

History of teacher education in Jammu and Kashmir with special reference to the recommendations of various commissions

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Abstract

Abstract:- *The present research is an attempt to provide a historical overview to understand the history and functioning of teacher education in j&k from old ages to the present. The research attempts to understand the origin, functioning and structure of teacher education in j&k .It also focuses upon the developments initiated by the different committees during Modern period. The area selected for the purpose of study includes j&k. The research has made an attempt to highlight the present status of teacher education in J&k. It also attempts to bring into light the suggestions to improve the present status of untrained teachers.*

Key words: *Aryapadeshak, Chatuspatis, Gurukul, Math, Madrasa, Maktab, Patshala, Vidyalaya and Vihara.*

Need and justification of the study:

Present study has been justified on the ground that no such exploratory work has been done on the subject "History of teacher education in j&k".

Statement of the problem:

The present paper "History of teacher education in j&k with special reference to recommendations of various commissions". Is an endeavor to highlight the present status and the objectives to overcome the problems?

Objectives of the study:

The aim of this paper is to:-

1. Study the teacher education through different eras in j&k
2. Recommendations of several commissions and improvements thereon.
3. Suggestions to improve the present status of untrained teachers' in j&k.

Introduction

Jammu and Kashmir has along held teachers in high esteem whereas, in ancient Kashmir the teacher was a guru who was not only well versed in temporal knowledge but also deeply steeped in spiritual knowledge and who commanded respect for his high personal qualities of character, in medieval times the expectations of society changed his role, making him master of his subject area. In modern times he has to perform yet different roles to meet the challenges of present day demands, thus he was prepared for the different roles at different times. The 2011 census showed 13% increase in the literacy rate of the state being 68% as against 55.52% in 2001. It is because of the endeavor of the teaching community that the state has witnessed such a quantum increase in literacy levels. The main objectives of the teacher education at higher level is to develop competence to teach the subject of his specialization on the basis of accepted principles of learning, teaching and knowledge of the subject by striving to keep in touch with the latest development.

Ancient period;-In ancient times Kashmir was a seat of learning in Asia(sharadapeetha)and students flocked from all corners of Asia to study Sanskrit and Buddhism.Hieun tsang spent two years in the valley studying Buddhist texts in Sanskrit while Oukong spent four years in valley to

learn Sanskrit from three teachers. In ancient Kashmir the teacher enjoyed a special status and was held in high esteem by the society. The guru or the teacher was an embodiment of good qualities, a fountain of knowledge and abode of spirituality. Teachers came from the caste of Brahmins. Kalhana mentions large number of teachers who commanded utmost respect in society like Keshava, Vasugupta, Ramakantha, Abhinavgupta and a number of others. The teacher was sometimes helped by his son, or used to seek assistance of meritorious, older and able students who acted as monitors and after having training, these students used to become efficient teachers and school organizers.

Vedic period;-During this period Aryapadeshak-the doctrine of Arya samaj flourished under the scholars, intellectuals, missionaries and spiritual guidance with respect to Vedas was given to the pupils. Its first branch was established in Jammu in 1891. Education was imparted in vidyalayas or gurukuls (teacher's homes) which lasted for 12 years.

Brahmanic period;-The post Vedic period is called Upanishadic period or Brahman period. Teaching in the Upanishadic period is known for moral intimate relationship between guru and the disciple. In the time of king Yasakara 939-48AD a math (hospice) was built for the students of India, who came to Kashmir for study and meditation. After Takshila and Nalanda, the Centre of Sanskrit studies was shifted to the Sanskrit university Bijbehara in Kashmir. This along with its huge library was later destroyed by Sikander Butshikan.

Buddhist period;-The Buddhist education in the state flourished under the celebrated Buddhist missionary Majhantika and Urvasa. The monastic system which was an important feature of Buddhism, enjoined that every novice (saddhiviharika), at his admission should place under the supervision and guidance of a preceptor (upajhaya). The preceptor was to offer spiritual help and promote the disciple fully by teaching, by putting question to him, by exhortation, by instruction. The teachers employed other methods besides oral recitation viz; exposition, deposition, debate, discussion, question-answer, use of stories and parables etc., thus teaching became more systematized. The adoption of Vihara and monastic schools-Hetavidya or the inductive method and introduction of logic as one of the subjects helped in sharpening the intellect.

