses.

The Subjects Prescribed

There shall be 5 papers of which papers I, II, III and V (A) are
common to all the three courses offered. Paper IV and Paper V (B) are
course specific subjects.

The common papers applicable to all the three courses are :

Paper – I : Education in Emerging India

Paper – II : Educational Psychology

Paper – III : Part A : School management

Part B: Information and communication Technology

Paper _ IV : Part A : Capacity Building _ physical and Health Education,
Art Education and Work Education.

The Course Specific papers are as follows :

Telugu pandit Training Course :

Paper IV : Methods of teaching Telugu
Practicum

The Language Pandit Training Course is a professional course. It should not only impart theoretical learning but equally lay emphasis on the practiced work also. Therefore, the timetable will have to be drawn. So that all the trainees will be able to take part in all the prescribed practical activities scrupulously. The “Practicum” of the course includes the following components.

1. Demonstration of Lessons

Demonstration by lecturers/teaching faculty in pandit training colleges forms an important part of any teacher education course and should on no account to be neglected. Demonstrations should be given in prose, poetry, supplementary reader, grammar and composition. There shall be a minimum of 5 demonstration lessons. Demonstration should have a brief out line of his/her lessons plan. The demonstration lessons necessarily be followed by a brief discussion during which useful points should be suggested and doubts, if any to the trainees, should be clarified.
2. **Observation of lessons given by school teachers and Teacher Educators**

   Every trainee shall observe and record 15 lessons given by school teachers and teacher educators. After observations there shall be a brief discussion to elicit the observations made by the trainees under the supervision of the concerned teacher educator or the teacher who has given the lessons.

3. **Observation and feedback of lessons given by the Co-Trainees**

   Every trainee shall observe and record not less than 30 lessons given by the co-trainees. After the lessons there shall be a brief discussion on the observations made by the co-trainees where the strengths and weaknesses of the lesson taught by the peer trainees shall be brought into light for improving the quality of practice teaching.

1. **Practice Teaching (School Experience Programmes)**

   School Experience Programme (SEP) Provides an opportunity to the trainees to apply the knowledge of principles and techniques of teaching, characteristics of children from varied cultural backgrounds on the real situations of the classroom, school and community. Under practice teaching component each trainee shall teach at least 20 lessons covering prose, poetry, supplementary reader, grammar and composition. Each lesson should be supervised by the methodology master or by the school teacher as persons trained in these language Pandit training courses will have to teach the concerned language at both upper primary and secondary levels. Teaching practice shall include lessons from upper primary and secondary stages of curriculum in a judicious manner.
As far as possible competency based approach shall be followed for VI and VII Classes.

Teaching Practice under the supervision of College Faculty;

During this programme each trainee has to teach at least 3 lessons under the supervision of methodology masters.

**Internship Programme**

Each Trainee shall teach at least 17 lessons during internship period in the cooperating school allotted to him/her covering prose, poetry, supplementary reader, grammar and composition. The trainee shall participate intensively with all the school activities at least for 30 working days. During this period each trainee shall maintain a teacher’s dairy to record the various observations made in conducting various activities and programmes in the cooperating school. The trainee has to complete all practical work including the preparation of records during the internship period.

4. **Records**

In addition to the SEP(Teaching Practice) the trainee shall maintain and submit the following records, which shall be evaluated internally by the college faculty.

The Records Prescribed :

1. School based Projects
2. Language Based Projects
3. Teaching Practice
4. Lesson Observations
5. School observation and School Development Plan
6. Child study (Case study) Record
7. Endorsement and Literacy Record
8. School based pupil Evaluation Record (Scholastic)
9. Social and personal qualities record
10. Physical and Health Education Record
11. Art Education Record
12. Activity Pack and AV Record
13. Work Experience Record
14. Computer Education Record
15. Teacher Dairy
16. UEE Survey Record
17. Final Lesson Record.

Besides the above record work, it is mandatory on the part of each trainee to make literate two illiterate adults and to enroll two dropouts or un enrolled children. Reports (Enrolment and literacy record) on each item should invariably be submitted and evaluated. Faculty shall guide the trainees to attain mastery over the prescribed practical areas.

