

CHAPTER I

CONTEXT OF THE PROBLEM, ITS SPECIFICATION AND METHOD OF INQUIRY

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1.1 Teaching as a Profession

Teaching has been a revered profession. It is also one of the oldest professions. However, the term 'profession' has less clear meaning. Almost every specialized group which offers a significant service to society begins to identify itself as a profession. For a long period in the west there were three recognised learned professions, theology, law and medicine. These had a prestige which has been highly prized and zealously guarded. Then architecture, and later engineering, came to be accepted as professions. With the recognition that there are numerous callings which demand disciplined and scholarly training, the designation "profession" has come to be claimed by still other occupations. Dentistry, teaching, journalism, librarianship, forestry and nursing are some callings to which the status of profession is generally conceded in mature societies, and the list is by no means complete. A few years ago, what were new occupations have now emerged as fully recognised professions and a number of professions are now emerging at an accelerated rate. Even within a given profession a high degree of specialization may split it into several separate professional groups. Moreover, many of the recognised professions are developing sub-professional groups which perform the less specialized skills of the profession.

Any man or woman who has prepared for exacting service by thorough and disciplined scholarship and training, and who lives and works in the spirit of professional standard, may well be recognised as a member of a profession. In the modern society, the teacher has to act as a professional and compete with other recognized professional groups.

Admission to practice in a profession now almost exclusively depends upon the completion of prescribed, specialized college and university courses. In addition, in most of the professions, a qualifying examination for licensure is required. The prescribed curricula are professional in nature, as contrasted with completion of general college or university degrees; only a scattering of recognized professional occupations still permit occasional variation from this pattern, usually in the form of a combination of study, internship, and examination. The teacher training courses essentially have a professional component with or without academic content, internship and examination.

In the Indian context some of the factors which have necessitated the teacher to become a professional are as follows:

After India's attaining independence, the revolutions⁹ in the social, economic and family structure of our society have decreed the necessity for successively higher levels of education for all our people. The shift from a rural to an urban population, the opening of admission to all people, making ~~the~~ education compulsory upto 14 years, elevation of the general education to ten years of school, the creation of higher secondary stage, and the desire for higher education, have created such demands for teachers at different levels that the existing institutions of higher learning are not able to cope up with the demands.

The technological developments has^{ne} contributed to the complexity of society. In many families, both the parents are^{ve} employed. These changes have transferred to the school many

of the functions which the family and the home once performed. Consequently, teachers have taken on new roles of importance and a larger place in the lives of children, parents and in society itself. As a result, schools and schooling have assumed a more significant meaning in society. The impacts of these changed conditions upon teachers have been equally significant. One of the significant impacts has been to give powerful impetus to the professionalization of teaching by demanding higher levels of education, and competence, and by urging teachers to move toward achieving standards comparable to other recognized professional groups.

1.2 The meaning of professional education and teacher education curriculum.

The staggering proliferation of knowledge has simply made the casual, informal study and learning-on-the-job approach obsolete; and the complexity of the society forces the assignment of highly specialized functions to expert groups or institutions. Intellectual training and testing, as measures of competence, have emerged as the distinctive characteristics of professions. An additional consideration of great importance is the relative ease of administration and the assurance of a high degree of uniformity, or evenness of preparation.

Hence, the hallmark of any professional programme is its concern for its quality and zealous safeguarding of its standards of excellence.

It could be said that the professional education for teachers have become a necessity. The history of teacher education reveals that school systems had to be managed for over a century with high proportions of untrained and unqualified teachers. The planning and development of teacher education and

training has nearly always lagged behind the development of schools. Popular pressures have often filled the classrooms with pupils faster than teachers could be found. The first imperative of school authorities in the nineteenth century was to find sufficient literate individuals of suitable moral character willing to teach the basic skills which they themselves had learned at school. The issue of teacher training has usually come to the fore when popular complaints about poor standards have forced the authorities into action or when they themselves have become concerned to get better value from the teachers whom they employ.

In modern days, there is a growing agreement that the teacher must be generally well educated, a well informed scholar in his own subject field, and be an able professional person trained in the skills of classroom practice. The proper education of the teacher should be based on the four constituent aspects viz: (i) liberal or general education, (ii) a scholarly knowledge of the subject he is required to teach, (iii) professional knowledge as distinguished from professional skills and (iv) skills in managing a classroom, planning instruction, working with children and in supervision and guidance of the learning process. These constituents of the process of teacher education viz., general education, subject content, professional knowledge of curriculum and the learning process, teaching technique and curriculum approach and instructional materials, skills in classroom practice, all these should be woven into the fabric of the total programme of teacher education.

In the Indian context, Radhakrishnan has defined professional education as 'the process by which men and women prepare for exacting, responsible service in the professional spirit'. Further, he specifies that the term may be restricted to preparation for fields requiring well informed and disciplined

insight and skill of a high order, and less exacting preparation may be designated as vocational or technical education.¹

The foundations of professional education should be not only technical skill, but also a sense of social responsibility, an appreciation of social and human values and relationships, and disciplined ability to see realities without prejudice or blind commitment. While professional men largely set the pattern of national life, that pattern is much influenced by their earlier intellectual and moral experiences, especially their professional training.