Medieval period (Muslim period);-The Muslim rulers in J&K founded schools (Maktabas), colleges (madrasahs) and libraries in their dominions. Patshalas & chatuspatis were also run by the Hindu community and students from far off places used to come to them. In the Maktab, often attached to a mosque, the students received instruction in the Quran which he had to

recite and read besides simple arithmetic. The medium of instruction was Persian but the study of Arabic was compulsory. In madrasas the course included the grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and science. In addition to madrasas and maktabas various khanqahs (hospices) of Sufis and Rishies also act as the centers of imparting Muslim education to Muslim students.

The teachers teaching in the Maktabas were mostly Moulvis; in the madrasas scholarly persons were employed. The method of teacher preparation was mostly imitation of what the old teacher practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the would be teachers.

During this period teachers were held in high esteem and were respected by the society, Students paid them utmost respect and the teacher reciprocated with the utmost love. King Zain-ul-abidin encouraged the fountain of knowledge and learning greatly in the state during this period. He established numerous schools, colleges and a residential university. There was a great influx into Kashmir of scholars and men of letters from other lands.

Cramming and memorizing were prevalent during this period. In the Maktabas the oral method was primarily adopted. In the madrasah again, the method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult the books. In practical subjects like medicine, practicals were also conducted. Analytical and inductive methods were also used in the Madrassahs to teach subjects like religion, logic, philosophy and politics.

Self-study was also encouraged in Madrasahs. It is satisfying to note that though a specialized teacher training programme didn't exist, the teachers had a clear idea of their role and functions and the methods to be pursued in teaching. It is true that they were low paid but there was no dearth of devotion to their jobs.

Modern period in the light of various committee reports:

The History of modern education which necessitated an entirely new system of teacher training can be traced to the close of 19th century. After Britishers came to India education took western orientation thus changing the role of schools and teachers in the changing society.

The education system of the state of J&k underwent a dramatic shift with the deposition of Maharaja Pratapsingh from the throne in 1889 and the establishment of the British residency and state council to direct the affairs of the princely state. Education became a central component of the state's drive towards centralization and bureaucratization along the lines of British India. The Kashmir Govt. which was importing Punjabis for running state administration also began to import Punjabis as teacher trainers. The efforts to improve educational system can be gauged by Pt. Bhisember Nath's (Inspector Schools) recommendations in 1889 to the state council that Makhtabs and Patshaslas to bring under the purview of the department of education. By the beginning of 20th century the state introduced important reforms, rules regarding the duties of inspecting officers and teacher training were framed.

The second educational conference of J&K in 1915 made the Darbar to seek help from the Govt of India in educational affairs of state, which ultimately led to the appointment of Mr. Sharp to study and submit the report on the condition of education in Kashmir. The Sharp Commission apart from other recommendations provides an impetus to bring teacher training programs for uplifting the poor educational standard of Kashmir.

So quality in teacher education has always been given top priority by the rulers of J&k state. In order to improve the quality of teaching and to level student's learning activities with conscious efforts and perseverance these rulers laid much emphasis on frequent revisions of pedagogic learning contents and on periodic seminars and group discussions. The outstanding teachers were given certificates and cash rewards. They also provide substantial grants and scholarships for training of teachers at the local normal schools and the college at Lahore. As a result the number of certificated teachers increased every year but the proportion of untrained teachers still remained large especially in the Kashmir province.

In 1939, the Saiyadian committee report recommended that teacher training schools should be properly staffed and equipped and a scheme of refresher courses for all categories of teachers should be started to acquaint teachers with new thought and trends in education. As a result sufficient funds were allocated for up gradation of labs, library and building of teacher training school. Refresher courses were started for enhancing competency of teachers.

