CHAPTER – I

POLICY PERSPECTIVES

In order to understand the process of growth and development of secondary teacher education in India, it is imperative to have a look at its history and policy of the Indian Government that has shaped it into its present form. To study the causes behind the problems and challenges that teacher education in the country is facing today we have to start from the backdrop.

1.1 BACKDROP:

Teaching has been considered as a noble profession in this country since ancient times. In order to develop the personality of his students, the teacher had to impart knowledge, inculcate various skills and develop in them a particular attitude towards life and nature. Although there were no formal institutions for training the teachers, yet the teachers knew the art of communication, possessed high moral qualities and were well learned. The society respected them very much. In the Jataka period, monitors used to help the regular teachers in the teaching work. The class was divided into a number of groups and each group had a monitor. A senior student was generally made monitor and as soon as the monitor got enough experience and proficiency in the teaching work he was appointed as a regular teacher to teach the young students.
But in the medieval period, teaching became more mechanical. In this era memorization of the facts and cramming of information became more important than understanding the things and doing the experiments. In this period also society used to respect the teachers but the method of training and education of teachers did not improve much as compared to the earlier period. In other words, the same old monitorial system was used to teach a large number of pupils.

1.2 TEACHER EDUCATION IN THE PRE INDEPENDENCE ERA:

Although East India Company was established in India in 1600 A.D., yet it did not think about the education of Indian Masses for 100 years. It was the **Charter Act (1698)** that started the discussion about the education for the first time. The Charter Act gave the responsibility of starting and maintaining schools. Initially the provision was made for the children of company’s servants. But by the end of eighteenth Century, the provision of providing western education was extended to general Indian children. Some educational societies and learned individuals started their efforts to train vernacular teachers in Bengal. The first formal Teachers Training Institution was set up in India by Danish Missionaries at Serampore (Bengal). It was established by Carey, Marshman and Ward. After this Dr. Andrew Bell employed the monitorial system in Madras during 1789 to 1796. This system,
which came to be known as the Bell-Lancaster system later on, laid the foundations of teacher training system in the country.

The Calcutta School Society began to train teachers for the elementary schools. In 1824, Mrs. Wilson Started a Central Training School, both for male and female teachers. In 1826 a Central School was set up in Madras Presidency also. It was established for the education of superior teachers. More over, the same year many teachers trained at Bombay in the Bell-Lancaster system were distributed to the whole Bombay Presidency.

In 1835, William Adam proposed in his famous report that teachers training in the country should be improved. He suggested a number of measures to be taken for the improvement in training of teachers including the suggestion that the vernacular departments of English should be converted into normal schools. He also suggested a scheme for in-service teacher’s training. In 1847, first normal school in Bombay was started at Elphinstone College. In 1849, Alexander Duff also started a normal school at Calcutta. A normal training department was started in 1851 at Poona College. Similarly the normal training schools were also started at Surat and Agra.

**Wood’s Despatch (1854)** gave some important practical suggestions for the improvement of training of teachers. The Despatch expressed its desire:
“...to see the establishment, with as little delay as possible of training schools and classes for masters in each presidency in India”

(Para 67)

It also wished:

“... that the profession of the school master may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service” (Para 67)

In 1856, Government Normal Schools were set up at Madras and Banaras. In 1857, a Government Normal School was also established at Meerut. Now there were four training schools in Bengal at Hooghly, Dacca, Gauhati and Calcutta. By 1858, there were six normal schools in Madras at Mayavaram, Cheyur, Vellore, Mangalore, Berhampore and Ellore, where as there were four training departments in Bombay at Poona, Ahmedabad, Dharwar and Karachi. By this time the political power in India was taken over by the British Crown. It is interesting to note that teacher education was one of the important sectors of education that received immediate attention of the government. Then the secretary of state for India, Lord Stanley’s Despatch (1859) laid considerable emphasis on the training of teachers. It said:

“... The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors ....... All reports concur as to the want of trained masters in the schools in which English is taught and as to the frequent inefficiency
of the English teaching, from the want of masters well acquainted
with the language.”

This statement made a significant effect and normal schools
started spreading throughout the country. Moreover the revised
grant-in-aid rules required every teacher for whom the grant was
sanctioned to get a training certificate.

**Hunter Commission (1882)** report is considered another
important milestone in the history of Indian Education. When this
commission was appointed one section of the educationists was of
the view that there was no need of any special training of teachers
as the knowledge of theory and practice imparted in normal schools
could be more easily had from books, where as another section was
of the view that without proper knowledge of principles of teaching,
no amount of the mastery over subject matter could help a
secondary teacher to maintain the interest of the whole class. The
Hunter Commission recommended:

“...that an examination in the principles and practice of
teaching be instituted, success in which should thereafter be a
condition of present employment as a teacher in any secondary
school, Government or Aided; ............ that graduates wishing to
attend a course of instruction in a Normal School in the principles
and practice of teaching be required to undergo a shorter course of
training than others.”
In January 1886, the Government Normal School in Madras was upgraded as Teachers’ College and was affiliated to the Madras University. It prepared candidates for the L.T. diploma. This was really an encouraging step since teacher education was developing as a part of university education. In 1889, a Secondary Department was added to Nagpur Training School which later developed into Prantiya Prashikshan Mahavidyalaya Jubbalpore.

In 1892, 116 institutions for the training of men and 15 for the training of women existed throughout the country. Out of these, only 3 were of the collegiate grade-Madras Teacher’s College, Lahore Central Training College and Nagpur Training Institution. The Maharajah’s Training College at Trivandrum was started in 1895 as a Government Normal School. The Isabella Thoburn College at Lucknow started a course for English Teachers’ Certificate examination in 1896. At Kurseong, another training class for secondary teachers was started. In 1899, Bombay instituted the Secondary Teachers’ Certificate (S.T.C.) examination. The opening of 15 training institutions for women indicated an encouraging trend, obviously emphasizing the need for separate training schools for them with a view to help improve women education.

The period of 1901 to 1921 was that of intense political unrest in the country, which had its impact on educational situation also. In the early twentieth century there existed only six
training colleges in India – at Allahabad, Jubbulpore, Kurseong, Lahore, Rajahmundry and Saidapet. In 1904, the Government of India’s Resolution on Indian Educational Policy was passed.