The teacher performs the most vital function in the education system. Apart from transmitting knowledge, he plays many other roles in order to ensure that the set of educational goals envisaged are realised. The complexity of the roles demand competence of a very high order and this competence depends largely on his academic accomplishments and the professional preparation he has received in a teacher education institution. Since, the quality of teacher education programme has direct relationship with the quality of teachers prepared in the institutions, it is pertinent to examine the various components of the teacher education programme to bring about qualitative improvement. The Education Commission (1964-66) has remarked about the curriculum for the professional education of secondary teachers that there is a need to eliminate irrelevant matter and to relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies.² Realising this urgent need, the National Council for Teacher Education (N.C.T.E.) was established (in the year 1973) to develop national consciousness regarding necessary improvements to be brought about in teacher education and to advise the government on matters relating to teacher education. The National Council for Teacher Education

after serious deliberations on the weaknesses of the teacher education, prepared a framework of 'Teacher Education Curriculum' in 1978. This framework was comprehensive and gave a broad outline regarding the programmes needed at different levels of teacher education.³ However, no further attempts were made to prepare programmes at different levels. The National Policy on Education (1986) has also pointed out that the quality of the teacher education programme has to be further improved qualitatively and for this purpose, it has strengthened the National Council for Teacher Education.⁴ Therefore, to design a sound system of education, the teacher education has to be redesigned to suit the social order. ?/

1.3 The development of teacher education

The study of the development of teacher education is very essential to understand and visualize the content and structure of teacher education at different levels. In the following paragraphs an attempt is made to analyse the development of teacher education in a historical perspective.

1.3.1 The early period

In India, teaching has been a recognised and revered profession since the dawn of history. The teacher was expected not only to impart information and skills, but lead and guide his students to "supreme Knowledge". Hence, the qualities laid down for teachers were very high. In those days, students used to flock to the reputed teachers, learn and live with him till their education was completed.

One of the ways of recruiting teachers was through the famous 'monitorial system'. For example, in Jataka period, the preceptors used to ask senior pupils to take charge of younger pupils. If they proved competent, they were permitted

to stay on for longer periods, to gain deeper knowledge. When their maturity and knowledge had been proved, they became teachers in their own right.

With the passage of time and the rigidity of the caste structure, teaching became a hereditary vocation, confined to the Brāhmana caste. This monopoly, led to a deterioration in quality. However, in the medieval period the teachers were a respectable class. The Ulama, who devoted their entire life for learning and teaching constituted the learned class of muslim tradition and the ulamas were not hereditary. In the medieval period also 'monitorial system' was the prominent training system of teachers.

1.3.2 The genesis of the modern system

After the British came to India, education took western orientation. The study of the English language, science and other subjects on western lines became a part of education and the need for trained teachers was felt.

One indigenous method of giving some training to the prospective teachers was through the monitorial system. In this system the senior students taught the junior students. This system was noted by Dr. Bell, the presidency chaplain in Madras who introduced it in England as a cheap and efficient method of educating poor children. It was, however, essentially to help the school teacher to handle various children under his charge, as the number of teachers in those days was very limited. This monitorial system indirectly helped in giving some training for teaching. This system was employed by Dr. Bell in Madras to train teachers between 1789 to 1796. This later came to be known as Bell-Lancaster system. This was a more prevalent system of training of teachers for many years.

From the beginning of the nineteenth century the progress in the training of teachers has been evolutionary and gradual. ?/

Institutions for training teachers were first started in the country by Danish missionaries. A normal training school to train primary school teachers was established by William Carey in Serampur (West Bengal). Later on educational societies established some centres for training teachers at Calcutta, Madras and Bombay. In 1851, the new poona college (which was an amalgamation of the Sanskrit college and English school) introduced a normal department for training teachers. In Agra and Surat similar schools were started.

In 1854, Wood's despatch gave tremendous impetus to all aspects of education in the country. It considered training of teachers very important and made some very practical suggestions for the recruitment and training of teachers. It visualized a more logical and systematic extension of the monitorial system already in vogue, and recommended that promising 'pupil-teachers' be selected and given stipends. Their masters were to be given some payment ~~to be given some payment~~ to instruct the selected candidates during out-of-school hours. They were to be sent to the normal schools if they proved worthy, and on the completion of training, be given certificates and employed as school masters on sufficient salary. The grant-in-aid rules of 1859, made a provision of salary grant to those schools only having teachers who had obtained a certificate of teacher training. 7

This led to the establishment of number of normal schools all over the country. However, the number was not commensurate with the requirements. In Bengal, a new experiment was begun in inservice training - the circle system, which 'employed peripatetic instructors (itinerant instructors) for the school teachers of a circle of 3 or 4 villages.

Two years after the Despatch, in 1856, the oldest training college in India was started as the Madras normal school. It was meant for general instruction and training. The duration of the course varied from 6 months to 2 years. Banaras and Meerut established normal schools.

Although the training institutions were growing in number, the old controversy of the relative importance of general education and professional training had not yet been resolved. In Bombay Mr. E.I. Howard (the then Director of Public Instruction), who had advocated the establishment of a separate training college in 1856-57, changed his opinion and by 1861, considered that a good general education was more important than professional training. The assumption was that all teachers in high schools would be graduates and a graduate is so well-versed that he needs no further training. This was not surprising because methodology as distinct from content was still undreamt of, and the training course really meant further intensive study of the English language and the western science. In fact, many teachers were expected to impart some knowledge of teaching. Hence, first grade high schools were considered better training grounds than the normal schools.

The second important landmark in the history of teacher education was the instituting of the Indian Education Commission in 1882. It was responsible for popularising the terms 'secondary education' and 'secondary schools', though the terms had been introduced six years back, in 1876. The connotation in those days was entirely different from the modern usage. Secondary schools denoted English teaching schools in contrast to those schools teaching purely vernacular. It was in the twentieth century, that elementary and secondary education began to be associated with the chronological age of the pupils. Hence, the normal schools and training colleges could not be said to be concentrating on elementary education, as the term is

understood today. The training was dichotomized in that the trainees were intended for vernacular or English schools, and often, both courses were run concurrently in the same institution. Thus, both secondary and primary teacher training has a common history till the beginning of the present century, when training colleges for graduates and undergraduates began to be set up, as separate from normal and training schools, meant for primary and middle school teachers, whose qualifications were much lower.

