



UGC-NET

EDUCATION

NATIONAL TESTING AGENCY (NTA)

PAPER – 2 || VOLUME – 3



UGC NET - EDUCATION

S.No.	Topic	Page no.
1.	Unit 4: Teacher Education	
	A. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning	1-71
	B. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models	72-127
	C. Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)	128-152
	D. Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of	153-181

	Teacher Education, Innovation in Teacher Education	
2.	Unit 5: Curriculum Studies	
	A. Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development	182-240

Unit 4 Teacher Education

Introduction

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

The National Council for Teacher Education has defined teacher education as A programme of education, research and training of persons to teach from preprimary to higher education level.

Meaning

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, all the formal and non formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies and

approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development

Nature of Teacher Education

- (1) Teacher education is a continuous process and its pre service and in service components are complimentary to each other.
- (2) According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases Preservice, Induction and Inservice. The three phases are considered as parts of a continuous process.
- (3) Teacher education is based on the theory that —Teachers are made, not born|| in contrary to the assumption, —Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade.
- (4) Teacher education is broad and comprehensive. Besides pre service and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non formal education programmes, literacy and development activities of the society.
- (5) It is ever evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
- (6) The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness. 6) As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive e to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt' emerging from the conceptual blending', making it sufficiently specified.
- (7) Teacher education has become differentiated into stage- specific programmes. This suggests that the knowledge base is adequately specialized and diversified

across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

- (8) It is a system that involves an interdependence of its Inputs, Processes and Outputs.

Definition and Meaning of Teacher Education

Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively"

Wikipedia

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Although ideally it should be conceived of, and organised as, a seamless continuum, teacher education is often divided into these stages Which is below -

- initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
- induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

Britannica - Teacher education, any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels.

Some of the most important objectives of teacher education are as follows –

1. Imparting an adequate knowledge of the subject- matter -

The objective of teacher education is to develop a good command of the subject matter of the assignment given to him in the colleges.

2. Equipping the prospective teachers with necessary pedagogic skills:

The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. The teacher should develop a capacity to do, observe, infer and to generalize.

3. Enabling the teacher to acquire understanding of child psychology

The objective is to understand the child psychology so that the teacher is able to appreciate the difficulties experienced by children so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children.

4. Developing proper attitudes towards teaching -

One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. There is also development of a proper perception of the problems of universal enrolment, regular attendance, year-to-year promotion.

5. Developing self-confidence in the teachers -

The objectives of teacher education are development of the ability to take care of himself in terms of -

- (a) Adjustment with the physical conditions,
- (b) Healthy adjustment with the social environment
- (c) Adjustment with himself to derive emotional satisfaction with his life.

6. Enabling teachers to make proper use of instructional facilities -

The objective of teacher education is to develop the capacity to extend the resources of the school by means of improvisation of instructional facilities.

7. Enabling teachers to understand the significance of individual differences of child and to take appropriate steps for their optimum development -

The objective of teacher education is to know the causes of individual differences as a result of which he will be able to develop the ability to be a child with children, an adult with the adults, a responsible citizen among the community.

8. Development of the ability to give direct satisfaction of parents from the achievement of children in terms of:

- (a) Proper habits of taking care of the body,
- (b) Proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc.
- (c) Progress in the class.

The duties of the teacher is very much relevant in nursery, primary, middle, secondary, higher secondary schools. Hence the scope of teacher education is very vast. The duties of the teacher in different stages of education depend on the foundational general education of the teacher. Emphasis is to be on the practical aspects rather than theory.

Objectives of Teacher education at elementary, secondary and college level

Teacher education reaches teachers at all levels of education namely Pre primary , Primary, Secondary, Higher Secondary and Higher Education. The need and requirements of students and education vary at different levels. Hence level and stage – specific teacher preparation is essential.

Objectives of Teacher Education at Elementary stage

The objectives of teacher education at elementary stage are such that it helps the individual to -

- possess knowledge of first and second language, mathematics, topics related to social and natural sciences.
- Develop skills to identify , select and organize learning experience pertaining to subjects mentioned above and also the skills to conduct them.
- Possess theoretical and practical knowledge in respect of the child health, physical and creational activities, work experiences, play games, creative art, music and tghe skills to conduct these activities.
- Develops understanding of the major psychological principles pertaining to growth and development oif children under his /her care.
- Possess theoretical and practical knowledge in respect of childhood education including integrated teacher.
- Develops understanding of the majore principles of learning in formal and informal situation.
- Conducts action research
- Understands the role of the school, the peer groups and community in shaping the personality of the child and also develops an amicable home and school relationship
- Understands the role of the school and teachers in changing the society.

Some other objectives are -

- To make the teachers aware of the nature, purpose, problems and issues of elementary education.
- To enable them to understand the nature and maturity of children for imparting education and to ensure their many sided development.
- To enable them to manage and mobilize community resources for the school and teaching.

