

### CHAPTER - III : TEACHER EDUCATION AND SELECTION

An important problem in the area of preservice teacher education is that of choosing from prospective candidates those most likely to be an asset to the profession. Selection and guidance as well as education are important functions of teacher-training institutions. In order that these functions might be carried out to a higher degree of perfection, it is necessary not only to measure teaching-efficiency but also to analyse the types of educative experiences that contribute to efficiency. On the basis of such analysis, it should be possible to predict, better than has ordinarily been done, the efficiency of persons desirous of becoming teachers.

#### System of Education, selection of teachers and their duties in ancient India

##### The Vedic Period

In our country the selection of teachers existed even from the Vedic time. The qualification and duties of a teacher were fixed and only those who had those qualifications could become teachers. As regards the qualification and duties of a

teacher during the times of later Vedic education, Radha Kumud Mookerji<sup>1</sup> quotes : 'He is to possess the highest moral and spiritual qualifications. He must have a conviction based upon realisation of the unity on which he is to enlighten his pupils; otherwise it would be like blind leading the blind. It is the duty of the teacher, when a fit pupil approaches him, to teach him the truth exactly as he knows, without concealing anything from him, for such concealment would spell ruin to him'. At that time if a teacher found that he himself was not quite fit to teach a subject, he considered it his duty to send his students to a more proficient teacher.

#### The post-Vedic period

During the Vedic period, education was imparted directly to the pupil. The teacher played the main role in this system. But in the later Vedic education, the pupil was the main factor. The method of teaching was characterised by catechism which involved the elucidation of a particular subject through a graduated series of questions and answers between the pupil and the teacher. The solutions of the proposed problems and answers to questions constituted the chief method of education. Instructions were imparted orally, though art of writing too was progressing. Mainly, the pupil reached the destination of his proposition by Svadhyaya (self study), Manana (intelle-ction) and Chintana (meditation).

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1. Radha Kumud Mukherji : Ancient Indian Education, pp 101-102.

Broadly speaking there existed three types of institutions namely Gurukulas, Parishads (Academies) and Sammelanas (Conferences) in that age. The Gurukula system was just as in the Vedic period. The Parishad, an academy was the main form where students belonging to higher order of learning gathered and quenched their insatiable thirst for knowledge through discussion and talks. Beside the local circles or academies of disputants, there were invited, occasionally, by some King, Scholars, Rishis, Philosophers, Theologians, Psychologists etc. to a national gathering for the sake of discussion and debate. Prizes were awarded to the ablest and best of the participants.

The teacher's profession made it indispensable to master the Vedic knowledge thoroughly and dwell entirely in the Brahma. <sup>Teacher</sup> The <sup>^</sup>illuminated the inner being of his pupils with his own spiritual enlightenment.

#### The Brahmanical education

The Brahmanical education system became one of the integral parts of national life. It sought to promote material prosperity and help attain human beings' salvation. Since it had long been realised that human beings without knowledge were like animals, they made education widespread and comprehensive in extent and left no aspect of human existence unrelated to it. As a matter of fact, the higher aim of education

was an allround development of the person.

### The Buddhist Education

We can affirm that Buddhist education laid the foundation stone of a high culture. Though Indian attainments towards life had always tended to be characterised by piety and sanctity yet the Buddhist education intensified and elevated it still more. In the sphere of morals and discipline the Buddhist system of education enriched human life considerably. The preceptor and pupils led a very disciplined mode of life. Certain Chinese travellers such as Fa-Hien, Huen-Tsiang and I-Tsang have given a very vivid description of Buddhist monasteries indicating the glory and grandeur of Buddhist education<sup>1</sup>.

In general, to quote Radha Kumud Mukherji<sup>2</sup>, "Indian Culture has been immortally preserved through our unbroken succession of teachers. Every literary man of ancient India was himself a living library, so to speak . . . . There was the widest possible diffusion of learning through the millions of the 'living libraries' and domestic schools of ancient India that helped to insure her culture against the risks alike from Nature and Man - from the destructive effects of physical accidents and political revolutions"<sup>2</sup>.