The resolution gave many valuable suggestions and pinpointed the forthcoming evils in the teacher education system. The resolution laid stress on the art of teaching and the required technical skill in the practice of this art in order to curb pupils’ tendency of depending upon rote-learning. The main objective of the training course was to enable the trainees to become capable teachers.

In 1906, a Secondary Training College was set up in Bombay. It prepared secondary teachers for S.T.C. diploma. The David Hare Training College and the Teachers’ Training College were opened in Calcutta and Patna respectively in the year 1908.

**The Government Resolution of 1913** on Indian Educational Policy marked a still further advance. It stated:

“... eventually under modern system of education no teacher should be allowed to teach without a certificate that he has qualified to do so.”

Consequently the percentage of trained teachers increased to some extent. Soon after, the Central Government issued a circular in 1916 to the Provincial Governments to speed up the programme of teacher training, but because of the outbreak of the First World war there was slackness in educational measures.
In 1917, the Government of India appointed a commission known as the **Calcutta University commission or the Sadler Commission.** The report of the Commission was published in 1919. It was a document of inter-provincial importance. Regarding training of teachers the commission recommended:

“...that the output of trained teachers should be considerably increased...A Department of Education should be created in the universities... Education should be included as a subject for the intermediate and B.A. degree examinations .... A post-graduate degree in Education should be instituted....”

The Commission observed and felt the need to strengthen education as a professional course, and at the same time promote it to the status of a separate academic discipline.

During 1921 and 1937 the experiment of sharing governmental responsibility with the Indians was launched, and there was growing demand in the country for Independence. In the field of education the controversy regarding quality versus quantity was also generated, and it was carried in due course to the field of teacher education as well.

In 1922, the Secondary Training College in Bombay was affiliated to the Bombay University and it awarded the B.T. degree and stopped conferring the S.T.C. diploma. In 1925, Lady wellingdon Training College was started in Madras. After two years the first Faculty of Education was instituted in Mysore. In the year
1929, a Committee popularly known as **Hartog Committee** was appointed with Sir Philip Hartog as its Chairman. The report of the Committee was one of the most important documents of this period. Referring to primary education the Committee recommended:

“... that the standard of the general education of primary teachers should be improved; the training period should be longer; the training institutions should be better staffed; refresher courses should be frequently arranged; service conditions of teachers should be made more secure.”

The Committee was shocked to learn that only 44 percent of the primary teachers were trained and that only 28 percent had completed the middle course. The Committee, therefore, recommended that the initial qualifications of the primary teachers should be at least Middle Vernacular. Again the Committee stated:

“... In the sphere of secondary education there has been an advance in some respects, notably the average capacity of the body of teachers, in their improved conditions of service and training ...”

By 1932, 13 universities set up Faculties of Education and in the same year Lady Irwin College was established in New Delhi, and B.Ed. course was started by the Andhra University. Bombay was the first to start M.Ed. in 1936.
In 1936-37 there were 15 institutions for secondary schools with enrolment of 1488 which included 147 women. The percentage of trained male teachers in different provinces was as under:

<table>
<thead>
<tr>
<th>Province</th>
<th>Percentage of Male Teachers</th>
<th>Province</th>
<th>Percentage of Male Teachers</th>
</tr>
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<tbody>
<tr>
<td>Assam</td>
<td>39.0</td>
<td>Madras</td>
<td>84.7</td>
</tr>
<tr>
<td>Bengal</td>
<td>20.7</td>
<td>North West Frontier</td>
<td>80.3</td>
</tr>
<tr>
<td>Bihar</td>
<td>54.4</td>
<td>Orissa</td>
<td>70.8</td>
</tr>
<tr>
<td>Bombay</td>
<td>22.8</td>
<td>Punjab</td>
<td>89.7</td>
</tr>
<tr>
<td>Central Provinces</td>
<td>70.2</td>
<td>Sindh</td>
<td>16.5</td>
</tr>
<tr>
<td>Delhi</td>
<td>82.8</td>
<td>United provinces</td>
<td>67.2</td>
</tr>
</tbody>
</table>

(Source: Adval, Agrawal, Asthana & Saxena, 1984, 1987)

The main feature of this period was that not much of the improvement in the training of secondary teachers occurred rather attention was paid to salaries and service conditions of teachers.

In 1937, the **Government of India Act 1935** introduced provincial autonomy under which the Indian Ministers of Education had considerable executive powers. The Central Advisory Board of Education was revived in 1935 which undertook the study of the educational problems in the country. Also, organized attempts were made for the first time to remove mass illiteracy and Basic Education or Wardha Scheme was initiated by Mahatma Gandhi in the year 1937. Consequently, training for teachers of basic was initiated. In 1938, a Basic Training College was started in Allahabad and in 1937-38, Vidyamandir Training School was established at Wardha.

**Abbott-Wood Report**, another significant landmark in the history of Indian education, was submitted in 1937. It examined
the system of teacher education and expressed sorrow at the unsatisfactory working condition of the teaching class. The Report suggested:

“... that the Normal School concerns itself with the social “why” of education as well as with the technical “how” of teaching. If the teacher appreciates his task as an educator, and realises the significance of the school in the life of the communities, he may become proud of his vocation and resist temptations to bring discredit upon it.”

Early in 1944, the Central Advisory Board of Education presented a scheme of education, popularly known as the “Sargent Scheme” based on the Report presented by John Sargent, the then Secretary of Education. The scheme proposed a plan of educational reconstruction and aimed at creating in India in a period of not less than 40 years the same standard of educational attainments as already existed then in England. Regarding the recruitment and training of teachers, the Report suggested that one teacher was required for every 30 pupils in Pre-basic and Junior Basic School, for every 25 pupils in Senior Basic Schools and for every 20 pupils in High Schools. The minimum qualification for a teacher was the completion of High School course followed by a training of two years in case of teachers in Pre-basic and Junior Basic Schools and three years in Senior Basic Schools. The non-graduate teachers in High Schools were to undergo a training course of two years and
the graduates would receive one year’s training. It further suggested that refresher courses be organized at intervals in order to keep the trained teachers up-to-date. The Report emphasized the employment of such teachers only as were fully qualified and trained. To attract better stuff, the Report proposed to revise the scales of pay off all categories of teachers.