1.9 Regulation of L P T Courses

Language plays a vital role in the schooling of the child. Language is the first subject that is taught to the child. Language is a skill as well as knowledge. Hence language teachers have to be equipped with numerous tools and techniques of teaching language apart from acquisition of knowledge. More over language is context sensitive. Language learning
cannot take place in vacuum. Words acquire meaning in context. A single word can mean different things in different contexts. Hence in this context, meticulous planning and execution of language education takes a prime position. The more the standard and effective the language education is, the more effective the language teachers will become. Language education should enable teachers to face any sort of challenge that comes in the way of teaching learning process. Hence there is need of a strong system of pre-service language teacher training. Human angle of training clubbed with interactive possibilities of modern technology is the motto. Against this background the task of modernizing the existing language teacher training course is taken up. Series of workshops have been organized to revise the curricula for the Language Pandit Training courses being run in the state. In April 2003, a workshop was conducted by SCERT, AP, Hyderabad to revise the Hindi Pandit Training Course. Later, Sri E.Q. Apparao, the then RJDSE, Warangal and the Convener of LPCET, organized a workshop in the 1st week of September 2003 to examine the existing curricula for TPT, HPT and UPT Courses and to frame a common curriculum for all the three language Pandit Training courses. A final workshop has been conducted at SCERT to bring out a revised language Pandit Training curriculum in March 2005. The Courses offered under the present scheme are given below.

(1) Telugu Pandit Training Course,

(2) Hindi Pandit Training Course, and

(3) Urdu Pandit Training Course
1.10 **Attitude towards Teaching**

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social cultural life of nation. The whole process of education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education.

The Kothari commission on Education (1964-66) has emphasized the role of school and the teacher in shaping the future of the nation. The shape will undoubtedly depend on what goes in the classroom and how it goes on. This places a greater responsibility on the shoulders of the teacher as nation builders.

In the contemporary world, the teacher’s role is undergoing vast changes. Education has been envisioned as a process of all round development with a considerable emphasis on the emotional and personal spheres of the child as well.

According to challenges of education document (1985), teachers have special responsibilities in every society and the way they are discharged sets the tone for education of the young. They have the potential to mould the minds of students so that they become good citizens and good human beings. But the perception today is that, this is not happening. The reasons are many and varied.

However, irrespective of where the cause lies, the fact that teachers play a pivotal role in children’s lives cannot be denied. In fact, it is here that the personality of the teacher assumes a special importance. Teachers values, attitude and ideas about teaching greatly influence children’s future.
Adhisheshaih(1985) aptly remarked; let us remember that our students learn quicker and more deeply from invisible curriculum, from our lives as teachers; as principals, as administrators than from visible curriculum. Thus shows that the values, attitudes and personal characteristics of the teacher are far more significant than his or her academic qualifications and scholarship.

Some of the important quarrels we all grapple with are:

- How teacher behaves in his or her class?
- How he or she tries to make lessons interesting to the students?
- How much effort a teacher puts in preparation of his/her lesson plans?
- How he/she communicates with the students?

Thus and many more activities of the classroom are dependent on the attitude of the teacher i.e., what he/she thinks about teaching is reflected in his/her work as a teacher. In the words of Ryes if competent teachers can be obtained, the likelihood of attaining the desirable educational outcomes is substantial. ‘on the other hand, although schools may have excellent material resources in the form of equipment building and text books and curriculum it may be appropriately adopted to community requirement, if he teachers are misfit or are indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted.

But, education in 21st century has become more complex than before, rather the simple process of educating the young, to develop their
cognitive, affective and psychomotor abilities. Now, education should be learner centered and should pace with rapid advancements in the society.

Change has become order of the day and changes in society, its settings and values as well as the transformations in the culture have their influence on the individual. Education today has to keep it self ready for such a change. This puts lots of responsibilities on the shoulder of a teacher and the institutes imparting education.

It is widely acknowledged that a students academic ability depends on both internal and external factors as study habits, educational aspiration of self and parents, social-economic status etc , if these situations are not conducive for learning, it leads to academic stress.

1.11 Need for the Study

Language is an essential pre- requisite for human growth and development. Every one from birth to death makes use of it. It is the most distinctive human activity. Language is primarily an instrument of communication among human beings. O. Jesperson defines language as a set of human habits, the purpose of which is to give expression to thoughts and feelings.