'When the Hunter Commission made its report in 1882, there were two training colleges in the whole country at Madras and Lahore. There were 106 normal schools, mainly meant for teachers of vernacular schools'.⁵

'The Madras college had at that time 8 graduates, 3 first year Arts pass students and 18 matriculates on its roll. The Lahore college had 30 students, and admitted those who had passed the First Year Arts.'⁶

The Hunter Commission recognised the need for separate training courses and provisions for training of matriculates and graduates both in content and in professional courses. As a result of the recommendations made by the 1882 commission, the examination for teacher's certificate was instituted by the provincial governments.

Just after the commission's report an interesting experiment was tried in the Madras normal school. The school started three courses of lectures as a bold step in the field of professional training. The lectures were on:

- a. Psychology in its relation to education, or the scientific basis of education;
- b. General history of education in Europe, specially since the revival of learning; and
- c. A development of the existing course of lectures on school method and management and on the art of teaching.

This course was so well-received that the university agreed to award a full-fledged diploma on its basis. By 1886, the Madras normal school was recognised as a teacher's college, affiliated to the Madras university, preparing candidates for the Diploma of Licentiate in Teaching (L.T.). This indeed was a big step forward, as it laid the foundation for further development of teacher education as a part of university education.

In Punjab, central training college, Lahore was doing prominent service in the field. The college had two courses. The senior course, open to F.A. (First Arts) pass students, confined itself to principles and practice of teaching, translation and retranslation and elementary science. The junior course, to which matriculates were admitted, included instruction in all subjects which the pupils would later be expected to teach.

The duration of the training courses varied from 6 months for 'gurus' (teachers) in Bengal, to 3 years in Bombay and Coorg. Coorg itself had courses varying from 6 months to 3 years. North-West provinces, Central Provinces, Berar and Bengal had mainly two year courses.

A special system which sprang up in Bengal in 1885-86, was that of the 'guru' system. The head masters of middle vernacular schools, who themselves had undergone the prescribed courses of training in normal schools, were to try to impart instruction to gurus in neighbouring pathsalas. The teaching was done out-of-school hours; and it was for one year duration. The lower classes of the middle schools served as the practice teaching schools.

Berar (the modern Madhya Pradesh) had adopted a method by which pupil-teachers were attached to selected middle schools

with stipends of Rs.4/- a month, for two years. They appeared for the certificate examinations along with regular students of normal schools.

Thus, the Hunter Commission made all teachers and schools examination oriented and certificate-conscious. However, the teachers' certificate was required only for permanent employment. Many teachers continued in service without giving examination. Moreover, since the facilities for training ^{were} ~~was~~ very meagre the schools did not give much emphasis on training.

A secondary department (which later developed into the present prantiya prashikshan Mahavidyalaya, Jubbulpore) Nagpur training school in 1889; the Rajahmundry training school was raised to a secondary grade normal school and St. Anne's training school was started for secondary and elementary teachers in 1890. Between 1887 and 1892, the training institutions for teachers of middle, primary and high schools began to be separated. They were classified under three main categories — collegiate, secondary and primary — according to the grade of instruction to be given by the students after completing their course of training. (Here the collegiate means schools preparing students for matriculation examination). In all schools of collegiate grade, English was the medium of instruction. In all primary training schools, vernacular was the medium, while the secondary training schools followed either medium according to convenience.

By 1892, there were 116 training institutions for men and 15 for women, throughout India. Out of these, only three were of the collegiate grade — the Madras teachers college, Lahore Central Training College and Nagpur training institution.

The initial qualifications for admission to courses and duration of the courses varied widely.

Bombay instituted the Secondary Teachers' Certificate (S.T.C.) examinations in 1899. The theory of teaching course consisted of reading three books prescribed by the department and the practice of teaching was examined by inspectors in actual teaching situation. The two papers introduced by Bombay, for theory, still retain their nomenclature in many universities. They were: (i) History of education and general methods and (ii) Special methods, school organization and hygiene.

Thus, by the end of nineteenth century, the teacher education had started taking a formal shape.

'At the dawn of the twentieth century, there were 6 training colleges in India - at Saidapet, Rajahmundry, Kurseong, Allahabad, Lahore and Jabulpur. There were also 50 secondary teachers' schools and 54 primary teachers' schools. Bombay was the only province where primary was still equated to vernacular, and secondary to English education.'⁷

For higher grade institutions, the course was usually of one year, but the collegiate branch of Jabulpur training institution insisted on 2 year courses, both for graduates who pursued the collegiate grade certificate, and for F.A.^{Us} and matriculates who had entered for secondary grade certificate.

For lower-grade institutions, there was a wide diversity. Bombay, Bengal, Assam and Berar had 3-year courses. Assam had even a 4-year course with examinations at the end of each year, for different grade certificates. United provinces and central provinces had 2 year courses, while the others ran one year courses.

The Government of India resolutions of 1904 on educational policy emphasised the problem of teacher education and declared that 'If the teaching in secondary schools is to be raised to a higher level, if the pupils are cared of the tendency to rely upon learning notes and text-book by heart, if in a word, European knowledge is to be diffused by the methods proper to it, then it is most necessary that the teacher should themselves be trained in the art of teaching'.⁸ This resolution stirred up some activity in the field.

By 1907, all universities except Bombay began to award degrees in teaching. Bengal and the United Provinces had L.T. for non-graduates and B.T. for graduates, after one year's professional study. Punjab gave B.T. to graduates, who had undergone a two-year training course. Madras still awarded L.T. Though not affiliated to the university, Bombay established its secondary training college in 1906, with its own S.T.C. Diploma.

Rethinking on syllabus and courses, expansion of building and equipment, and increase in the number of training institutions went on in all provinces.

The Government of India Resolution (1913) further supported the Resolution of 1904 by stating that :

"Few reforms are more urgently needed, than the extension and improvement of training of teachers, for both primary and secondary schools in all subjects including in the case of latter schools, science and oriental studies. The objectives must steadily be kept in view that eventually under modern systems of education, no teacher should be allowed to teach without a certificate that he is qualified to do so".⁹

The Calcutta University Commission appointed in 1917 (Popularly known as Sadler Commission) studied all aspects of

university education, and presented a voluminous and comprehensive report. Its observation about teacher training, though based on the working of the Calcutta University, was really a comment on the whole of India. It criticised the similarity of the courses for B.T. and L.T., though their students were of different calibre.