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1. History of Indian Education by P.L. Rawat, Ch I to IV.

2. Radha Kumud Mukherji : Ancient Indian Education, p 216.

According to the system prevalent in ancient India, primary education was imparted to children upto the age of eight and secondary education covered from eight to twelve years or more<sup>1</sup>. The process of education which began at home with primary education and widened in extent in the education in the Ashrams which imparted what corresponded to secondary education reached its culmination in places which imparted education at the University level. It is said that the teachers of Taxasila were very highly learned, since the level of knowledge imparted was so high that only students with very high capacities came for admission. Even the teachers working in the Universities of Nalanda, Valabhi and Vikramasila were well known not only in India but even beyond her frontiers for the depth and width of their learning. It is as a result of this that these Universities had attracted students from all parts of India, China and Tibet. The people as well as kings recognised the selfless work of the teachers and maintained these Universities by giving all help and cooperation. It is also mentioned that the Nalanda University conducted a Department for Secondary and Primary Education where young pupils were freely admitted. For all these students, a very high standard of morality was prescribed and students at Nalanda were taken as models of morality. These universities came to an end because of foreign invasions and political changes.

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1. Apte, D.G.: Universities in Ancient India, Faculty of Education and Psychology, The M.S. University of Baroda, p 11.

During the British rule in India the objective of education was not the development of personality. It was not based on the National Culture. It was only to produce clerks who would work timidly in offices. This went on for a century and a half and teachers in schools aimed only at the pupils' passing of certain examinations by cramming and memorising facts. The teachers have now lost their respected position in the society mostly because of their inefficiency. The present status of teacher education in our country has been discussed in the later section.

#### Teacher education and selection in USA

Much attention has been given to teacher education and selection in all progressive countries of the world. A lot of work has been done in this field of teacher education and selection in USA. A number of articles and monographs concerning various problems incident to the preservice selection of teachers have appeared. The publications have reported investigations that were conducted for one or more of the following purposes : (a) to ascertain the desirability of preservice selection; (b) to formulate a criterion of teaching success; (c) to identify the factors related to teaching success; (d) to formulate an effective technique for the preservice selection of teachers; (e) to ascertain the practices in regard to selective admissions, selective retentions and recruitment.

Preservice selection has been introduced in most of the American Colleges and Universities considering the following four points : (1) The social importance of the work of the teacher justifies seeking persons who would be best qualified for entrance into the profession, as well as excluding those persons who are believed to be unfit; (2) Schools while employing teachers presupposed that the training institutions would have planned the recruitment and selection of candidates; (3) An analysis of teacher supply and demand data clearly indicates the desirability of selection; (4) Increased registrations have forced many institutions to restrict admission to certain number of students only.

A number of investigations have been carried out to see that selection is done on a scientific basis. But till now a definite and uniform programme has not been evolved. A large number of training institutions in USA use some forms of selective admissions or of selective retentions or a combination of both. Among the factors ordinarily considered by institutions prior to granting entrance to the four-year course are the following : Completion of high school course, scholarship in high school, rank in high school class, completion of certain prescribed subjects in high schools, scores earned on examinations including entrance examination administered by the institution, statewide tests, intelligence tests, scholastic tests, teacher-aptitude tests, reading tests, personality

tests, recommendations from persons such as the high school principal and high school teachers, personality ratings following interviews, health and speech. Prior to granting entrance to the period of professional specialisation or to schools and colleges of education, the factors ordinarily considered include scholarship in college courses; pattern of college courses completed; scores earned on examinations including intelligence tests, personality tests, subject matter examinations, English usage tests, contemporary affairs examinations, health, speech and personality rating following interviews.

Selective retention is ordinarily a matter of maintaining a required scholarship status and of passing certain subject-matter examinations. The exhibition of certain professional attitudes is required in a few institutions. Stiles<sup>1</sup> studied the recruitment and selection of prospective high school teachers by universities in 1945. A few studies such as one by Herlinger<sup>2</sup> have been attempted to analyse reasons why high school students do not enter the teaching profession and to devise remedial measures.