Though after the Second World War the country had to pass through very difficult times, yet measures for the improvement of teacher education were carried on to some extent. In 1941, the Vidya Bhawan Teachers’ College in Rajasthan came into existence, the Tilak College of Education was opened in Poona, and Bombay started a doctorate degree in Education.

1.3 SECONDARY TEACHER EDUCATION IN POST-INDEPENDENCE ERA:

After independence inspite of the partition of the country and its wide repercussions educational progress was not only maintained but moved much faster. The position regarding teacher training was still not satisfactory. Certain steps were, however, taken to ease the situation. During the academic session 1947-48, the Central Institute of Education, a pioneer teacher education institution in the country, was started in Delhi and by a resolution of the Inter-University Board, a Psychology wing was added to it. By 1948, the Government Training College at Allahabad was developed into the Government Central Pedagogical Institute.
The Ministry of Education, Government of India appointed the **University Education Commission** under the chairmanship of Dr. S. Radha Krishnan in 1948 and its Report was submitted in 1949. It was stated the there was not much variation between the courses in written papers prescribed in different training institutions of the country although there was some difference from place to place in the practical work done. The number of supervised lessons varied from 10 to 60.

The Report further stated that the training courses varied greatly in efficiency from university to university.

With a view to improve teacher education in India the Commission put forward many valuable suggestions.

It recommended:

“... that the teacher educators must look at the whole course from a different angle. They must realize that the study of Education at university level is something than more mere Education;

... that theory and practice must go hand in hand and each must support and throw light upon the other;

... that the unintelligent following of rule-of-thumb methods should be discarded;

... that the not less than 50 percent of the staff should have had school teaching experience;

... that the courses in the Theory of Education must be flexible and adaptable to local circumstances;
... that students should take the Master’s degree in Education after some years of school experience;

... that the original work by Professors and Lecturers in Education should not suffer from isolation and lack of inter-university planning.”

In 1950, the **First Conference of All India Training Colleges** met in Baroda and it set up a platform for training colleges in the country to get together to discuss common problems and seek their solutions. Next year the Second All India Conference was held at Mysore. It viewed teacher preparation in a broader perspective and substituted the word “Education” for “Training”. Since then there was a spate of workshops, seminars, symposia and conferences and much debate and thinking was generated in the field of teacher education.

In the **Secondary Education Commission’s Report of 1953** we find:

“... that there were three types of teacher training institutions in the country – primary or basic, secondary and graduate teacher training institution. But the Commission recommended:

... that the training institutions should be only of two types—one for those who have taken the Secondary School Leaving Certificate, for whom training should be of two years; and the other for graduates for whom the period of training should be of one academic session.
... that graduate teacher training institutions should be recognized and affiliated to the universities which should grant degrees while the training schools should be brought under the control of a separate board and should not be under the Department of Education. The first part of the second recommendation is, by and large, being implemented by most of the universities but the other part has not yet been considered for implementation."

Report of a Study by an **International Team on Teachers and Curricula in Secondary Schools**, 1954, pointed out the following defects in the system of teacher training:

“... lack of integration in programmes of training teachers at different levels;

... insufficient co-ordination between the work done in training institutions and in schools;

... inadequate conception of the role of the training institutions for different levels and consequent inadequate staffing and equipment;

... the domination of external examination and its cramping effect on training programmes; and

... inadequate provision for training of certain types of teachers. In this report it was recommended:

... that efforts should be made to establish articulation in the training of teachers for different school stages.”
Some of these recommendations have been implemented but a dynamic approach is yet to be made.

The establishment of **National Council of Educational Research and Training (NCERT)** in 1961 was a major step taken for the development of School Education which involves teacher education also.

Amongst the significant contributions of NCERT are:

- Revamping of Elementary and Secondary Teacher Education Curriculum;
- Reorganizing of student Teaching and Evacuation;
- Institutions of All-India Surveys On Teacher Education;
- Focus on continuing education of teachers through establishment of centers of continuing education;
- Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards.

**A Study Team for Selected Educational Schemes** was set up by the Committee on Plan Projects in May 1961, which examined in detail the programmes relating to teacher training at various levels in the country and submitted the Report on Teacher Training in 1964. During on-the-spot study team observed:

“... that teachers of training institutions contributed nominally to educational thinking in the country;
... that there was lack of laboratory facilities and teaching aids and equipment;

... that very few institutions had got suitably qualified staff;

... that the school curriculum and the teacher training programme did not generally bear a close relationship because school syllabi underwent changes while syllabi of training institutions remained static;

... that there was practically no room for experimentation and initiative in the teacher education programme;

... that the syllabi of teacher training programme did not state aims and objectives of teacher training;

... that though there was not much variation between the courses prescribed in different training colleges, there did exist much variation in the number of prescribed practical lessons – ranging between 20 and 60; and

... that there was a wide disparity in methods of examination and evaluation techniques. On the one hand, assessment was, in practice, made by external examiners on the basis of actual performance of trainees. On the other hand, the assessment in many places was done by internal examiners, and the external examiners only checked up the assessment of the selected 25 percent of cases and without any further assessment forwarded their opinion about the rest of the student-teachers.”
The Team justly reported that the attitude of passivity on the part of teacher educators, hardly generating any educational thinking in the country, the lack of proper co-ordination between the school curriculum and the teacher education programme, no mention of the aims and objectives of teacher training in the syllabi of the training programme, and wide disparity in evaluation techniques-were some of the factors responsible for maintaining traditionality and status quo in the sphere of teacher education, and consequently in the whole school system.

A Department of Teacher Education was started by the National Institute of Education. Four Regional Colleges of Education were established during 1963-65 one each at Ajmer, Bhopal, Bhubaneswar and Mysore. These colleges aimed at integrating the two courses-general and professional. The University of Kurukshetra also introduced a four-year integrated course. A Center for Advanced Studies in Education was set up by the UGC in the Faculty of Education and Psychology in the M.S. University, Baroda. In the Seventh Conference of All India Association of Teachers Colleges held in June 1964, it was proposed to establish comprehensive colleges for bridging the gulf between primary and secondary teacher training.