It was suggested that "the aim of the higher course should be not only to secure that the degree-holder is equipped as a competent class teacher, but also to secure that he understands the principles of teaching, classification of discipline and school children, organization and purpose of games and other kinds of physical exercise, the control of a small office and that he has a sound conception of the purpose and organization of the educational machinery of a modern state."¹⁰ Thus, the trained graduate was also to be trained for administration, while L.T. was to be a training "to obey instruction with intelligence". It proposed that L.T. students who proved above average, may be allowed to proceed to B.T. after a further course in training college.

The Sadler Commission (1917-19) emphasised the role of university in the professional training of secondary school teachers. The commission suggested to establish a department of education in each university. For the improvement of secondary school teachers' training programme it has suggested:

- (a) a masters degree in education,
- (b) to make education as a subject for study both at the intermediate and B.A. levels,
- (c) to improve the physical facilities of training college.

As a result of this recommendation many universities started the training programme for secondary school teachers.

The Hartog Committee, in 1929, reviewed the position of the training of teachers and remarked

"that enough can not be done in the short space of nine months which is all that is usually available, to uproot the old methods of teaching to which many of the students are accustomed".¹¹

At this period of time there were three types of institutions for training teachers: (a) for graduates only, (b) for under graduate teachers teaching in middle schools, (c) for primary teachers.

In 1937, Gandhiji convened Wardha Educational Conference and propounded a new system of education popularly known as 'Basic Education'. Gandhiji felt the need of making teacher training more practical and functional. Gandhiji introduced craft-centred education for the child, correlated with life situations. With this new ideology of basic education, teacher training also underwent a rapid change and the emphasis was practical and based on the needs of the pupils and community.

Two Kinds of curricula were prescribed in the scheme for the training of teachers — long-term curriculum and short-term curriculum. Teachers were to teach crafts also besides other school subjects. The minimum qualification required for the trainees for being admitted to the training college was kept at matriculation or two-year teaching experience after passing middle or junior high school examination. For the long-term training the course duration was fixed at three years. The curriculum was comprehensive and included almost all the school subjects. For short term course, duration of training was kept one year only. The course was residential. The curriculum for this course was brief.

Just before the onset of independence there were three types of training institutions:

- (a) Normal schools or primary training schools for primary teachers admitting trainees after the middle standard examination.
- (b) Secondary training schools for middle school teachers admitting trainees after matriculation.
- (c) Training colleges for high school teachers admitting trainees after a degree.

After the second world war, the British government appointed a committee in 1944, under the chairmanship of Mr. John Sargent, the then educational adviser to the Government of India. The Committee prepared a scheme of post-war educational reconstruction and development. The report was submitted to the Central Advisory Board of Education which later published it. This committee recommended the improvement of facilities for teachers training. However, the recommendations could not be implemented for the lack of resources. Further, the sargent plan could not meet adequately the aspirations of the independent India.

1.3.3 Post-Independence Period

In 1947 India attained independence. In 1948, the Government of India appointed the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan. Although, it was mainly concerned with university education, the Commission summed up the existing conditions in teacher training and made certain valuable suggestions. The teacher training had achieved a certain appearance of uniformity. The compulsory papers usually were principles of education, methods of teaching, history of education, school management and hygiene. Educational psychology as a separate paper had yet to gain a place in most universities. Scope for specialization was provided in two or three areas and practical work including demonstration and criticism lessons, was compulsory. The number of required lessons

during the sessions varied from ten in one university to sixty in another. The commission observed that the training colleges had no basic orientation to the essentials. The commission emphasised the qualitative improvement of teacher education. The commission examined the teacher preparation for secondary schools, and noted that the theoretical courses were stereotyped and in some cases contents were even vague and unrelated to the actual conditions. The theory contents according to the commission could be flexible and adaptable to the local circumstances so that they could be meaningful to the students.

In 1950 the first conference of training colleges in India met in Baroda. The conference made a historical survey of training colleges, discussed courses and functions, made many recommendations.

The second conference of all India training colleges meeting at Mysore in 1951, abandoned the term 'training' for 'education'. This was symbolic for the new vision which perceived teacher preparation in a broader and more comprehensive scheme that emerged and it was a pointer for gradual advance towards flexibility, experimentation and bolder imagination. Mysore organized for the first time in 1951, a six-week summer course in education for college teachers.

In 1952, the secondary education commission was appointed under the chairmanship of Dr.A.L. Mudaliar. The Commission recommended that

"there should be only two types of institutions for teacher training (i) for those who have taken the school Leaving certificate or Higher Secondary School Leaving Certificate for whom the period of training should be two years and (ii) for graduates for whom the training may for the present be one academic year but extended as a long term programme to two academic years.

Graduate teacher training institutions should be recognised by and affiliated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate board appointed for the purpose.

The training colleges should, as a normal part of their work, arrange refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences."¹²

In 1955, the All-India Council for Secondary Education was set up to co-ordinate, facilitate and guide the changes due to be brought about by the new scheme of secondary education as proposed by the Mudaliar Commission. It set to work at once and started organizing seminars for principals of schools and training colleges.

The Education Commission (1964-66) under the chairmanship of Dr. D.S. Kothari has pointed out clearly the major weaknesses in the existing system of professional education. As it has been earlier stated the importance of professional education was stressed by the University Education Commission (1949), Secondary Education Commission (1953) and the international team on teachers and curricula in secondary schools (1954), several seminars and study groups from time to time.