In 1950, the Kazimi committee report observed that untrained and unqualified teachers could not produce the best results. Moreover, teacher education institutions were not equipped with infrastructure such as building, labs and library and the teaching staff deployed was also not qualified and trained. The committee recommended that no untrained teachers should be recruited to the department and that qualified and trained teachers should invariably be posted in the teacher training schools to improve the quality of teacher education in the

state of j&k. The committee also recommended the scraping of basic education course, junior vernacular and senior vernacular (BEC, JV&SV) and the institution of a uniform training to be called certificate in teaching (CT). Most of the recommendations of the committee were implemented to raise the standard of teacher education.

After independence, sheikh Abdullah the then PM of J&K took initiative to improve the quality of teacher education. Teacher pay scales were revised on the basis of qualification & training. Scholarships and incentives were provided to the teachers undergoing teacher training courses outside the side. By the end of the year 1956 two full-fledged teachers training colleges each in J&K were setup. The concept of multipurpose school was initiated in the country in the year 1952-53 and J&K was the first state to accept that proposal and in consequence of that three multipurpose schools were started in the first instance in the state. Teachers were also gradually trained to cater to the needs of the new courses of studies.

In 1966 there were 18 training schools, 7 were co-educational, 6 were for men and 5 were for women and out of these 18 institutions 10 were in Kashmir and 8 were in Jammu region. In the second phase of development covered by third plan 1961-66, 4 more training schools were opened each at Leh, Kargil, Poonch and Reasi. At present there are 141 B.ed colleges in the state except two, the rest are private colleges with an intake capacity of more than 50 thousand students.

Developments after the university education (Radhakrishnan commission 1948-49): Various steps were taken by the state government to make effective improvement in the teacher education in terms of:

1. Provide better qualified and trained staff in teacher training institutions.
2. Provide better institutional and academic resources.
3. Revised and updated syllabi and courses of study at B.ed and M.ed levels.
4. In-service training programmes were strengthened.
5. Teacher training schools were converted into DIETs.

In 1972, Bhagwan Sahay committee report observed that one of the weakest areas in the state was that of the training of teachers. The percentage of trained teachers was low as 63% in primary school, 78% in middle school & 89% in secondary schools and the duration of training for primary and middle school teachers was only one year as against the needed two years. There was hardly any provision for in-service education. The teacher training schools didn't

have adequate status and high quality staff. They were also not properly provided with building, land, labs, libraries, hostels and equipments. As a result of the committee report, the backlog of untrained teachers was reduced. Teacher training schools and colleges were equipped with infrastructure and trained staff. Services of NCERT were requisitioned in the preparation of subject wise resource persons who further trained teachers to improve the quality of education in J&K state.

The first college of education in the private sector was sanctioned by the government of J&K in the year 1980-81 as model institute of education and research, Jammu to meet the burning demand as well as to provide quality education. The first attempt was made in 1973 to restructure the curriculum and the document on teacher education was prepared. The objective of the teacher education programme in this document was to have change in the content and the design as also the restructuring of teacher education programmes. In fact the recommendations which were made through this document could not be translated effectively, meaningfully and purposefully by the state.

As a follow up of 1986 policy, a number of programmes were initiated to improve the quality of teacher education in J&K state. These include establishment of district institute of education (DIET) & Institute of Advanced study in education (IASSE). Substantial financial support was provided in upgrading of existing buildings, labs, library, hostels etc. Qualified trained and experienced teachers were deployed in teacher education institutions. Various programmes for teacher capacity building were initiated. Innovative good practices in teacher educational institutions were introduced. Restructuring of teacher training curriculum was carried out. More emphasis was laid on practice of teaching. In fact much emphasis was laid on expansion of teacher education in the state of J&K and little effort was made in the direction of improving the quality of teacher education.

In 1990, the report submitted by NCTE review committee chaired by the late Prof Buch corroborates with prevailing teacher education scenario in J&K that leading aside a few universities, department and colleges of education that can be counted on finger tips, a large majority of teacher education colleges are effectively run for less than three months a year. Teaching practice is a play. Guides rules the scene, learning from text books is an unknown entity. As in all other colleges, a large majority of faculty reproduce what they had learnt as students. Under these circumstances there is an urgent need to make a detailed study of state of art of teacher education curriculum and research on teacher education.