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1. Stiles, L.J.: "Recruitment and Selection of prospective H.S. Teachers by Universities", Educational Administration and Supervision, 32, 1946, pp 117-21.

2. Herlinger, H.V. "And Gladly Teach" occupations, 23, 1944, pp 147-51.



### Teacher education and curriculum

Attempts to evolve curriculum for teacher education in USA have been made for more than a century but no standard curriculum has emerged.

There is also a great diversity in teacher education curriculum, depending upon the educational level or field for which teachers are being educated. The education of the teacher of vocational agriculture has little in common with the education of the teacher of the primary grades and that of nursery school teachers differs markedly from that of those who teach physical education. A number of studies have been carried out even in this field. Two such major studies as reported by Monroe<sup>1</sup> are : (1) the report of the National Survey<sup>2</sup>; (2) the report of the commission on teacher education<sup>3a,3b</sup>. After three years of study of the situation, the National Survey in its report has made some significant general recommendations relating to the curriculum. Some of them are :

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1. Walter, S. Monroe : Editor - Encyclopaedia of Educational Research (Revised Edition) 1956; pp 1397-1400.
  2. National Survey of the Education of Teachers, US Office of Education, Bulletin, 1933, No. 10, Six volumes.
  - 3a. Commission on Teacher Education : "Teacher for our Times", American Council on Education, 1944.
  - 3b. Commission on Teacher Education : "The Improvement of Teacher Education", American Council on Education, 1946.

(1) There is a basic need of more emphasis in the future upon a far more complete recruitment, selection and follow-up guidance programme.

(2) The period of teacher education should be extended to a minimum of 4 or 5 years, beyond high school for all including rural elementary teachers.

(3) Reconstruction of curriculum for each type of position must take place in terms of the needs of that type of position in relation to society.

Several statements of goals, purposes, or objectives of teacher education emerged from the work of the commission on teacher education. The report 'Teacher for our Times'<sup>1</sup> has stated 12 qualities<sup>2</sup> needed in a teacher.

The National Commission sponsored the Oxford Conference, an assembly of professional leaders who met in 1947 for the improvement of teachers. The conference observed that the teacher who could meet the demands that would be placed on him as education would develop in that country must ; (a) strive to develop desirable personal characteristics ;

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1. Commission on Teacher Education : "Teacher for our Times", American Council on Education, 1944.

2. Respect for personality, community-mindedness, rational behaviour, skill in cooperation, increasing knowledge, skill in mediating knowledge, friendliness with and understanding of children, social understanding and behaviour, good citizenship in the school as society skill in evaluation and faith in the work of teaching.

(b) possess a positive stimulating ethical character, (c) have an inquiring mind, (d) have an understanding and appreciation of community, (e) have a command of principles of the teaching and learning process and understand the use of techniques and skills used in achieving the educational objectives in the area and level<sub>x</sub> in which he is teaching, (f) understand democratic processes and insure their effective practice in the classroom, (g) understand the principles of faithful living and apply them, (h) develop a functional knowledge of the principles and practices of guidance, (i) understand the needs of the child and utilise all available resources in meeting those needs, (j) have an understanding of human relations, (k) understand and appreciate the problems of other cultures.

The conference observed that teachers as citizens must possess the qualities of effective citizenship. It was also contended that teaching calls for technical and scientific training of professional character. Hence specialised professional training in proper combination with a broad general education and desirable personal qualities was considered essential for the preparation of teachers.

Recently there has been increased interest in the general education of primary school teachers, their cultural background, their social orientation, their mastery of content, their

better command of the theory of teaching, the usual branches of instruction, and the length of the period of preservice education.