The Education Commission (1964-66) suggested for ◀

- i) Removing the isolation of teacher training from university, from schools and from the institutions preparing teachers for different stages of education;
- ii) Improving the quality of teacher education through the organisation of subject reorientation courses, using improved methods of teaching, improving practice teaching, revising curricula etc.;

- iii) Fixing the duration of professional courses - two years for primary teachers and one year for graduate students;
- iv) Expansion of training facilities to ensure that the trained teachers are appointed in the schools or should be trained within three years;
- v) Organisation of inservice education for teachers at all levels;
- vi) Provision of professional education for junior lecturers in higher education.

The Education Commission (1964-66) suggested 10+2+3 pattern of education.

Another important event in the history of teacher education in India has been the establishment of the four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore, to serve the four zones into which India was divided for educational convenience. The Regional Colleges of Education at Ajmer, Bhubaneswar and Mysore were established in the year 1963 and the Regional College of Education at Bhopal was established in the year 1964. These colleges were specifically meant to integrate professional and general education programmes. The integrated 4-year teacher education programme had already been successfully tried out by the Kurukshetra University. But, the Regional Colleges established integrated programmes on a firm footing. The Regional Colleges of Education at Mysore and Bhubaneswar were the pioneers to provide professional courses for Science teachers at the higher secondary level.

The National Council for Teacher Education was established in the year 1973 to advise the Government on matters relating to teacher education.

More recently the teacher education programmes at different levels have been discussed by the national workshop at Simla in May 1976 and the regional workshop at Madras in November 1976, the deliberations of which were further discussed in a national conference on teacher education held in New Delhi, in February 1977, organized by the University Grants Commission and the National Council for Educational Research and Training. The recommendations of this national conference have been published in a monograph entitled "Teacher Education Curriculum - A Framework" by N.C.E.R.T. in 1978.¹³ These recommendations are in the light of the new scheme of education (i.e. 10+2+3). These recommendations concern the preparation of teachers for pre-primary, primary, secondary and higher secondary schools. This programme of teacher preparation consists of (a) pedagogical theory, (b) Content and methods, (c) Community living.

A Unesco report has remarked that

"the training colleges generally await an updating of their curricula, resulting in graduating teachers being unacquainted with the philosophy and operational implications of the new scheme (i.e., 10+2+3), suitable administrative and management preparations for the change have been inadequate, especially in regard to vocationalization, rationalization of the two higher secondary years between schools and (intermediate) colleges, equivalence of school leaving examinations financial implications and management".¹⁴

The national review committee on higher secondary education with special reference to vocationalisation (1978) has recommended that the pre-service education for teachers for the plus two stage should be carefully planned by universities; massive inservice training programmes for teachers; particularly in vocational subjects such as agriculture should also be organised.¹⁵

The National Council for Teacher Education constituted four regional study teams in February 1978 with the principals

of the respective Regional Colleges of Education as Chairman, and one member of the department of teacher education, National Institute of Education as convenor and some selected professors of education from the region concerned with the following terms of reference:

- a) To identify the weaknesses and deficiencies of the teacher education institutions and to suggest ways and means of improving those institutions so as to raise the standards of teacher education.
- b) To suggest norms for accreditation of secondary teacher education institutions.
- c) To examine the norms of pre-primary and primary education institutions already approved by the N.C.T.E. for implementation in their regions.

Among the various suggestions made, the following are pertinent to the present study: 2/

The secondary teacher training institutions are isolated from the different levels of teacher training. In order to break this isolation and also to make teacher training institutions viable the study teams recommend the establishment of comprehensive colleges of education (of the type of Regional Colleges of Education where teacher training of all levels may be provided along with teaching of the various disciplines).

The report of the western region has recommended introducing of separate teacher training course for higher secondary level and further, it has recommended the encouragement of specialization in the training of teachers for secondary and for the plus two level in the teaching of Science as separate subjects (Biology, Physics, Chemistry, Mathematics).¹⁶

Recently, the National Policy on Education (1986) has also recommended the 10+2+3 pattern of education and emphasised the qualitative improvement in the teacher education programmes.¹⁷

1.3.4 Overview : Some observations

The brief outline of the growth and development of teacher education clearly indicates that although the quantitative expansion has been considerable the differentiation of teacher education programmes at different levels has been gradual and slow. It was in the post independence period that the primary and secondary teacher education programmes were clearly differentiated in terms of duration, entry qualifications, content, etc. The emergence of the new national pattern of education viz., the 10+2+3 pattern has necessitated a new thinking in the restructuring of teacher education programmes, especially for higher secondary level and university level. After the publication of the report of the Education Commission (1964-66), the National review committee on higher secondary education (1978), the regional study teams constituted by National Council for Teacher Education (1978) have emphasised the need for restructuring of teacher education in order to fulfil the needs of teacher preparation at the plus two level.

1.4 Rationale for the present study

One of the significant problems in the system of Indian education is its structure and articulation. A careful examination of the recommendations of various committees and commissions such as Sargent Commission (1944), University Education Commission (1949), Secondary Education Commission (1953), Sampurnananda Committee (1962) and Education Commission (1964-66), reveal that there has been no consensus regarding the structure of education. However, the Education Commission (1964-66) finally decided the structure of education as 10+2+3.

It suggested the Sadler Commission (1919) pattern of 10+2 upto intermediate standard followed by a three year degree course. This was also a recommendation of the University Education Commission (1949). But the Sargent Commission (1944) and the Secondary Education Commission (1953) suggested 11+3 pattern and Samparnanand Committee (1962) again recommended 10+2+3 pattern with the suggestion that +2 may be in colleges or schools, a flexible approach suggesting also junior colleges at the +2 stage. The Education Commission (1964-66) recommended the 10+2+3 pattern and suggested that the +2 stage should be in schools. It used the term 'Higher Secondary School' for the +2 stage.¹⁸ Although, the structure of education was changed, the corresponding structural changes in teacher education did not take place.