Broadly speaking, Language includes all those verbal and non-verbal actions of human – beings that are related to the communication of ideas. In human life language has manifold importance. Man, a social being, has to communicate with other persons of the society. He wants not only to express himself/herself but also to listen and understand the feelings of others. This interaction is the necessity of social life and it is possible
only through language. Language is basic to our culture. It is language through which we are able to understand ourselves and others. We are able to know our culture and cultures of others. It is very difficult to imagine man’s life without language.

A language is more than a means for people or nation to communicate with other people. The language of a country is the heart of its civilization. It is having an opportunity to share in thinking and also the heritage of people of some of the advanced and free countries of the world.

Language plays an important role in giving affection to the child. It is a means of socializing the child who in his own term displays affection for his fellow creatures through language and other actions. Language is essential to gain access to the educational doors which help in establishing contacts with the educated persons, becomes aware of the literature, art, science, and technology of his own country and other countries of the world. The highest forms of philosophical thinking, reasoning and satisfying the old ones have been the result of language, only highly evolved form the communication.

Language is basic for preservation of our ideas for posterity. It also helps in the construction of new ideas and formulation of new concepts. In this sense, language is not only facilitative to communicate purpose but also directive to thought and reproduction.

After knowing about the process of language acquisition it would perhaps by relevant to talk about language teaching - be it matter tough/native language, second language or other language. The task of
importing language education has been misunderstand over a number of years. Hindi is the national language of India. Under the guise of language teaching, the content has been more emphasized upon, besides laying more emphasis on how language works. It has been realized in the past two to three decades that there exists a lot of difference between teaching of a language as opposed to teaching about a language and teaching through a language. Teaching language or learning a language involves the use of language in different situations and contexts. Teaching about a language involves introduction about the grammatical structures and various rules operating.

Stress is involved in every day’s life. Even the primitive people lived with great stress as they had lived with animals in dense forests. There was no security of safety for life, shelter, medicine, or treatment. Their survival was not definite. It was uncertain. These threatening stressful situations might have probably changed now. But even with the present level of progress and advancement, the present day individual is a victim of stress for different reasons.

Thus stress cannot be avoided totally in any society. One has to learn to live with it and manage it cope with and if possible to overcome it. Stress influences every one including teachers, prospective teachers, if even students at one time or the other. The physical, psychological, educational, intellectual and social factors not only cause stress but also influence the attitudes of the prospective teachers. Unless measures are taken to estimate and minimize the stress, the efficiency and expertise of the
prospective teachers cannot reach the optimum level. If the factors are correctly identified and controlled, better outcomes can be arrived at, which in turn leads to preparation of better future citizens and contribute to the family, the society and world at large. So there is a need to study the factors affecting the stress of the prospective teachers in particular.

1.12 Scope of the Study

There are only a handful of studies on stress of the prospective teachers and their attitude towards the activities and programmes in teacher education.

An Effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching. Attitude is an important aspect in quality teaching. An attitude is an important concept to understand human behaviour. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think, and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individuals prevailing tendencies to respond favorably or unfavorably to an object person or group of people, institutions or events. Attitudes can be positive (Values) or negative (Prejudices). Teacher’s attitudes towards their profession have an effect on their performance.

A teacher with the right attitude makes a lasting impact on students learning. A teacher with the right attitude imparts students learning as the ultimate goal and will mix and match all the available tools and techniques to suit the teaching learning process, unique to a given subject or topic or
class. Some good teachers may be born. But most of them are made, as products of a good teaching – learning process. This is because teaching is not a job but an inspired profession on passion.

A positive classroom climate starts with the teacher’s attitude towards his profession and life and ends with the student’s attitude. Attitudes are not inborn tendencies, they are the products of experiences a person encounters in his life. Attitude can be inculcated by providing conducive climate and stimulating experiences to the person. Attitude of teachers are developed during their passage of becoming teachers – in their schools, colleges, university and especially in teacher training institutes.

Teacher training institutions make painstakings efforts to equip the prospective teachers not only with teaching skills but also promotion of positive attitude towards teaching in student teachers as their attitudes will affect their performance in the classroom.