Subsequently, the Government of India appointed the Education Commission (1964) under the chairmanship of Prof. D.S Kothari, the then Chairman, University Grants Commission to
advise the Government on the national pattern of education and on the general principles and policies for the development of education. This was the first Commission appointed by the Government of India which had in its purview all stages of education. The Commission submitted its report titled, ‘Education and National Development’ to the Minister for Education, Government of India in 1966. The report is divided in to three parts: the first part deals with general aspects of education reconstruction, common to all stages and sectors of education; The second part covers the different stages and sectors of education such as problems of expansion, curriculum, teaching methods, textbooks, guidance, evaluation, administration and supervision; and the third part deals with problems of Implementation including educational planning and administration and education finance.

The Commission examined the various aspects of teacher education in India and observed that a sound programme of professional education of teachers is essential for quality improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. The Commission gave its recommendations for teacher education under the following heads:

a) Removing the isolation of training institutions by bringing them into the direct stream of the academic light of the
universities and by building up close relations with the schools and between the training institutions preparing teachers for different levels;

b) Improving the quality of training programmes and training institutions;

c) Expanding training facilities;

d) Making adequate provision for the continuing professional education of all teachers; and

e) Creating appropriate agencies both at the Center and in the States for the maintenance of the standards of teacher education.

The Commission recommended that, on the whole, comprehensive programme of improvement is urgently needed in teacher education. It also suggested that some of the special programmes did need focused emphasis. These were the improvement programmes of training institutions of all levels, correspondence education, in-service education and the establishment of training institutions of larger size.

After receiving the report of the Education Commission (1964–66), the Government of India set up a Committee of Members of Parliament on Education (1967) under the chairmanship of Shri Ganga Sinha to consider the report and for preparing the draft of a statement on the National Policy on Education. The National Policy
Statement on Education (1968) as regards status, emoluments and education of teacher visualized as follows:

i. Of all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teacher, must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibility.

ii. Academic freedom of teachers to pursue and publish independent studies and research and to speak and write about significant national and international issues.

iii. Teacher education, particularly in-service education, should receive due emphasis.

In the year 1983, the National Commission on Teachers I, having its jurisdiction over the teachers of school stage, was set up under the chairmanship of Prof. D.P Chattopadhyaya. The salient observations of the Commission regarding training of teachers and integrated courses may be indicated as follows:
• Training of teachers demands urgent attention. A majority of our teachers’ colleges and training institutions are woefully inadequate in the context of changing needs of India today.

• The minimum requirement of any training programme is that it should enable a trainee to acquire basic skills and competencies of a good teacher such as the capacity to manage a class with pupils of varying abilities, to communicate ideas logically and with clarity, to use the technology available to make teaching effective, to organize educative experiences outside the class, to learn to work with the community and to help students do so.

• Teacher education is to be made relevant to the roles and responsibilities of the new teacher. The minimum length of training for a secondary teacher, in our judgement, should be five years, following the completion of class XII. During these five years, the course should be so structured as to enable both general and professional education to be pursued concurrently. Such an integrated programme, spread over five years, will give the much needed time and sustained intensity of experience to produce the kind of new teacher the country needs.

• Each state may make a beginning by introduction, during this plan period, of at least one four-year integrated college of education. Secondly, it may also be possible for some of the
existing colleges of science and arts to introduce an Education Department along with their other programmes, allowing for and a section of their students to opt for teacher education. This would help the utilization of the infrastructure now available in these colleges, thus avoiding initial capital costs. The integrated four-year curriculum for a degree in education should consist of two elements namely, general education and professional preparation.

The year 1985 was one of the significant years when a document entitled ‘Challenge of Education: A Policy Perspective’ was brought out for initiating the process of reviewing and reshaping education system to enable it to meet the challenges of the future and also improve its efficiency and quality. This document contained an overview of the state of education and pointed to the direction of the future initiatives. Teacher, teacher training and teacher education related different aspects and challenges were also discussed in this document which provided a base for a country-wide debate. The views expressed and suggestions made from different quarters were carefully studied and the National Policy on Education (1986) was adopted by the parliament in May 1986. This Policy has XII parts covering different aspects of education.

In May 1990, a Committee was set up under the chairmanship of Acharya Rama Murti to review the National Policy
on Education and to make recommendations for its modifications. The committee submitted its report in December 1990. Based on an in-depth review of the whole gamut of education and developments during the last few years and also in terms of experience in the implementation of the National Policy on Education, certain modifications were made in the year 1992. The content and process of teacher education in accordance with this review stood conceptualized as follows:

- Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education has to be overhauled.
- The new programmes of teacher education will emphasise on continuing education and the need for teachers to meet the thrusts envisaged in this policy.
- District Institutes of Education and Training (DIETs) will be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions will be phased out.
- Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National Council for
Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

When the Parliament discussed the National Policy of Education (1986) and, at that time, a promise was made by the Ministry of Human Resource Development that it would present a programme of action for the implementation of this policy. The Programme of Action (POA) means action which would be needed in order to implement the directions of the policy. In consonance with this commitment, the Ministry of Human Resource Development brought out a programme of Action in 1986 and a Revised one in 1992 in the light of the National Policy on Education 1986 and as modified in 1992 respectively.

National Knowledge Commission (2008) observed that the training of teachers was a major area of concern at present, since both pre-service and in-service training of school teachers was extremely inadequate and also poorly managed in most states. It further said that pre-service training needed to be improved and differently regulated in both public and private institutions, while systems for in-service training required expansion and major reform that allowed for greater flexibility.
1.4 TEACHER EDUCATION THRUSTS IN FIVE YEAR PLANS:

It may be appropriate here to trace the development of teacher education in the five year plans so as to highlight the focus of concern over the years since independence.

After achieving Independence, India adopted the planning process for its economic and social development through five year plans. The first Five Year Plan was formulated and its implementation was started during the financial year 1951-52. Education was included as one of the human social development components right from the First Plan. Teacher Education covering training of elementary and secondary level school teachers has been assigned due importance in the planning process of school education. Outlays were earmarked for teacher education related programmes over the different Five Year and Annual Plan Periods.

1.4.1 First Five Year Plan:

It was observed that the position of expansion of training facilities for teachers was highly unsatisfactory. A very large percentage of them were untrained. In 1949-50, the percentage of untrained teachers was 46.4 in secondary schools. For the purpose of educational reorganization, most of the trained teachers also required considerable retraining. Expansion of training facilities, therefore, deserved very high priority.
The scales of pay and conditions of service of teachers were generally very unsatisfactory to constitute a major cause of the low standards of teaching.