During the post-independence period, the enrolment at the higher secondary stage has shown a steady increase. Dr. Madhuri Shah, Ex-Chairperson, University Grants Commission, has discussed the phenomenal increase in the following words:

"The position of the progress achieved in the case of secondary (higher secondary enrolment is more difficult to describe in simple terms because the pattern of education at this level underwent a structural change following the Education Policy (1968). However, as far as high/higher secondary classes (IX-X/XI) are concerned, the total enrolment increased from 1.22 million in 1950-51 to 10 million in 1983-84, yielding a growth rate of 7.8 per cent per annum. The sex-wise share at this level of education also underwent a substantial change during this period. The girls' enrolment registered a faster rate of growth (10.1 per cent) during the period".¹⁹

However, the number of teachers have not increased thus affecting the student teacher ratio adversely. This has been clearly pointed out by the document "Challenge of Education - a policy perspective" (1985) in the following words:

"There has been phenomenal expansion of secondary education, from 4,000 schools in 1947 to 52,279 schools in 1982-83. If intermediate and junior colleges are added, the number would be more than 56,000. While a fourteenfold increase has taken place in the number of schools, there has been a twenty-fold increase in enrolment from 7 lakhs in 1947 to 140 lakhs in 1982-83, with only a ten-fold increase in teachers, from 93,000 to 9,93,000."²⁰

This has clear implications for teacher education. There is an urgent need to expand the teacher education institutions quantitatively and improve the quality of teacher education at the higher secondary level.

The purpose of creating the higher secondary stage was two fold. Firstly, to improve the academic standard of the entrants of the university education. Secondly, to vocationalise the highest secondary education so that 50 per cent would be offering vocational courses by 1985-86, and enter the world of work. However, at present not more than 10 to 12 per cent students at the +2 stage have joined the vocational stream.²¹ This implies that majority of the students at this stage are going for higher education, after undergoing academic courses at this level and a substantial number of students drop out. This situation is alarming and it has put a lot of pressure on the university system. Further, the inadequate learning of students at higher secondary stage has brought a large number of students to universities with mediocre qualities. This has resulted in deterioration of the standards of university education. One of the major reasons which can be attributed to this state of affairs is the quality of teachers at this level and their academic preparation in terms of content and methodology. Although, the Education Commission (1964-66) recognized the higher secondary level as a distinct stage, the teacher education has not been catering adequately to this level of education.

Another significant factor which has to be considered is that the pace of technological innovations has made rapid change as a permanent characteristic of the social environment, with inevitable consequences upon curriculum, methods of teaching and school organization. The major problem has been enabling teachers and educationists to cope with the personal demands that these conditions are creating and will continue to create. A climate therefore must be generated in which innovation coming from without will be considered positively, if not uncritically, and the responsibility for innovation from within to deal with changed needs and circumstances will be accepted as part of the normal work of the organization.

The changes in the social structure due to modernization and increased education has contributed to the greater pluralism of values, and higher secondary students being in the adolescent stage, a highly impressionable stage, require adult guidance. This is also an appropriate stage to provide students with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. For this purpose, the higher secondary teacher has to be well equipped. The teacher is an agent of social cohesion, aiding in the process of influence by means of which compliance and commitment to certain fundamental values on the part of the entire population is achieved; it follows that in his training there must be a parallel concern with securing a cognitive and affective identification with appropriate social and educational values rather than a mere intellectual recognition of their legitimacy.

In our country, for primary and secondary teachers, there are a number of regular training institutions which are giving preservice training programmes. The inservice training programmes are provided by various institutions such as State Institutes of Education, Extension Services Centre, Continuing

Education Centres, teacher education institutions. A few training programmes are there for the teachers of higher education, for example, the M.S. University of Baroda regularly arranges orientation programmes for newly appointed lecturers. Recently the Academic Staff Colleges are offering short term programmes for higher education teachers. But, an intermediary stage like + 2, although has been marked clearly, does not have any regular, separate preservice training programme for teachers at that stage, excepting the integrated courses such as M.Sc.Ed. offered at Regional Colleges of Education (Mysore, Bhubaneshwar).

The study of the characteristics of the higher secondary stage reveals that higher secondary teachers have to be better equipped to function effectively at this level. The higher secondary stage which comes in between the stages of secondary and university education is a linking one. This stage acts as an initiating stage which helps the students to nurture their academic interests and to prepare themselves to enter the portals of the university. This stage also purports to provide the necessary knowledge, attitude and skills for students to enter the world of work. The age group of students who come to higher secondary education is roughly between 15 to 17 years. The students at this level will be in the adolescent stage and therefore, the teachers have greater responsibility in understanding their psychology and catering to their interests and aptitude. These days, the higher secondary classes are usually over crowded and frequently the courses at this level are over loaded because of the enriched curriculum. This has posed many challenges to the higher secondary teachers. The students are better exposed to the media such as radio, television, video, newspaper, films, etc. The range of technological gadgets which could be used for educational purpose is wide. In the educational structure, the students at this level are initiated into different specialised

8 / courses of their choice and they are required to make concentrated study of a few courses at a deeper level (usually a higher secondary student has to offer four optionals). These features demand that the teacher at this stage equip himself with appropriate strategies of teaching and continuously try to improve his teaching competence.

The minimum qualifications of teachers required for appointment at secondary stage is B.Sc/B.A./B.Com. with B.Ed., whereas for higher secondary stage the minimum qualifications required for getting appointment as teachers is M.Sc/M.A./M.Com. with B.Ed. Although the stages (secondary and higher secondary) are clearly marked and requirements for recruitment of teachers are very well demarcated, teachers of both the stages get the same kind of training, namely, B.Ed. This seems to be anomalous. A review of studies from different countries, e.g., Chile, Congo, India, Iran, Kenya, Malayasia, Puerto Rico, Thailand and Tunisia, concluded that the educational and professional qualifications of teachers are not important for pupil achievement at primary and lower secondary levels, though they are some what important at upper secondary level in certain subjects such as science, (Simmons and Alexander 1980; Heyneman 1980).^{22,23,24} This tends to indicate that qualifications of teachers at higher secondary are important and the content mastery of the teachers contributes more towards the effectiveness of teaching.

