

STUDY MATERIAL FOR EDUCATION HONOURS STUDENTS OF SEM-V

PAPER: DSE 2 (TEACHER EDUCATION)

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HISTORICAL PERSPECTIVE OF DEVELOPMENT OF TEACHER EDUCATION IN INDIA:

INTRODUCTION: Teaching has been one of the oldest and respected professions in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time but the need for teachers has been imperative for all times. The changing times as well as the requirements of the society have necessitated changes in the ways of teacher preparation. The development of teacher education is discussed in the following pages.

THE UPANISHADIC PERIOD: In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. According to the Rigveda, a teacher was selected and then educated or trained effectively. The teacher must have passed through the recognized curriculum and have fulfilled all the duties of a Brahmachari before he was allowed to become a teacher. Teachers must seek knowledge for realization and were well-received and well respected. The scholarly class of teachers, which later became a caste (Brahmans) became stratified with the passage of time and lost its original grandeur. Later on teachers came from this caste of Brahmins and it became a hereditary profession. Teaching in the Upanishadic period was known for the personal attention paid to the student. As the word Upanishad (sit close) connotes there was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one

generation of teachers to another. The transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

THE BUDDHIST PERIOD: The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would 'choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The introduction of logic as one of the subjects helped in sharpening the intellect and oratory which was emphasized.

THE MEDIEVAL PERIOD: In the holy Koran, Education is urged as a duty and in Muslim countries, education was held in high esteem. Though it was not widespread amongst the people teachers and instructors were given great respect. The Mohammedan rulers in India founded schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of instruction was Persian but the study of Arabic was compulsory. In madrassahs the course included grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the maktabs were mostly moulvis, but in the madrassahs scholarly persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students. Cramming and memorising were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method.

Students were encouraged to consult books. Practicals were also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics. Although a specialized teacher training programme did not exist, the teachers had a clear idea of their role and functions and the methods to be pursued in teaching.

MODERN PERIOD: Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England. Sir Munro, in his Minute dated 13 December 1823, gave same ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started under the management and with the finances of the British government in Madras. Initially, it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, Bombay started a normal school in the Elphinstone Institution and in 1849; Calcutta too had a normal school.

Wood's Despatch, 1854: The Wood's Dispatch, an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master. In suggesting a change in the education of teachers, the Dispatch referred to the system prevalent in England. It urged the establishment of training schools in each presidency in India. The Dispatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Dispatch introduced sufficient incentive for the would-be teachers. Although apprehensive, Lord Dalhousie, Governor-General of India suggested implementation of Wood's Dispatch which brought into existence a number of normal schools.

The Indian Education Commission 1882: The Indian Education Commission 1882 (The Hunter Commission) recommended that an examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any Secondary School, Government or Aided. For graduates it suggested a shorter course of training than for others. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women. Thus by the close of the 19th century some essential things in teacher training had been established. Pedagogical courses had replaced general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

Calcutta University Commission, 1917: This Commission, known as the Sadler Commission, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations. It pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent classroom teacher but also a good administrator. The commission suggested opening of post graduate department of education in Universities equip each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level. The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.

The Sergeant Report, 1944: In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan". The scheme was a broad-based educational plan. It made some practical suggestions for teacher's training programme. It recommended that suitable boys and girls should be inducted into the teaching profession after High School; Practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two-year course for pre-primary and junior Basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest

in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.

RECOMMENDATIONS OF KOTHARI COMMISSION ON TEACHER EDUCATION:

THE KOTHARI COMMISSION, (1964-66): In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the State Governments to prepare a plan for the expansion of training facilities. The Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some Universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States set-up state boards of Teacher Education. These changes were welcome steps in the field of teacher education and were expected to meet the needs in this field.

RECOMMENDATIONS OF NATIONAL POLICY ON EDUCATION (NPE)-1986 REGARDING TEACHER EDUCATION:

NATIONAL POLICY ON EDUCATION (1986): In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisaged an educational system which would prepare the youth for the 21st century. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of teacher education was irrelevant, that selection procedures and

recruitment systems were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme and on in-service education. The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986. According to National Policy on Education (NPE) 1986, stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There were provisions for research and innovation in IASEs. The revised National Policy on Education, 1992 also emphasized the functioning of teacher education institutions. There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions. During the year 1998-99 the NCTE received 2426 applications from the existing training institutions for recognition and conducting teacher training courses. Recognition was subsequently granted to 408 institutions in addition to 1294 institutions accorded provisional recognition. Similarly, 1349 applications were received for starting new institutions and courses. Recognition was accorded only to 277 new institutions/courses. Besides, provisional recognition was accorded to 1035 institutions.