It may be observed that teachers’ training facilities expanded differently at different levels. While the number of trained teachers during the year increased by 54 percent in the case of secondary schools. It may be mentioned that a high percentage of development of training facilities at all levels was contemplated during the Plan period. But the existing facilities were so insufficient that this increase could not make much impression on the prevalent situation where a very high percentage of teachers belonged to untrained category. Thus, the percentage of untrained teachers in 1950-51 was 44 in the case of secondary schools. As a result of expansion of training facilities during the Plan period, the percentage of trained teachers was estimated to rise by 6 percent in the case of secondary teachers.

1.4.2 Second Five Year Plan:

Teacher is viewed as the pivot in the system of education. This was specially the case during the period of basic change and reorientation. There was general consensus that the teaching profession failed to attract a sufficient number of persons who adopt teaching as a vocation and that far too many persons work as teachers for short periods and then move on to other occupations. Improvement in the conditions of teachers was,
therefore, considered to be an important desideratum of progress in education. Measures, which were necessary, whether by way of better training or better salaries and conditions of service, were held back because of the large number of teachers involved. Thus, the number of teachers had risen from 7.3 lakhs before the first plan to 10.24 lakhs in 1955-56 and was expected to further increase to 13.56 lakhs in 1960-61. In the Second Plan, Rs. 17 crores were provided for increasing training facilities for teachers and, besides expanding existing institutions, it was proposed to establish 231 training schools and 30 training colleges. At the end of the Second Plan, it was expected that the proportion of trained teachers would increase to 68 per cent in secondary schools.

1.4.3 Third Five Year Plan:

It was targeted that by the end of the Third Plan, the number of training institutions would increase to 1424 and all of them would impart training on basic lines, the number of pupil teachers on roll being about 200,000 as compared to 135,000 in 1960-61.

1.4.4 Fourth Five Year Plan:

At the secondary stage, the number of teachers in 1968-69 was estimated at 0.525 million, of whom 0.381 million or 73% were trained. The training facilities available, at this stage, were considered adequate and could be easily expanded according to the perceived need. The correspondence courses organized by the Central Institute of Education, Delhi and the four Regional Colleges of Education
facilitated the process of speeding up the training of untrained teachers. The main programmes during the Fourth Plan addressed their concerns to improve standards of teacher education at this level and to organize a large number of in-service education programmes, especially for mathematics and science teachers. Funds were placed at the disposal of the University Grants Commission to improve physical facilities of the departments of education in universities and secondary training colleges and to upgrade the professional competence of the teacher educators working in them. These programmes were coordinated with those of the National Council of Educational Research and Training, State Institutes of Education and State Institutes of Science Education.

1.4.5 Fifth Five Year Plan:

It may be noted that the plan outlays for education during the first three years of the plan had been somewhat modest because of the economic constraints but the growth in the total governmental expenditure on education, both plan and non-plan, must be considered substantial. In addition to the expansion of educational facilities, provision could also be made for curricular re-orientation, work experience and strengthening of educational institutions for teachers.

Under the 20-Point Socio-Economic Programmes, three components namely, provision of books and stationery to students at cheaper rates, supply of essential commodities to hostel
students at subsidized prices and expansion of apprenticeship training programmes were undertaken. The capacity of the textbook printing presses was enhanced, book banks continued to be established in educational institutions and the coverage of apprenticeship scheme was expanded.

1.4.6 Sixth Five Year Plan:

It was proposed to emphasize and to allocate adequate funds for several programmes of qualitative improvement such as introduction of socially useful productive work, curricular reform so as to link education to the environment and to make it relevant and interesting to children, relating school vacations to climate and agricultural conditions, provision of equipment and provision of cheap but effectively useful buildings constructed, as far as possible, out of materials by local communities, improvement in the quality of school books, adoption of dynamic methods of teaching and evaluation, emphasis on better teaching of the basic subjects of language, arithmetic and science, creation of scientific awareness and inculcating scientific attitude, better pre-service and in-service education of teachers and improvement of supervision.

1.4.7 Seventh Five Year Plan:

The major concern during the period was that the training of teachers should comprise, apart from pedagogy, the use of mass media, science and technology, planning and curriculum design for local environment-based courses, mobilization and use of
community resources and other relevant subjects. A special emphasis was required to be laid on teaching methods and other measures particularly needed for first generation learners and for reducing the number of drop-outs. Teacher training institutions were to be developed and strengthened accordingly.

Facilities were contemplated to be created for the training of additional teachers required during the Seventh Plan period. There was as yet no adequate infrastructure in the country for the training of teachers in non-formal and early childhood education. Training of such teachers was thought to be organized by suitably strengthening the existing teacher training centers.

Considering the number involved (over 2.5 million teachers), institutionalized in-service education of teachers was difficult to manage not only due to the huge costs involved but also due to lack of facilities for training. It was, therefore, necessary to think of a variety of training arrangements. Among other, these included:

(a) In-service education by utilizing the mass media, as was done during SITE;

(b) Adoption of schools of lower levels of education by institutions of higher levels for upgrading of teacher competencies;

(c) Despatch of teacher guidance notes by training schools;
(d) Publication of bulletins informing teachers of new developments; and

(e) Use of correspondence course materials supported by occasional contact.

It was suggested that one of the essential conditions for continuous improvement in the quality of secondary education is an effective system of in-service training of teachers. The existing facilities had to be assessed, additional requirements indented and steps taken to meet them. The opportunity provided by the new communication technology was to be explored for this purpose. Here again, special attention was to be paid to the development of requisite software. Training of personnel required for effective use of modern communication technology and computers in education was envisaged to be given very high priority.

1.4.8 Eighth Five Year Plan:

During this period, an important development took place. It was articulated that statutory status be accorded to the National Council for Teacher Education (NCTE) to lay down and maintain standards in institutions and courses of secondary teacher education; the schemes of, STEIs and IASEs be continued and their coverage expanded with a view to strengthening institutional infrastructure and programmes of teacher education and suitable measure for selection and professional development of staff in IASEs be undertaken. It was projected that a large number of
teachers were to be covered through in service programmes, both institutional and distance education, and reputed professional organizations were to be encouraged to conduct in-service and refresher courses for teachers. Open universities at the national and State level were to be encouraged to introduce induction teacher training courses to supplement efforts of the existing training institutions. The bulk of seats in teachers’ training colleges were to be reserved for rural women.