Programmes/courses: Various programmes regarding teacher education are as follows:

1. One year nursery teacher training by social welfare department.
2. one year ETT for in service teachers by J&K board of secondary education.
3. two year ETT by J&K board of secondary education
4. One year B.ED by universities
5. Two year B.ED (distance mode)

INSERVICE TEACHER TRAINING

In-service teacher preparation programmes at SIE Jammu and SIE Srinagar in J&K are being run exclusively for teachers working in government schools especially during vacation period. These programmes include training in pedagogical act, subject knowledge and basic computer skills. In service education is expected not only to fill the gap/deficiency of pre service teacher preparation but it also aims at continually updating and increasing the competencies of the teachers.

In the PLAN DOCUMENT OF J&K FOR THE YEAR 2007-2008 it is earmarked that: state institute of education (SIE) Srinagar will be upgraded into state council for educational research and training (SCERT). State institute of education (SIE) Jammu will be upgraded into state institute of educational management and training (SIEMAT). Each district is provided with an institute of education and training (DIET) to cater to in-service training need of the district. At present there are 22 DIETs. The DIETs are designed to (a) improve and enrich the academic standard of elementary school teachers especially in mathematics, science and language (b) non-formal and adult education functionaries and other personal at the lowest level of educational system. On April 11, 2011, the minister of education Peerzada M Syeed said teacher's Bhawan each at Jammu and Srinagar will be constructed shortly for special training to the teachers of J&K.

The **joint review mission** on teacher education for J&K in April 2013 highlights several concerns of the state govt. regarding teacher education. In the meeting need was very strongly felt for more robust institutions like SCERT and IASEs. At present j&k is having 2 state universities, 2 central universities, 2 colleges of education, 22 diets, 22 district resource group, 201 zonal resource centres, 1608 cluster resource centers. In recent years private teacher training institutions have proliferated and there are 585 such private institutions in the state presently. But the number of untrained teachers is still a concern as per the survey conducted by the Tribune, there are alarming 22313 untrained teachers in j&k among them 8748 are under-graduate and 13565 are graduates. In order to overcome this CSSTE and other centrally

sponsored schemes should come forward. J&k although doesn't come under the purview of NCTE but it has showed its willingness to offer support to CSSTE & other central sponsored schemes to raise the level of teacher education in j&k. Recently in 2017 in a Higher Education Council Meeting chaired by the chief minister of j&k two new b.ed colleges were sanctioned for the state.

SOME SUGGESTIONS TO IMPROVE THE PRESENT STATE OF UNTRAINED TEACHERS:

1. J&K govt must give a positive node to central sponsored schemes regarding the teacher training. It should also think over those central acts which doesn't implement over it.
2. The B.ED and M.ED courses should be made more professional by increasing their time durations and by inducing practical training.
3. Attention to be paid to the practice of teaching and a space to be given to practice the learned skills.
4. Special emphasis should be given to the teacher educators for their professional preparations as teacher educators.
5. For seeking admission in M.Ed course there should be an experience in teaching as a requirement.
6. Practical training for both B.ed and M.ed should be considered as mandatory part of curriculum.
7. Teacher education programme/curriculum should be improved, modified & updated so that it can meet the challenges of the day.
8. Integrating science with technology, i.e. (observation, verification, experimentation and generalization) is to develop scientific temper. So action-research needs to be part of teacher training, if we have to improve the quality of teacher education programme.
9. For improving the situation special and sufficient financial support needs to be given to SIE/DIET, so that no teacher is left untrained within the stipulated period of five years.

CONCLUSION: The special status of j&k has kept it away from the jurisdiction of several education related acts including RTE and NCTE. But the concerns regarding the untrained teachers in j&k has now shifted its attention in ratifying the acts passed.

The main purpose of teacher education programme is to develop values, skills, professional attitude and personality which seems impossible because the course is more exam oriented and less profession oriented.

A little attention is being paid to the practice of teaching. Over emphasis in theoretical subjects hardly gives any space to practice the learned skills. When these trainees move in real context they are not able to perform efficiently. In spite of all these shortcomings and concerns the state govt in letter and spirit is trying hard to improve the quality of teacher education for enhancing competency, standard and effectiveness of teachers at all levels of education and is also encouraging private sector in the field of education as part of its endeavors to boost education in the state and ensure quality.

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