PRESENT SYSTEM OF TEACHER EDUCATION IN INDIA:

The first decade of the twenty first century had the privilege of the liberalization policy introduced in early nineties. The education sector was opened up for private sector participation and there was Public Private Partnership (PPP). Foreign Universities are encouraged to set up their campaign in Indian soil and spread education, Many Private Universities came into being during this period so also the deemed universities becoming full-fledged universities by UGC under section 3 of UGC Act 1956. National knowledge commission has been set up which recommends to achieve Gross Enrolment Ratio of 15% by 2015 in higher education. After universalization of education and flagship programme of Sarva Shiksha Abhiya(SSA), now efforts are made to universalize secondary education through

Rashtriya Madhyamik Shiksha Abhiya (RMSA). The 11th plan is therefore called education plan as it gives more emphasis to education especially higher education. During this period a number of central Universities has come up and 11T's and 11M's have set up their new campaign to spread quality engineering and management education across the country

National Curriculum Framework for Teacher Education (NCFTE) 2010: It highlighted that the education and training of a prospective teacher will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job. To improve the quality of teacher education program, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined hands with the National Assessment and Accreditation Council (NAAC) to foster quality assurance and sustenance. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country. To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are conducted at both level at state and at central level. For teacher education UGC conducts National Eligibility Test (NET) at national level and State Level Eligibility Test (SLET/SET) at state level.

Reform in the curricula: NCFTE describes its aim being to provide “directions towards change in the structural aspects of teacher education at elementary, secondary and postgraduate levels” (NCTE 2009: iv). The framework visualises a change in the profile of teacher education in the country by proposing reforms in the contents, teaching-learning and professional rigour of the curricula. These reforms have been contextualised by NCFTE in the problems of the “conventional” teacher education that are seen as being of abysmal curricular quality (2009: 52). The main principles of curriculum reforms that were proposed included the following: (i) A holistic approach to curriculum; (ii) an emphasis on engagement with theory and foundational perspectives on education; (iii) preparation for future teachers to be reflective, humane and professional practitioners; (iv) longer and intense internship/school experience; (v) preparing would-be teachers to organise teaching-learning in a child-centred manner; (vi) stage specificity in training for various school levels; and (vii) location of teacher education programmes in interdisciplinary environment (2009: 23-24 and 52-55). The details and modalities of these curricular ideas were operationalized by different NCTE subcommittees in the context of their respective mandated areas of curriculum design. To a great degree the

constitution of these subcommittees represented or retained the academic networks or coalitions seen in JVC and NCFTE.

Increased duration of teacher education programmes: From NCFTE possibilities of two kinds of initial teacher education programmes emerge: (i) two-year second bachelor's degree for initial teacher preparation at the elementary and secondary school levels; and (ii) four-year (or longer) integrated first bachelors model for both the levels. In addition, JVC (**Justice Verma Commission-2012**) also points towards the need for two-year Master of Education programmes and NCFTE recommends sandwiched postgraduate courses of three years' duration towards developing a specialised cadre of senior secondary school teachers and teacher educators. Before these regulatory changes, the durations of Bachelors and Masters of Education programme were one-year each. After 2014, the duration of these programmes was enhanced to two-years each across the country. This recommendation is based on the assumption that longer duration programmes will provide sufficient time and opportunity for rigorous engagement of the future professionals—in view of a larger objective of professionalising teacher education.

Reformulation of the regulatory mechanism: The changes recommended in JVC covered a broad range so as to reshape the way NCTE functions. These included amendments in the NCTE Act, 1983, establishing a vigilance cell within NCTE, tenure of the chairperson and appointment of the NCTE Council, and changing the norms and standards. These regulatory changes as well as those introduced through the norms and standards for different teacher education programmes designed by different subcommittees of NCTE also became the centre of debates and discussions. While these debates were not resolved, they brought out the complexity of the regulatory structure, changes and decision-making process. An overview of these debates is presented in the next section of this paper.

Upgrading teacher education programmes: JVC and NCFTE both recommended that to address pre-service quality issues, teacher education (especially elementary level) be upgraded to the level of degree programmes as against largely being offered through diploma programmes. The stated rationale of NCFTE and JVC for this was that since a large number of current institutions are stand-alone institutions they remain isolated from an interdisciplinary ecosystem that can only be provided in a university. This recommendation put forth an uphill task for both the NCTE and the central and state governments as such up gradation of programmes (mostly offered by private institutions) calls for structural changes. The challenges thus involved are discussed in the following section.