



**ROLE OF TEACHER TRAINING COLLEGES IN PROFESSIONAL DEVELOPMENT OF  
TEACHERS: A CASE STUDY OF SOUTH-KASHMIR, J&K, INDIA**

**Mr. Maroof Maqbool & V.K. Dixit, Ph.D**

Department of Adult, Continuing Education and Extension, University of Delhi, Delhi 110007

**Abstract**

*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 any single factor, upon the quality of their teacher. Teaching is one of the most important and noble professions. Teachers engaged in this profession needs to be qualified professionally. Modern system of education requires professionally trained man power to deliver quality education to its students. The teachers have to deal with the human beings who have the feelings, emotions, aspirations and various other experiences. They need to be taken care of with great care. Therefore, the training of teachers before entering into this profession is must. Apart from knowledge of the content the skill and attitude to handle and deliver is a pre-requisite for a good teacher. Through this paper, the attempt has been made to survey the teacher training colleges in South-Kashmir to find out the growth of these institutions and their primary functions.*



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## **Introduction**

Patient, knowledgeable, dedicated — these are words that come to mind when describing a teacher. Aristotle’s definition painted a picture of the teacher and student working together: “The teacher is a midwife at the birth of an idea.” Through the ages, great educational thinkers have offered the same piece of advice that at first seems like a paradox: you can’t teach anyone anything — the students have to teach themselves. How can this philosophy be translated into a working relationship between teacher and student? Taken to the extreme, it would seem that, as teachers, we should stay home and hope the students pick up the game themselves. However, students do need the teacher— not so much

To provide the facts as to provide an environment in which the students can teach themselves. Let’s look at typical teacher-student interactions. We could view learning as a process in which the student memorizes the right answers as provided by the teacher. Unfortunately, an emphasis on right answers inhibits the open approach to learning that the student needs to become an independent learner.

Teachers and schools need to keep up with the recent developments in the field of teacher education and training in order to be able to improve their programs and the quality of teaching and learning process. In order to support this, we need to look at the recent research conducted in the field.

The objective of the B. Ed. Programme for primary and lower secondary school teachers is to train teachers for the primary and lower secondary school and to provide a basis for further training.

With a view to their professionally oriented function as primary and lower secondary school teachers, the training programme for teachers is to:

- Provide the teachers with the necessary academic and educational insight and practical training
- Contribute to furthering the students’ personal development
- Contribute to developing the students’ interest in and ability to participate actively in a democratic society.

Graduates of the teacher-training programme have the right to use the title of Bachelor of Education (B. Ed.).

The programme provides a general qualification for teaching in the primary and lower secondary school.

The long term goal is to an increasing extent, for qualified teachers to teach their main subject(s). Approximately two-thirds of qualified teachers work in the primary and lower secondary school. The remaining third are mainly involved in other teachings such as at private schools, vocational colleges, folk high schools, adult education and social institutions. Some teachers are employed at private enterprises.

There are excellent opportunities for in-service training and further training, inter alia through

- Courses and subjects on a level with main subjects in the teacher-training programme
- Further training as a teaching practice teacher at the teacher training programmes
- A number of educational diploma programmes
- The Master of Education degree
- Master's programmes.

#### **Where does the training take place?**

University colleges are non-profit institutions under public administration. University colleges offer professional bachelor programmes that ensure that the region is covered geographically, as well as in-service training and further training in connection with this.

In relation to numbers of students, the educational professional bachelor programmes, the B. Ed. Programme and the Bachelor in Social Education programme, respectively, are the two largest medium-cycle higher educations.

Teacher education is regarded as the knowledge, abilities and the skills, which is related to the life of a teacher. Courses of teacher education should be planned and designed to remoulds the attitudes and manners, to remoulds the habits and in a way to reconstitute the teacher personality. Teacher education is composed of policies, planning's and procedures designed to train the student teachers and equip them with the required knowledge, behaviours, attitudes, and skills so that they may be able to perform their duties effectively in the classroom ,school and wider community (Free online Wikipedia). The aim of teacher education is not only to teach the teachers how to teach, but it is a training to develop the natural abilities and potentialities of teachers, to make them more dynamic and to make them skilful to produce fruitful teaching outcomes with the minimum application of energies, time and resources. Teacher education requires being more dynamic. In order to progress with the technological revolution in society,

the teacher education programmes must be properly planned and designed at all levels so that it may produce extremely educated, scientific and logical minded, uncompromising on quality, innovative, courageous but sympathetic towards their students. It is imperative that teacher education programme should have some goals and objectives which are responsible for the training and preparation of teachers to teach successfully and effectively. These goals are divided into three categories i.e., teachers knowledge of content area, skills of teaching both pedagogical and interpersonal and teaching feelings and self-awareness. This idea puts equal emphasis on knowledge and skills of teachers as well as teachers, awareness of students, emotional reactions and also the ability of teachers to respond to these reactions .It is not only the effectiveness of the teacher training is important but it should be planned according to the value system of society. It is imperative that the teacher education is designed and directed in accordance with the doctrines and values of its faith. Teacher training should assure the production of teachers who possess sound personal characters.

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 the beginning, 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.

- 1) Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
- 2) Teacher education is based on the theory that —Teachers are made, not born is 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.

- 3) 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.
- 4) 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.
- 5) 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 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.