As observed by a study<sup>1</sup>, the most common procedures of appraisal of candidates in USA have been as follows :

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	Percent of systems using
Personal interviews with applicants	99
Application form filled out by candidate	86
Information obtained by references	84
Require transcripts of credits	56
Observe class-room work	55
Verify experience records	41
Establish lists of eligible candi- dates	34
Require physical examination	25
Require written examination	4

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Though a number of studies have been carried out on teacher education and selection, a valid and reliable criterion of teaching success has not been found and the factors

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1. Walter, S. Monroe (Editor) : Encyclopaedia of Educational Research, Revised edition, 1956, p 1430.

conditioning success in teaching are not definitely known.

At present the best criterion of teaching success is the judgment of experts although pupil achievement is more nearly ideal.

#### Teacher education in India at present

Teacher training has been considered very essential and training institutions have been started by the State Governments in India to train teachers at primary and secondary levels. The training of teachers in India falls under seven heads covering different levels of teaching namely : pre-primary, primary, secondary, basic, teachers for special subjects, teachers for multipurpose schools and post-graduate and research work in teacher education.

The organisation of pre-primary education is still in its infancy in India, and the facilities for the training pre-primary teachers are rather meagre.

The training of primary school teachers is conducted in normal or undergraduate training schools which take in matriculate as well as non-matriculate candidates. The duration of the course for both the types of students is generally two years, but while the first type of trainees is awarded the senior teachers' certificates, the second type receives the junior teachers' certificate.

Secondary teachers are of two types namely : graduates and under-graduates. The former are trained in training colleges or departments. The duration of the training course is one year. Successful candidates get B.T., B.Ed. or L.T. degrees according to University or Department regulations. Under-graduates have to undergo training for a year or two. These candidates qualify themselves for a teacher's diploma T.D. or Dip. in Teaching or a certificate as C.T., T.T.C., T.S.L., T.C.H. or S.T.C.

The basic education is a part and parcel of primary education; a number of training institutions for this new education have been set-up in almost all the States. These institutions are of two types. Firstly, there are the basic training schools generally following a two-year course. Secondly, there are the post-graduate basic training colleges with one-year course. They train administrative officers and the staff for basic training schools. Moreover, some universities have adopted basic education as a special subject in the optional group of their B.Ed. course.

#### In-service education

The preparation of teachers is one aspect of the teacher education programme; the other aspect is the inservice or the improvement of teachers in service.

From time to time, the state department of education and

the teacher education centres have been organising : (1) refresher courses; (2) short intensive courses in special subjects; (3) practical training in workshops and (4) seminars and professional conferences for teachers in service.

According to Mukerji<sup>1</sup>, of the 676 thousand teachers working in primary schools during 1954-55, the percentage of trained teachers was about 60. It may also be noted that 38 percent of the elementary schools are single teacher institutions. It has been estimated that India will need 2.8 million teachers for implementing a programme of universal elementary education. Under the Second Five-Year Plan, India will have 3.5 lakhs teachers for elementary and junior basic schools and 13.4 lakhs for primary, middle and secondary schools by 1960-61 as against 2.93 lakhs and 10.3 lakhs for the corresponding fields in 1955-56.

The existing training institutions are not able to meet the country's demand for trained teachers. Since independence, efforts are being made to provide increased facilities for teacher education. In 1951, the enrolment in teacher training institutions was about 78,000; in 1956 it increased to about 105,000; and this is expected to reach 1,25,000 by the end of the Second Five Year Plan. The total number of training institutions is also likely to increase during the period from 805 (1950-51) and 1,100 (1955-56) to 1,300 in 1960-61.

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1. Mukerji, S.N. : "An Introduction to Indian Education", pp 30 & 37.

In order to accelerate the pace of expansion of primary education and to bring free and compulsory education for all children below the age of 14, the Government of India set up the All India Council of Elementary Education with effect from July 1, 1957. The functions of the Council include preparation of programmes for the early implementation of Article 45 of the Constitution, to revise them as and when necessary, and to review the progress made in this direction, preparation of detailed programmes for the expansion and improvement of primary education in each state, organising and assisting research in the administration, financial and pedagogic problems of elementary education, production of literature to help the education department and teachers to improve the quality of primary education, and generally to advise on all matters as might be deemed necessary, to provide proper guidance, leadership and coordination for the improvement and expansion of primary education.