- To empower pupil teachers to impart and organize instruction of unified and integrated subjects, their nature and purpose in the new educational and social context.
- To develop holistic approach for understanding and solving the problems of life.
 - To create environmental awareness with the intent of promoting its protection / preservation
- To prepare them to use the latest constructivist pedagogy and evaluation techniques and
- To enable them to impart value education, life skills education, work education and feel their responsibility towards the education of neglected sections of society including those affected by diseases and deprivation of various forms.

Objectives of Teacher Education at Secondary stage

Aims and objectives – secondary stage are –

- To possess competency to teach subject of specialization of accepted principles of teaching and learning in the context of new school curriculum

Terminal Behaviour -

- Depth of their understanding of the concept pertaining to the concern discipline.
- Makes an external and internal judgement of the quality of an article through the
 - principles against criterion.
- Locates the deficiencies, short falls and observes deficiencies and pit fall;s.
- Knows the ways through which adolescent learns
- Understand the concept of work and experience
- Appreciates the rational of curriculum
- Possess the skills to teach
- Develop understanding , skills , interests and attitude which would enable them to foster the alround growth of the child.

Terminal Behaviour

- (1) Understands the total concept of personality
- (2) Knows the various techniwiqes through which total personality development takes place.
- (3) Understands the significance of enabling the child to make a wholesome personality development.
- (4) Possess communication mental and social skills to interact with pupils.
- (5) Manifests psychomotor skills in formal and informal institutional situations.

(6) Shows a positive and warm attitude about optimum physical, intellectual, emotional and social development of the child.

(7) Shows an interest in development of the child indicated by

- Intrinsic and extrinsic readings pertaining to adolescent growth problems and needs.
- Organization of sociocultural functions and excursion terms.
- Conference with the adolescents.

Possess sufficient theoretical and practical knowledge about an adolescent's health and physical education programme, work experience and recreational activities.

Terminal Behaviour

(1) Knows the sources institutional, home, neighbourhood and the local of the institution which influence health.

(2) Knows the structure and functioning of various bodily systems

(3) Knows about the role of physical education, games, recreational activities in the health of an adolescent is able to detect causes showing health disorders.

(4) She is able to make a healthy guess about nature of bodily disorder and type of treatment required.

(5) Applies first aid techniques on whom needed

- Develops skills in identifying, selecting, innovating, organizing, learning experiences pertaining to subject of experiences pertaining to subject of specialization.
- Develops understanding about the psychological principles of growth and development, individual difference and similarities and cognitive, conative and attitudinal learnings.
- Develops skills in guiding and counselling the learners in academic and vocational subjects growth as well as in their academic and personal problems.
- Understands the role of school, home and peer groups in shaping the personality of child and also develops a relationship between school and home to their mental benefits
- Understands the role of schools and teacher in changing society.
- Understands the action research/experimental research projects or investigatory projects to improve his own teaching effectiveness in enabling children to develop their capacities
- To maintain the continuity of elementary education and to prepare students for the study of diversified courses and appropriate selection of subjects at the senior secondary stage.

- To empower the prospective teachers to adopt disciplinary approach in teaching, and to develop among students interest in such studies.
- To enable them to understand the implications of liberalization, privatization, globalization (LPG) free market, W.T.O. and Outsourcing etc. on education and adopt precautionary measures against their unsound effects.
- To train them in the use of ICT, its advantages, disadvantages and safeguards,
- To curtail the educational and cultural gap between the rich and the poor the schools meant for them by adopting suitable educational approaches.
- To develop among the prospective teachers love for Indian culture, and its contribution to the world and to inculcate a sense of national pride and identity.
- To enable them to develop the teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT, organize supplementary educational activities and elicit community cooperation,
- To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
- To enable the prospective teachers to orient and sensitize the students with care and caution about Life Skill education. HIV / AIDS preventive education, reproductive health, etc.

Objectives of Teacher Education at Higher Secondary stage

Aims and objectives- the higher secondary stage is -

- To develop among teachers an acceptable desired perspective about academic stream and understanding of its nature, purpose and philosophy,
- To make them aware of the philosophy, purpose and teaching learning strategies of the subjects they have to teach
- To enable them to guide learners and prepare them for self – study, independent learning, to develop reference skills, undertake group learning, critical thinking, conceptualization, self – evaluation of their own performance and derive knowledge information from ICT, & mass media
- To develop among them the competencies to communicate abstract and complex ideas and concepts in simple terms
- To develop among them the skills for promoting patriotic feeling national consciousness, social cohesion, communal harmony and universal brotherhood.
- To enable them to orient and sensitize the students about HIV / AIDS, preventive education and to bring attitudinal change in understanding numerous problems relating to healthy life, life skill development, stigma and discrimination etc.