Researches concerning the plus two stage are conspicuous by their absence. However, it also appears from the research papers, articles and reports published over the years, that many educationists are being concerned about the problem of lack of training programmes for the plus two stage teachers. (Buch, 1968; Trivedi 1968; Singh, 1974; Pandharipande, 1978; Mehrotra, 1979; Anand and Pandma, 1984).^{25,26,27,28,29,30}

The report of the national review committee on higher secondary education with special reference to vocationalization has recognised the need for teacher training at higher secondary level in the following words:

|| "Unless a teacher is prepared by way of preservice and inservice education to take up these new challenges of education, the objective of the +2 reform will be a non-starter. The elective subjects under general education (which bring down the first year undergraduate curriculum to class XII), also necessitate a fresh look at the contents and methodology of teacher education, and call for orientation of existing teachers through inservice courses. It is recommended that both preservice and inservice teacher education should be so organized as to bring about the proposed changes at this stage of education."³¹

Dutta (1983) has also recognised the need for teacher training at this stage in his paper entitled 'Teacher education at the post secondary stage-patterns and prospects' presented in the national seminar on teachers, New Delhi.³²

It can be clearly seen that there is a need for having a training programme specifically designed for the higher secondary teachers. Realising this need, the investigator undertook the present study in order to answer the following questions:

1. What are the training needs of plus two stage teachers?
2. What are the training programmes catering at present to plus two stage teachers?
3. What are the functions of plus two stage teachers?
4. How the training programmes could be improved or a new one evolved to meet the existing needs?

1.5 Statement of the Problem

In this study the investigator has made an attempt to evolve a teacher education programme considering the needs of higher secondary teachers. The actual title of the ~~of the~~ study is:

"EVOLVING A PROGRAMME OF TEACHER EDUCATION
AT PLUS 2 STAGE".

1.6 Objectives of the Study

The objectives of the present study were:

1. To study the needs of preservice and inservice programme for +2 stage teachers as perceived by - teacher educators, higher secondary teachers and principals.
2. To study the preservice and inservice education programmes for +2 stage teachers in terms of their -
(a) Types, (b) Objectives of the programme,
(c) Duration, (d) Curriculum, (e) Pedagogical aspects, and (f) Evaluation Procedure.
3. To study the functions of +2 stage teachers in order to identify the specific components for training the teachers at this stage.
4. To design a programme for training the teachers of the higher secondary stage.
5. To study the reactions of teacher educators and experts in education with respect to adequacy and workability of the designed programme.

1.7 Definition of a few terms

- i) + 2 stage : This refers to the higher secondary classes of XI and XII standard in the 10+2+3 pattern of education.

- ii) + 2 stage teachers : Teachers who are concerned with teaching the higher secondary classes of XI and XII standard.
- iii) Secondary Teacher Trainee : The phrase 'Secondary Teacher Trainee' has been used to mean teachers having graduation in Arts or Science or Commerce (first graduation) who are undergoing B.Ed. course meant for secondary school teachers or the inservice teachers at secondary school level undergoing B.Ed. course.
- iv) Higher Secondary Teacher Trainee: The phrase 'Higher Secondary Teacher Trainee' has been used to mean the teachers having master's degree (M.A./M.Sc./M.Com.) who are undergoing B.Ed. course and Planning to join the higher secondary schools for teaching profession or the inservice teachers of the +2 stage undergoing B.Ed. course.

1.8 Delimitations of the Study

1. The study is delimited to the departments of education of the university / colleges which conduct preservice and inservice programmes for higher secondary teachers.
2. The study does not include the orientation courses provided by institutions such as Technical Training Institutions and Agricultural Universities.

This has been done keeping in view the background of the researcher and the constraints such as time and resources available for the study.

3. The validation of the proposed teacher education programme for plus two stage teachers was done only by checking with the reactions and comments of experts in the field, like professors of education. The proposed programme could not be run due to the constraints of time and resources.

4. The setting of the study was mainly in Gujarat for the researcher was working at the Centre of Advanced Study in Education, M.S. University of Baroda, Baroda. Moreover, in terms of the time and resources available it was thought that concentrating on a particular state would be more feasible. However, the entire study was conceived and conducted with a national perspective.

1.9 Scope of the Study

This study provides a framework of teacher education programme which helps in developing specific teacher education programmes for science, commerce, humanities subjects at higher secondary stage. Further, the study helps in modifying the present B.Ed. programme to suit the needs of secondary teachers. As this study has considered the higher secondary stage characteristics in detail and the framework has been prepared with a broader frame, it provides a ground for the further development of training programmes for vocational teachers at plus two stage.

1.10 The method of inquiry

Considering the nature of the problem, after the study of the related literature and discussions with a few experts, the investigator decided the following methodology for the study.

The methodology followed for the study has been presented objectivewise for the facility of presentation and clear understanding.

Objective 1

The investigator, in order to identify the needs of higher secondary teachers prepared two questionnaires. The first questionnaire was for teacher educators and the other for higher secondary teachers.

Sample (for teacher educators): In order to mail the questionnaires to teacher educators (includes principals also), the information regarding the total number of teacher educators present in all the teacher training colleges, post-graduate departments of education in Gujarat was collected. Then the 'questionnaire for teacher educators' was mailed to all the teacher educators in all training colleges and departments of education in Gujarat State. Totally two hundred and fifty questionnaires were mailed.

Data Collection : The 'questionnaire for teacher educators' was mailed to all the teacher educators in the sample (as stated in the previous paragraph). After sending two reminders and meeting a few teacher educators and principals personally the investigator could collect seventyfive questionnaires. The investigator personally interviewed a few teacher educators. (Please refer appendix III C for details regarding the interview schedule).