#### Primary teacher education in Mysore State

In the State of Mysore also the importance of training teachers was recognised as early as a century ago. The first institution for training primary school teachers was started in Mysore in 1860. Now a number of training institutions both private and government have been started to train as many teachers as possible.



Necessity of professional and vocational bias in schools

From the above facts it can be seen that any person who has passed SSLC or MS or its equivalent examination can become a teacher of the primary school. In most of the cases, it is due to forced circumstances and not due to liking that an individual chooses the teacher's profession though he might have been a good candidate for some other type of work. But there are no devices by which he can be tested and on the basis of which he can be advised with regard to his choice of subject or profession. He might not be knowing anything about the job or its requirements. Most people enter the jobs that is conveniently available to them, then realise that that particular job is not suited to them. But by the time this is realised, he would have been in the job for a considerable time and hence would not like to change. He may not even get a chance to get into the job which he likes. Hence, his service is not wholehearted, and he does not derive any pleasure out of the work. People generally realise how quickly a state of worklessness thoroughly demoralises a person, sapping his sense of self-confidence and self-respect. But there is still not enough general recognition of the incalculable social and individual harm that is done by the fact that most workers are compelled to work at unsuitable tasks for which they are intellectually and temperamentally unfit. This state of affairs unfortunately is proverbially marked among the educated-employed

in this country. While our peasant or craftsman is able to find a certain amount of satisfaction and absorption within the narrow circle of his activity and interest, the average product of the school or college is unable to find any genuine self-expression in his work. The work has no meaning or inward significance for him beyond the fact that it brings him a petty remuneration. The result is that he feels that he is a failure in life. He would not have made use of his best abilities or aptitudes. He will not have served the society to the best of his ability. Thus the loss to the country is two-fold. On the one hand unemployment among the educated classes decreases the total productive capacity of the nation on the material as well as intellectual side; on the other hand partial exploitation of the energies of those who manage to get some job reduces material output still further and exerts the most undesirable influence on their character and temperament. For, a person's everyday work shapes his outlook and character and if the work is creatively and psychologically unsatisfactory, he begins to suffer from a cumulative frustration.

Necessity for developing an effective and adequate technique of selection

Thus, the importance of the right choice of a career is becoming daily more and more apparent. It is not so easy to decide what occupations are really suitable for any particular

person and why those should be chosen. Inquiries have to be made. In order to do this a thorough investigation with regard to each individual is to be made. The present school records about each person especially in our country is not at all comprehensive enough to supply the required data to find out the aptitudes and abilities of each of the individuals. However, the following information with regard to prospective teacher is required before he is guided in his choice of a career.

(1) The nature of the individual's past experience and environment: To understand this properly we need to inquire into his home circumstances, in so far as they have influenced his development upto the present and are likely to continue to influence it in the future. His school record showing results of instruction received and the nature of his spare time occupations and interests should also be examined.

(2) The nature of his physical condition and general health.

(3) The extent to which his attainments in various directions suggest a high endowment.

(4) The degree to which the individual possesses special aptitudes or special attainments which may be valuable in any of the proposed occupations: This includes manipulative skills

based upon manual or bodily dexterities as well as various abilities based on intellectual processes.

(5) The degree to which temperamental traits such as sociability, cooperativeness, assertiveness and the like have been <sup>are</sup> or being developed and taking forms of expression which will tend to promote successful contacts with other people.

(6) The extent to which personal attributes such as honesty, reliability, perseverance, and the like will be likely to influence success in the work proposed.

In order to study the individual with reference to the above points a number of standardised tests have to be administered in addition to the direct observation by the expert.

In view of this necessity, particularly, separately, in each State, it was thought to construct an inventory for measuring teacher-efficiency for the primary school teachers of the New Mysore State to facilitate guidance as well as selection.

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