Objectives of Teacher Education at College Level

Aims and objectives – higher education is -

- The future teachers for collegiate stage should possess competency to teach the subjects of specialization on the basis of accepted principles of teaching and learning also by striving to keep himself abreast with the latest knowledge in subjects of specialization in the methodology of teaching
- Develops understanding of the aims and objectives of education in general and higher education in particular and also aware of his role in building up a democratic, secular and socialistic society in Indian context.
- Develops skills to make use of educational technology in the teaching of subject of his specialization i.e. vocational and/or academic subjects
- Understands the bio-psycho-social needs of adolescent and s/he is also aware of problems arising out of the infulfilment of these needs and develops skills to help the adolescent to solve academic and personal problems.
- Understands investigation research project, action research, experimental research, research projects to solve problems pertaining to pupil behaviour modifications in and out side the classroom.
- Understands the role of teacher and school in changing the society.
- To impart enriched vocational education which is essential for success in competitive and open market economy,
- To enable them to design courses and competencies needed for self – employment,
- To enable the prospective teachers to inculcate dignity and morality of work and produce work culture among their students.

Need of teacher education

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

In his Call for Action for American Education in the 21 St Century in 1996, Clinton indicated that — Every community should have a talented and de dicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21St century if we recruit promising people into teaching and give them the highest quality preparation and training”.

The need for teacher education is felt due to the following reasons;

- (1) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training.
- (2) Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.
- (3) People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).
- (4) The National Academy of Education Committee's Report (Darling - Hammond and Bransford, 2005) wrote that: —On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve the high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning. In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgements about what is going on and what strategies

may be helpful. More importantly, teachers need to keep what is best for the student at the centre of their decision making.

- (5) Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice.
- (6) The Ministry of Education document —Challenge of Education: A Policy Perspective|| (1985) has mentioned, —Teacher performance is the most crucial input in the field of education Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes.

India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

Scope of Teacher Education

The scope of teacher education can be understood in the following ways -

- Teacher education at different levels of education
- Triangular basis of teacher education
- Aspects of teacher education

Teacher Education at different levels of Education

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subject They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Thus where there are teachers, there would be

teacher education The knowledge base is adequately specialized and diversified across stages, in order to develop effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.

Triangular Basis of Teacher education

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education. The Philosophical basis provides insights to the student teachers about the implications of - the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The Psychological basis helps the student teachers develop insights into students' psychological make - up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

Aspects of Teacher Education

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators. Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the Stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would

enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

Objectives -Vision of teacher education

Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; Encouraging , supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and, An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities. These expectations suggest that teacher operates in a larger context and its dynamics as well as concerns impinge upon her functioning. That is to say, teacher has to be responsive and sensitive to the social contexts of education, the various disparities in the background of learners as well as in the macro national and global contexts, national concerns for achieving the goals of equity, parity, social justice as also excellence. To be able to realize such expectations, TE has to comprise such features as would enable the student teachers to Care for children, and who love to be with them; Understand children within social, cultural and political contexts; View learning as a search for meaning out of personal experience; Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning. View knowledge generation as a continuously evolving process of reflective learning. Be receptive and constantly learning. View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning. View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience. Own responsibility towards society, and work to build a better world. Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom. Analyze the curricular framework, policy implications and texts. Have a sound knowledge base and basic proficiency in language. The objectives of teacher education would therefore be to, Provide opportunities to observe and engage with children, communicate with and relate to children Provide opportunities for self -learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self- critical and to work in groups. Provide opportunities for

understanding self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation. Provide opportunities to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking. Provide opportunities to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story - telling and reflective inquiry.

Development of Teacher Education in India

The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher education in the world. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education may be divided into five parts:

- Ancient and Medieval Period (2500 B.C. to 500 B.C.)
- Buddhist Period (500 B.C. to 1200 A.D.)
- Muslim Period (1200 A.D. to 1700 A.D)
- British Period (1700 A.D. to 1947 A.D.)
- Teacher education in independent India (1947 up to this date)
- Ancient and Medieval Period (2500 B.C. to 500 B.C.)

In the beginning of Hindu civilization teaching was concerned with teaching of „Vedas“. Out of four classes of Hindu society, Brahmins

served as teachers of the community devoting themselves to the work of acquisition, conservation and promotion of knowledge and its transmission to posterity. In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system, which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system. Teaching in the Upanishadic period was known for the personal attention paid to the student.

There was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple

or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another.

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

Buddhist Period (500 B.C. to 1200 A.D.)

The formal system of teacher's training emerged during this period. As the importance of teacher education was recognized it got an expansion. The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question answer, use of stories and parables. In Vihars and monastic schools, HetuVidya or the inductive method was adopted and the intellect of the disciple was trained through it. The subject Logic was introduced which helped in sharpening the intellect of the learner.

Muslim Period (1200 A.D. to 1700 A.D.)

During this period there was no formal system of teacher training. In the holy Koran, education is urged as a duty and in Muslim countries, education was held in high esteem. Education was public affair.

The Mohammedan rulers in India founded schools (Maktabs), Colleges (Madrassahs) and libraries in their dominions. In the Maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of instruction was Persian but the study of Arabic was compulsory. In Madrassahs the course included grammar, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the Maktabs were mostly moulvis, but in the Madrassahs scholarly persons were employed. The method of teacher preparation