**Transacting Curriculum**

The impact of teacher training programmes has not been perceptible over the years in terms of transacting curriculum in schools. Lecture method, mostly taken recourse to by teacher educators, is generally not supplemented by using instructional materials. Interactive teaching, co-operative teaching – learning, self-discovery approaches seldom find place in the day to day teaching practices. What is of importance and calls for top priority in the training programme, is to lay appropriately proportioned emphasis on ‘why to teach; ‘how to teach’ and ‘what to teach’ aspects of
teaching. It is reflected in the teaching–learning situations planned by teacher educators.

Theory: Education as a field of specialized studies is interdisciplinary in its nature. Since different branches of learning are involved in understanding the presage, process and product variables of education, it is essential that formulation of teacher education programmes adopts a holistic approach in order to promote proper understanding, insight and thinking on matters pertaining to this field. The complimentary character of theory and practice needs to be emphasized at every step. The prospective teachers are encouraged to organize, express and communicate their ideas clearly in the class, it has to be accepted as a communicative process of an intensive teacher-learner dialogue and renewal of a two-way process as opposed to ‘the banking concept’ of teaching. The emphasis is laid on cultivation, formation and development of power of mind in contrast to the prevalent tendency of aiming at the success in examination alone. Student teachers, in classroom transactions, will employ the use of divergent thinking and problem solving strategy.

The teacher educators required to have clarity of thought in respect of components of course, objectives of teaching, and their relevance to educational and social goals. One of the approaches may be the modular approach. Each module, though a complete teaching unit, remains a part of the total syllabus with built-in linkages and feedback mechanisms. Learning through this approach is reinforced by library work, seminar readings, tutorials and small group discussions. Self-study and self-
motivated learning become an integral part of the curriculum transaction. The outcomes would result in better understanding of the concepts leading to mastery learning.

Student Teaching and Practical Activities

Practice teaching is essentially a joint responsibility of teacher training institutions and the school involving teacher educators, prospective teachers and school teachers. Teacher educators help in facilitating and guiding the activities as implied by the pre-instructional, instructional and post-instructional phases through which a student teacher has to progress. The role of school teacher in this joint effort lies in extending cooperation to the teacher educator and the intending teacher. Various aspects as referred to above have to be suitably adopted to varying structures and designs at different stages of teacher education.

Practical work other than classroom instruction is viewed in terms of school and community experiences and activities related to personality and leadership development.

Practical Work

The modalities to be employed for organizing activities other than teaching for all round capacity building and empowerment of teacher-trainee involve joint supervision by the teacher educator and a school teacher.

The identification of various sports and a variety of activities for cleanliness; collecting success stories and disseminating them in the
community; preparing simple write-ups of all the activities undertaken utilizing community contact programmes and organization of welfare shows for better institution-community participation are certain other strategies of transaction of practical work.

Work Education

Work education has undertaken long journey from the combination of Marx’s productive labour and learning to Abbotwood’s vocationalisation, it came to Gandhi’s “hand craft” as the medium of education and again took the form of Kothari’s work experience which Ishwar Bhai Patel thought to be devoid of “social value” and coined the term “Socially Useful and Productive Work” (SUPW). Its central purpose is to shift the centrality of education from excessive verbalism to practicality.

Many of the sources of stress experienced by prospective teachers at work have a different character. They are more subtle, more pervasive, and cause eyestrain from staring into computers. Unpredictable disciplinary action by supervisor, or never being complimented about the quality of work produced, environment of the college, and conducting seaming activities. All these cause the demands of being in a constant “on – alert” state.

A stressful situation activates the hypothalamus, which in turn controls the neuron-endocrine system, the sympathetic system and adrenal cortical system. The sympathetic nervous system responding to neural impulses from hypothalamus activates various organs and smooth muscles under its control. For instance, it increases the heart rate and dilates pupils.
The body has a normal mechanism known as flight-or-fight response for dealing with stressful situations.

When the course of the stress can be identified, and if that could be responded to by a specific set of actions that eliminates the cause, then it is a healthy stress reaction. However, when the source of the stress is not identifiable and becomes excessive, repeated, prolonged or continuous, it becomes “distress” and creates unhealthy reactions.

Thus the scope of study would include all the prevailing programmes and practices in teacher education and the prevailing attitudes of prospective teachers towards both the theoretical foundations and practice including projects and teaching. Likewise the scope would include how much they feel stress with regard to the varied areas of teaching – learning.