#### **Impact of National Policies:**

After Independence the emerging socioeconomic and political situations influenced the national scenario of Teacher Education. The Government of India set-up different Committees and Commissions for addressing to the specific issues of education in general and Teacher Education (TE) in particular. A large number of teachers were found untrained and attempt was made to clear the backlog. The main concerns of teacher education were pertaining to both quality and quantity. In 1948, the Central Institute of Education was established in Delhi and the Government Training College at Allahabad was developed into the Central Pedagogical Institute.

**The University Education Commission (1948-49)** Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a firsthand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of inter-university planning.

**The Secondary Education Commission, (1952 -53)** One of the important events of the plan decade was the Report of the Secondary Education Commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges. It suggested two types of institutions: (i) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized 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. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. It recommended three years' teaching experience for M.Ed. Admission, after graduation in education.

**The Kothari Commission, (1964-66)** In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The Commission observed that a sound programme of professional Education for

teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the State Governments to prepare a plan for the expansion of training facilities.

**The Eighties:** National Policy on education (NPE) and Programme of action (POA) the Government of India in 1983 set-up two National Commissions on Teachers. One was to deal with the issues relating to teachers at the school stage and the other to teachers at the higher education level. Both Commissions had very wide terms and reference right from the objectives for teaching profession to the National Foundation for Teacher's Welfare. These Commissions met the cross-section of the society and elicited their views with regard to the improvement of teaching community.

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



Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent at the cost of a large number of cases pending in the courts and a huge expenditure on account of this. A so called landmark decision taken by NCTE was "to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning."

### **Objective**

The following objectives were formulated for the present study:

1. To study the various private B. Ed colleges functioning in South Kashmir.
2. To study the growth of enrollment and also the male female ratio of students in the teacher training colleges in South Kashmir.
3. To study the gender ratio of the teachers of teacher training colleges in South Kashmir.
4. To gain knowledge of the system of teacher preparation in the teacher training colleges in the South Kashmir Region.

### **Data Base**

The data for the present study was collected from the following teacher training institutions of South-Kashmir:

<b>S.No</b>	<b>Name of College</b>
1.	KCEF Law College Pulwama.
2.	Green Valley College of Education Latpora Pulwama.
3.	Guru Nanak College of Education Awantipora Pulwama.
4.	Insight College of Education Pulwama.
5.	SKM College of Education Newa Pulwama.
6.	Zakir Memorial College of Education Tahab Pulwama.
7.	Al Ahad College of Education Sarwatabad Anantnag.
8.	Jamia College of Education Anantnag.
9.	Shah-i-Hamadan College of Education Silgam Anantnag.
10.	Weeta College of Education Sangam Anantnag.
11.	Rehmat-e-Aalam College of Education Anantnag.

### **Tools And Techniques**

The data for the present study was collected through Information blank. Following tools and techniques were employed for the present investigation:



**1. Information Blank:** was used to collect the data decade-wise along with their total enrollment, gender-wise enrollment, Total No. of Teachers, Gender-wise teachers from different B. Ed Colleges functioning in South Kashmir.

**2. ANALYSIS AND INTERPRETATION**

**Table – 1: Showing the total No. of Private Professional Colleges in South Kashmir from 1995-2013**

<b>Year</b>	<b>Total colleges</b>	<b>Total Enrolment</b>	<b>Male</b>	<b>Female</b>	<b>Total Teachers</b>	<b>Male</b>	<b>Female</b>
1995	1	160	81	79	15	9	6
2001	1	185	99	86	15	9	6
2011	11	2957	1690	1267	174	103	71
2012	11	3098	1779	1319	183	105	78
2013	11	3254	1983	1271	191	112	79

Source: Field Survey

The above table shows that there has been an increase in the number of Private Professional colleges from 1 in 1995 to 11 in 2013 and also there has been a dramatic increase in the number of students enrolled in these colleges from 160 in 1995 to 3254 in 2013. This shows the growing interest among the teacher community to develop skills which are required in the professional arena.

**Conclusion:**

So far as this paper is concerned, it deals with growth, progress and development of professional teacher training colleges in the South Kashmir Region. We can see that the first teacher training college was established in the year 1995 in the district of Anantnag in the South Kashmir Region and now the number has increased to 11 in the year 2013. We also see a very high increase in the enrolment of teachers showing a growing interest among the people for professional teaching training so as to enhance their skills which are required for this profession. In the recent times there are a lot of debates, discussions and seminars happening on a national level on the status of education and the types of reforms which need to be implemented in this sector. This have led to the best practices to be implemented in this sector.

**Suggestion:**

We have seen that there has been a huge increase in the number of colleges and also in terms of demand for professional teacher training in the area of South Kashmir but this development were largely in the private sector. The Government has not started any college for the same. Also there is no college exclusively for women in this area imparting the skills required for teacher training even though there was always a very high enrolment of women in the colleges' right from 1995 which shows their interest in this course. We feel that if exclusive women colleges are setup, it will encourage a lot more women to pursue these studies given the interest they have in the teaching profession. Also in order to make it this sector more professional and improve the quality of education imparted, the Union and the state governments should take more interest in this sector and try to establish more teacher training colleges as this will have a direct benefit for the overall education in the area. Also every community should have a talented and dedicated 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.

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