1.4.9 Ninth Five Year Plan:

It was observed that number of teachers working in elementary and secondary schools recorded a six-fold increase from 7.5 lakhs in 1951 to 45.28 lakhs in 1966, with female teachers constituting 34.3 percent of the total number in 1966. The budgeted expenditure on education had recorded an increase from Rs. 644.6 crores in 1951-52 to Rs. 36,529.29 crores in 1996-97.

It was set forth that during the plan period the draft curriculum framework developed by the National Council for Teacher Education (NCTE) be finalized and made the basis for curriculum change in institutions for teacher education. The assumption was that it would help improve the quality of teacher education programmes.
The process of strengthening Teacher Education Programmes be given further impetus by upgrading the physical and academic infrastructures of:

- National Council for Teacher Education (NCTE)
- Departments of Education in Universities;
- State Councils of Education Research and Training (SCERTs);
- Colleges of Teacher Education (CTEs);
- Institutes of Advanced Study in Education (IASEs);
- Block Resource Centers / Cluster Resource Center (on a pilot basis).

To supplement the efforts to improve school effectiveness, an institutional mechanism was to be put in place to provide on-the-spot counseling and guidance to teachers located in remote areas. This was thought to be in the form of mobile teams of resource persons (MTRPs). Logistic arrangements were to be location-specific, based upon felt needs and environment.

1.4.10 Tenth Five Year Plan:

The Tenth Five Year Plan (2002-07), besides addressing the issue of quality, placed an exclusive emphasis on teacher education. For professional development of teachers, the focus given has been on:

- Enhancing pre-service training facilities in selected districts where the present capacity is not adequate;
Extending the provision of pre-primary teacher training by strengthening existing institutions that provide, or are willing to provide, pre-service education for the pre-primary stage;

Development of courses for in-service education of teachers that may carry credits and linking these to promotions and benefits.

Speedy completion of CTE/IASE projects sanctioned but not completed up to the end of the IX Plan period;

Making CTEs, IASEs sanctioned up to the Ninth Plan period optimally functional and operational;

Sanction and implementation of fresh CTE/IASE projects to the extent necessary.

1.4.11 Eleventh Five Year Plan:

In the process of formulation of 11th plan, a number of working groups, Steering Committees and Task Forces were set up for going into details of policies, plans and programmes of different sectors and to make recommendations on various policy matters. For teacher education, the relevant Working Group Report has recommended that the 11th Plan lays stress on:

Working out an integrated perspective in respect of teacher education system that links Early Childhood Care and Education, Elementary Education, Secondary
and Higher Education with teacher education at every level;

- Teacher education has to be inter-disciplinary in terms of institutional structures;
- Teacher education has to enable teachers to reconstruct the view of knowledge in various disciplines along with developing a critical understanding of curriculum and pedagogy;
- Teacher education has to emphasize the social, cultural, economic and political content of children;
- Continuous professional development of teachers;
- Filling systemic gaps.

1.5 **NATIONAL COUNCIL FOR TEACHER EDUCATION:**

It was realized by the Indian Education Commission (1964-66) that the existing system of teacher education is a traditional one and is quite away from the actualities of schools. To raise the standards of teacher education in the whole country, the concept of establishment of NCTE was suggested. The Central Advisory Board of Education in its meeting held in 1972 approved this suggestion of the Indian Education Commission. Consequently, the establishment of the council was introduced to the field of Teacher Education as an actioned body in the fifth plan.

1.5.1 **Main functions of NCTE:**

1.5.1.1 **To provide essential facilities:**
Our Teacher Education Institutions are facing serious problems of lack of various physical facilities like libraries, laboratories, modern equipment and building. Some private institutions are even facing financial problems to provide minimum facilities. The council established the norm and standards for these institutions.

1.5.1.2 Supply of Trained Teachers:

The availability of Teachers in states over the country is unbalanced. In some states the number of unemployed teachers is in abundance while in some other states there is dearth of well qualified teachers. NCTE is helping in keeping a balance by supplying the Trained Teachers in accordance with the requirements of the states.

1.5.1.3 Qualifications for Teachers:

NCTE can play a vital role in removing the disparities regarding the essential qualifications for teacher educators prevailing in different states over the country.

1.5.1.4 Expansion of Education:

The country is planning in terms of universalization of elementary education and to bring revolutionary changes in the field of secondary education.

In the year 1973 NCTE was established with the help of University Grants Commission (UGC), National Council of Educational Research and Training (NCERT) and Ministry of
Education. It was set up as an advisory body to advise Government of India, State Governments and universities regarding all matters concerning teacher education. The NCTE opened a new era in teacher education and provided opportunities for the proper development of teacher education. Since the quality of education depends on the ability and Professional Commitment of teachers. The first meeting of NCTE was held in Delhi on December 21, 1973 with Prof. Nurul Hasan as the chairperson. This council was set-up in the following groups with eminent teacher educators:

(i) A working group to report on the present status of teacher educators in the country.

(ii) Standing Committee on Elementary Teacher Education, Secondary Teacher Education, Higher Education and Primary School Teacher Education.

(iii) Technical, vocational and work experience education.

(iv) In-service education.

(v) Standards in teacher education.

(vi) Steering Committee to coordinate the work of all standing committees and to highlight the problems which need the attention of NCTE.

The working group considered at length various aspects of teacher education related to its modernization and revitalization, particularly with reference to implications of the new school curriculum, educational values, education of the handicapped,
Some salient recommendations of the working group were:

(i) Physical facilities and methods of organizing the academic programmes in each teacher training institution are to be provided.

(ii) Additional financial inputs to fifty selected teacher training institutions with higher level courses for pre-service and in-service trainees made available through central assistance in order to enable them to offer courses of study in the areas like special education, educational technology and computer education with full facilities for practical training in the institutions.

(iii) A national accrediting agency for teacher education with statutory powers to be established to control the standards of teacher education.

(iv) The teacher education course to be accomplished with a period of internship.

(v) The number of teachers to be trained should be fixed by the state Government on the basis of actual requirement subject wise and level-wise for the state.
(vi) Admission to teacher training institution in a state should be made on the basis of an entrance test given by a state level agency.

(vii) The pace setting teacher education institutions may be developed as comprehensive colleges of education to provide teacher education at all levels, namely preschool, elementary, and secondary and higher education. In the due course these may be further developed as autonomous colleges of education.