Data analysis : The data collected were analysed qualitatively. Essentially, content analysis technique was utilised.

Sample for higher secondary teachers: In order to send the questionnaires for higher secondary teachers, investigator selected through stratified random sampling technique a minimum of two higher secondary schools from each district of Gujarat and the total number of schools thus selected constituted fiftyfour. While selecting the schools, it was taken into consideration that the selected school had both general and science stream and the medium of instruction was English.

Data Collection : A minimum of six questionnaires were mailed to the principal of the selected schools and requested to get the questionnaire filled in by the teachers and mail the same back. More number of higher secondary schools were covered in Vadodara district in comparison to other districts.

This was done with two points in view: the investigator being in Baroda could personally collect data in Vadodara district. Moreover, full representation to one district gives a clearer picture of the existing conditions rather than a diffused picture of a larger area. The reason for selecting only a minimum of two schools from each district was that it was more feasible as the sample to be covered was the entire state. Further, the cost involved for collecting data from more schools from each district was prohibitive for an individual researcher. Therefore, the investigator with a view to giving regional representation covered a minimum of two schools from each district. The details regarding the number of schools covered and the number of teachers from each school have been shown in appendix III E.

Totally 324 questionnaires were mailed. The investigator once visited most of the institutions and collected data personally. Further, the investigator could conduct some interviews with principals and higher secondary teachers. After sending two reminders, the investigator got finally the responses from one hundred and eightysix teachers.

Data analysis : The data collected were analysed qualitatively. The percentages were worked out. (A detailed report with regard to this investigation has been presented in Chapter III).

Although, the investigator collected data from Gujarat for this study, it should be noted that, the perspective with which the study was conducted was national and further, the needs of teachers in general have been found to be similar in many states. Considering that no such survey has been made to assess the needs of higher secondary teachers, the investigator thought, to begin with, to survey the needs of one state will be representative of most of the states in India. So Gujarat State was taken as the state for the study.

Objective 2

In order to fulfil the objective No.2, the investigator prepared a questionnaire for co-ordinators of extension services departments to ascertain the needs of teachers and to study the inservice programmes for higher secondary teachers.

Sample : The sample for this investigation constituted all the co-ordinators of extension services departments in Gujarat, the continuing education centres and co-ordinators of extension services department of all the four Regional Colleges of Education. (The list of institutions have been presented in Appendix II L).

Data Collection : The questionnaire for co-ordinators was mailed to all the co-ordinators in the study and the investigator also visited a few extension services departments and interviewed the co-ordinators. The investigator could collect all the questionnaires filled from all the extension services departments in the study.

Data analysis : The data collected were analysed qualitatively.

In order to study the preservice programmes organized for higher secondary teachers in the country, the investigator prepared a questionnaire for teacher educators concerned with M.Sc.Ed. programme.

Sample : All the teacher educators concerned with M.Sc.Ed. programme constituted the sample for the study.

Data Collection : The 'questionnaire for teacher educators - Regional colleges of Education' was mailed to all the teacher educators concerned with M.Sc.Ed. programme. The investigator also visited Regional College of Education, Mysore to interview teacher educators concerned with M.Sc.Ed. programmes.

Data Analysis : The data collected were analysed qualitatively and the study of the programmes helped the researcher to visualise the programme components. (A detailed report of the investigation have been presented in Chapter II Part II).

Information regarding other programmes (pre-service and in-service education) being run, was collected through correspondence with the concerned departments.

Objective 3

In order to study the functions of higher secondary teachers, a questionnaire was prepared entitled 'Job Analysis Scale for Higher Secondary Teachers'.

Sample : All the higher secondary schools in the Baroda district formed the population for this study. There were 98 higher secondary schools in Baroda district. The investigator using stratified random sampling technique selected 25 higher secondary schools in the urban area and 8 higher secondary schools in the rural area of Baroda district. (The name of the schools selected, the number of teachers responding the questionnaires are presented in appendix IV B).

Data Collection : In each of the selected school six questionnaires were mailed to the principal. The principal of the school collected the information required through questionnaires and sent it back to the investigator. The investigator also personally visited many schools in Baroda and collected the information. Totally 204 questionnaires were sent. Out of these 141 higher secondary teachers responded.

Data analysis : The data collected were analysed qualitatively. The percentages were computed. (A detailed report with regard to this investigation has been presented in Chapter IV).

Objective 4

The syllabi of B.Ed. programme have been analysed to identify the components relevant to the higher secondary teacher training programme. For this purpose, the syllabi of B.Ed. Programmes offered in the universities of Gujarat State have been considered. The technique adopted for analysing the content has been content analysis. (A detailed report has been presented with regard to the analysis of the syllabi in Chapter V).

The study of the needs and functions of higher secondary teachers (Objectives 1 and 3 respectively), the study of the actual preservice and inservice programmes for higher secondary teachers (Objective 2) and the study of the B.Ed. syllabi of different universities in Gujarat helped the investigator to evolve a framework for higher secondary teacher training. The proposed model has been presented in Chapter VI.

Objective 5

The evolution of the proposal model was done by checking with the reactions and comments of experts in the field, with regard to the adequacy, and workability of the proposed model. For this purpose, a questionnaire was prepared.

Sample : For the evolution of the proposed model, a list of experts covering all the regions of India was prepared and a total of forty experts were selected representing each state.

Data Collection : The questionnaire along with the model was mailed to all the experts in the study. After sending two reminders and after personally meeting a few experts the investigator could collect nineteen questionnaires. The investigator personally interviewed a few experts to get a proper perspective in modifying the model. (The list of experts who have responded has been presented in Appendix VII,B). The report of this part of the investigation has been presented in Chapter VII.

Data Analysis : The data collected from experts were pooled and content analysed. Further, the proposed model was examined against the reactions of experts for its adequacy, relevance and feasibility.

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