(viii) Every teacher is to be oriented in education values theoretically by a course on teacher and education in the emerging Indian society and practically by organizing suitable activities in the teacher education programme.

(ix) All organized educational institutions will be expected to employ teachers holding degrees which are accredited by the NCTE or by the universities which will offer teacher education courses in conformity with the guidelines provided by NCTE

(x) Relevance of the curriculum to the personal and social needs of children and school and also relevant to Indian conditions.

(xi) Interdisciplinary and integrated approaches to teacher education.

(xii) Teacher education to be task-oriented and performance based.
Provisions and scope for further experiments, innovations and research for the development of teacher education.

The framework of teacher education curriculum (1978) was given to NCTE for preparation, but it was not able to guide the system of teacher education to meet the emerging challenges. Some of the difficulties were inherent in its constitution.

The teacher education curriculum was reframed in 1988 in the light of new education policy (1986) but if the teacher has to perform a key role as the change agent, there is a need to orient the existing educational administration. The organizational pattern initiated by National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) to drive maximum benefits in terms of the effectiveness from limited sources has set-up an infrastructure but many other tasks cannot be performed in a state of disorder. Education needs to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose and freedom essential for innovation and creativity. The process of discipline, decentralization, participation, functional autonomy, accountability and vision of the future are of utmost important.

After such discussion, meeting and decisions in 1995 NCTE was conferred a statutory status with autonomy and accreditation powers. It has been established under the National Council for teacher education Act, 1993 as a statutory body with effect from
August 17, 1995 with the objectives of achieving planned and co-ordinated development of teacher education system, regulating and proper maintenance of norms and standard of teacher education and for matters connected there with. As per provision of the act four regional committees for northern, southern, eastern and western regions have been set-up at Jaipur, Bangalore, Bhubaneshwar and Bhopal respectively. These committees consider the application of institutions of teacher education for recognition/ permission in accordance with the provision of the NCTE Act.

After being conferred a statutory status, this placed a high expectation and demand on NCTE. The council consists of the following members:

1. One chairman.
2. One vice-chairman.
3. One member secretary.
4. Secretary from central govt. ex-officio.
5. Chairman UGC ex-officio.
6. Director NCERT (National Council of Educational Research and Training)
7. Director NIEPA (National Institute of Educational Planning and Administration.)
8. The adviser (education), planning commission ex-officio.
9. Chairman, CBSE ex-officio.
10. Financial adviser to govt. of India (education) ex-officio.
11. Member secretary – AICTE ex-officio.
12. Chairpersons of all regional committees ex-officio.
13. Thirteen persons from (a) Dean of education faculties and Professors of education from universities; (b) Experts in secondary teacher education; (c) Experts in pre-primary and primary teacher education; (d) Experts in Non-formal education and adult education; (e) Experts in the field of natural sciences, social science, linguistics, vocational education, work experience, educational technology and special education by rotation.
14. Nine members from state and UT’s.
15. Three members from the Parliament.
16. Three members from primary, secondary and recognized institutions. The NCTE started functioning as statutory body from August, 1995. As per NCTE Act, the functions of council are as follows:

   a) Undertake surveys and studies relating to various aspects of teacher education and publish the results there of.

   b) Make recommendations to the central and state governments, universities, UGC and recognized institutions in the matter of preparing suitable plans and Programmes in the field of teacher education.
c) Coordinate and monitor teacher education and its development in the country.

d) Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions.

e) Lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission there of and the method of selection of candidates, duration of the course, course contents and mode of curriculum.

f) Lay down guidelines for compliance by recognized institutions, for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualifications.

g) Lay down standards in respect of examinations leading to teacher education qualification criteria for admission to such examinations and schemes of courses or training.

h) Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions.

i) Promote and conduct innovation and research in various areas of teacher education and disseminate the results there of.

j) Examine and review periodically the implementation of the norms, guidelines and standards laid down by the
council and to suitably advise the recognized institutions.

k) Evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions.

l) Formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher development programmes.

m) Take all necessary steps to prevent Commercialization of teacher education.

n) Perform such other functions as may be entrusted to it by the central government.

o) Conduct inspection to ascertain the functioning of the institutions and communicate the views there of.

As part of its responsibility, NCTE has developed norms for teacher education programmes at secondary, elementary and pre-primary stages. These norms are milestones in ensuring qualitative improvement of teacher education various aspects on which qualitative improvement have already started taking shape are as follows:

1.5.3 Minimum Number of Training Days:

A large number of teacher education institutions have been functioning only for 2 to 3 months in an academic year. Authorities did not express concern about such drastic cut in number of
working days. NCTE has stipulated number of working days for various stages of teacher education.

1.5.4 Essential Qualifications of Teacher Educators:

There is much variation in essential qualifications of teacher educators working in teacher training institutions. NCTE specifies the qualifications of teacher educators.

1.5.5 Training in Physical Education:

Training in Physical Education is an essential component of teacher training. In a large number of teacher training institutions, practical training in physical education does not take place. Physical education theory is taught by lecturers in education / teacher educators. The DIETS and regional institutes of education of NCERT have posts of Lecturers / Instructors in Physical Education. But such posts do not exist in majority of teacher training institutions. NCTE norms stipulate posting of a full time / part time teacher educator of rank of Trained Graduate Teacher (TGT) / Post Graduate Teacher (PGT) for pre-Primary, of rank of PGT for elementary and of the rank of lecturer for secondary stages of teacher education.

1.5.6 Training in Art and Music:

NCTE norms stipulate post of instructor in Art & Music.

1.5.7 Qualitative improvement in Curriculum:

Teacher training institutions of different stages vary much in details of curriculum transaction. Prescription of certain essential
standards by NCTE shall lead to improvement in quality of teacher training programmes that lag behind the desired pattern.

1.5.8 Specification of Funds for Curricular Programmes:

NCTE specifies the financial pattern for various curricular programmes.

1.5.9 The Academic Programmes:

For in-service education of teachers NCTE organizes workshops, seminars, conferences, study groups etc. in various regions of the country. It conducts orientation programmes in microteaching and core teaching skills etc. and prepares textual materials.

NCTE with its regulatory authority given to it by its Act has, to a very substantial extent, played its role very effectively in stopping the commercialization in teacher education. There was an unplanned proliferation of teacher education system in the country which had an adverse impact on the quality of teacher education. NCTE took various initiatives in de-recognizing them and many such institutions were closed down. In order to promote quality concerns, NCTE has developed norms and standards.

It may be added that by laying down these norms and standards, NCTE has been trying to bring in some sort of uniformity in the eligibility criteria for admission in respect of all these teacher education programmes and thereby streamlining the admission criteria in the country.
NCTE had reviewed the teacher education curriculum in 1998. In 2006 again it has brought out a curriculum frame work for teacher education, which is being discussed and debated in various universities of the country to frame new curriculum of B.Ed. and M.Ed. courses.

1.6 RESULTS AND DISCUSSION:

The study of policy perspectives in secondary teacher education has led to some significant results about the Government’s policy after independence and its impact on the growth and development of secondary teacher education in the country in general which have been discussed below:

The development of teacher education in India is indicative of the fact that the need for training of teachers for secondary level came to be recognized much later in time, and that too not fully. For a long time the belief continued that anyone having knowledge of the subject matter would be fit to teach it at the secondary level. The hang-over of this belief continues even today despite convincing research results that ability to impart knowledge is different from possession of knowledge and the two do not necessarily go together. It is only now that this fact is gradually being accepted and recognized for determining the criteria for admission to training colleges.

In the pre-Independence period although some efforts to train the secondary teachers were done by the Danish Missionaries and
the British Government and the training colleges were started at Hooghly, Dacca, Gauhati, Calcutta, Madras, Bombay, Poona, Ahmedabad, Dharwar, Karachi, Allahabad, Jabalpur, Kurseong, Lahore, Rajahmundry, Sailkot, Mysore and New Delhi, etc. But all these training colleges were started in the big cities. No training college was established in small towns and rural areas of the country. A large number of trained teachers were required to teach the masses at the time of Independence, but the number of teachers getting training in the teacher education institutions was very small. Thus the proportion of untrained teachers at the time of Independence was very large.

After Independence Government of India took many steps to ease the situation. New training colleges were started and many commissions and committees were appointed by the Government to streamline and spread the secondary teacher education throughout the country. Establishment of NCERT (1961), its three Regional Colleges of Education (1963) at Ajmer, Bhubaneshwar and Mysore and NCTE (1973) have been the pillars of development of secondary teacher education in the country. Further the establishments of departments of education in various universities of the country also helped to spread the secondary teacher education.

The recommendations made by various commissions and committees regarding secondary teacher education, from time to time, were implemented by the Government of India. It was realized by the Government India that in
order to increase the literacy rate and universalize school education, trained teachers were required in a large number. Thus after Independence in order to provide secondary teacher education a number of public institutions were established by the central as well as the state governments.

Various five year plans also laid stress on teacher education in the country. Outlays were earmarked for teacher education related programmes over different five year and annual plan periods. As a result of expansion of training facilities during the first five year plan the percentage of trained teachers was estimated to rise by 6 percent in the case of secondary teachers. During the second five year plan period 30 training colleges were established and the proportion of trained teachers increased to 68 percent in the secondary schools. The third as well as the fourth five year plans also witnessed the increase in percentage of trained teachers. Fifth and sixth plans provided sufficient funds for the teacher training institutions whereas seventh five year plan helped in the development and strengthening of secondary teacher education in a big way as the use of mass media and science and technology was stressed to be used for training of teachers. Eighth five year plan witnessed an important development in the form of the statutory status given to the NCTE. It was also recommended that bulk of seats in teachers’ training colleges were to be reserved for rural women. Ninth plan gave impetus to the process of strengthening teacher education programme by upgrading the physical and academic infrastructure of NCTE, Departments of Education in the Universities, SCERTs, CTEs and IASEs. Tenth plan also, besides addressing the issue of quality, placed an exclusive emphasis on teacher education. Eleventh plan working group on teacher education recommended that teacher education had to emphasize the social, cultural, economic and political content of children.
As envisaged in the National Policy on Education (NPE), 1986 and its Programme of Action (PoA), a centrally sponsored scheme of restructuring and reorganization of teacher education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of secondary school teachers and for provision of academic resource support to secondary schools. It was really a good scheme which boosted the development of secondary teacher education in the country. Since it included among its components: the setting up of colleges of teacher education (CTEs) and institutes of advanced study in Education (IASE) and strengthening of the SCERTS. The revision of this scheme under the tenth plan also contributed a lot towards development of secondary teacher education in the country.

The establishment of NCTE in 1973 in the country has been a milestone in the journey of development of teacher education in India. In the year 1995 NCTE was conferred a statutory status with autonomy and accreditation powers. As per the provision of the NCTE Act 1993, Four Regional Committees for Northern, Southern, Eastern and Western Regions have also been set up at Jaipur, Bangalore, Bhubaneshwar and Bhopal respectively. NCTE has played a very significant role as a regulatory authority in the development of secondary teacher education in the country as it has undertaken many surveys and studies relating to various aspects of teacher education and has also laid down Standards and Norms for the Establishment and Organization of Secondary Teacher Education Institutions including the guidelines in respect of minimum qualifications of teacher educators and principals, admission procedure and examinations, fees to be charged, performance appraisal system and norms and mechanisms for enforcing accountability on recognized institutions.
But after the adoption of neo-liberal policies by the Government of India in the early nineties private participation in higher education sector has continuously increased. It has also affected secondary teacher education, and a large number private self-financed secondary teacher education institutions have mushroomed throughout the country with profit motive. This has further lead to many malpractices and commercialization of secondary teacher education.

**Thus, summing up** we can say that sudden and continuous increase in the number of training institutions after independence can be explained by the fact that more and more schools were being opened to cope with the increasing number of children wanting to go to schools. Enforcement of compulsory education laws increased school population considerably, but the desire for more and higher education contributed in its own way to explosion of school population, necessitating more schools, more teachers, and more training colleges to prepare them. Attempt to clear the back-log of untrained teachers also contributed a great deal to the increase of seats in training institutions. All this led to a haphazard, unsystematic and unbalanced growth in training institutions, with no consideration for national, regional and local societal needs. Moreover it also led to the introduction of private initiative in the field of teacher education on a large scale. Training colleges tended to be isolated from the community, and remained exclusive in nature. The quality of training in self-financed institutions has also not been up to the mark.