"We live in a revolutionary period of History. All our values, all our ways of existence are being challenged. Upon the choice we and our children make, a fateful future hangs. How can we equip those children to choose wisely, and then to act with effective intelligence? It is evident that we be clear as to our basic values .... and that we must understand the social facts of our time. Then we must obtain schools in which our children can learn those values, to deal with those facts. But, if this is to be done, teachers who can create such schools must be produced. This is the task of Teacher Education."

-"Teachers for Our Times".
CONTENTS

1. Introduction

2. A brief outline of the development of Teacher Education Programmes in U.K., U.S.A. and India

3. Some significant factors affecting the growth of Teacher Education in U.K., U.S.A., and India.

4. The beginning of major reforms in Teacher Education Programmes.

5. Observations.
1. Introduction

The product of an educational system should largely depend upon its efficiency of teachers. However, enlightened aims, however costly and up-to-date the equipment, however efficient the administration, the value to the pupils is determined by the teachers. There is, therefore, no more important than that of having a sufficient supply of the right kind of persons to the profession, providing them with the best possible training, and ensuring to them a status and respect them greatly by giving them proper salaries keeping in mind the importance and responsibility of their work. In this regard, the Fourth Commonwealth Education Conference felt that,

"The efficiency of an educational system is based to a very great degree on the quality of its teachers and this in turn is determined by the adequacy of the system of teacher training, including in-service training."

Country's citizenship primarily depends on the quality of teachers. The teacher not only transmits the culture but also improves the social background of the people of the country. The importance and education of the teacher

could be reduced only at one's country's risk.

If education is identified with instruction in the elements of reading, writing, and arithmetic, then a good teacher is obviously one who goes out of the training colleges with a full bag of facts, and the 'techniques' for imparting these with the maximum of skill and efficiency. Such was the ideal till the beginning of the country.

But in recent times, education has come to mean much more than mere instruction. It is now believed as the sum-total process of helping a child to grow to full maturity of body, mind, and spirit, in and through the life of the community, in order that he may be able to play a full and creative part as a member of the society in which he leaves.

2. A brief outline of the development of Teacher Education Programmes in U.K., U.S.A. and India

It is rightly said by Vernon Mallinson,

"He who would educate others must himself be educated, and have a broad background of general cultural training, for it is only the teacher who has himself enjoyed a broad liberal education who can hope to avoid the pitfalls of routine pedestrianism and show resourcefulness and enterprise in his work." 2

He stresses the need that teachers must be educated and must show resourcefulness and initiative in their work. This is possible only if they are properly trained in training colleges. The teacher has to do the act of teaching pupils. At times, it may happen that they are not properly trained for the assignment which they have to do when they take the professional responsibility. So in this context, it would be worthwhile to have a look at the teacher education programmes in the countries under study i.e. the United Kingdom, the United States of America and India. It will be interesting to know how the teacher education programmes have been developed in the United Kingdom.

The United Kingdom:

The teacher is not merely a neutral observer of the child's growth and development but the part he plays is a much more positive one. He plays the major role not only in instructing the child but also in shaping his attitudes, habits and ideals. In this sense, teachers are the makers of to-morrow. It would be worthwhile to quote the old Chinese proverb:

"If you wish to plan for one year, plant corn,
If you wish to plan for ten years, plant trees,
If you wish to plan for a hundred years, plant men."

A rapid survey of the training of teachers in the United Kingdom till the present day will, perhaps, best reveal how long drawn-out, and how slow has been the process of training given to them.

The first institution for the training of teachers in the United Kingdom was established towards the end of the eighteenth Century i.e. 1798. But organised training of school teachers did not begin in U.K. until the nineteenth Century. Joseph Lancaster, one of the two creators of the 'monitorial method' of schooling, was responsible for the attempt. He started a residential annexe for monitors in his school in South London.

Soon after starting his training annexe, Lancaster invented the Teacher's Certificate. He advised the public in a book which he published in 1808, "to consider no person practically qualified to teach (on the 'British' plan) who have not a certificate from J. Lancaster of their having been under his care." 4

This initiative of Lancaster might have stimulated the Rev. Dr. Andrew Bell, the other founder of the monitorial system to start training teachers around 1810, he

launched two pilot projects in London.

The main difference between these two monitorial systems lay in the religious education provided. Bell's was Anglican while Lancaster's was undenominational. The primary purpose of starting these schools was training teachers for elementary schools.

In 1814, the British Society got complaints that the scholastic standards of their trained teachers were very low. Therefore, an investigatory sub-committee on school masters' was appointed. The report was very shocking and it said frankly that the training of the Society was very defective. It did not teach students anything beyond the general routine of school-training for children. The sub-committee recommended that students should get,

"firstly, a knowledge of English grammar sufficient to qualify them to speak and write their own language with correctness and propriety; Secondly, the improvement of their handwriting; thirdly, geography and history, and in addition, when time and other circumstances will admit .... other useful branches."  

It recommended the British Society that the curriculum for training teachers should consist of English Grammar emphasising correctness in speech and writing, history and geography. It emphasised the constant practice of

writing with a view to improving the students' handwriting. Over and above these subjects, it left to the discretion of the British Society to make provision for other useful branches of knowledge.

So by 1814, there emerged the outline of today's college of education programme: an academic entry qualification, a concurrent course of general education and professional training, a final examination, and a probationary period of teaching, as a result of which, the student is awarded a Teacher's Certificate.

There were as yet no training colleges, but only schools at which training took place. The starting of training colleges was greatly accelerated in 1839, when the Government's new Committee of the Privy Council on Education announced that it intended to establish a State Normal School (i.e. training college) at which religious instruction would be available.

In 1846, Kay-Shuttleworth established a pattern of recruitment to elementary school teaching which persisted for over sixty years. Promising elementary school pupils aged thirteen and upwards were apprenticed for five years to head teachers. "They taught throughout the school day, and were educated before and/or after school, by their heads for not less than 7½ hours per week. They were
examined annually by His Majesty's Inspectors. 6

The Education Act of 1902 sanctioned the provision of training colleges by statutory bodies. From August, 1907, no training college student would be admitted to a degree course unless he had achieved a standard somewhat higher than expected in the existing Matriculation examinations in the compulsory subjects namely English, mathematics, history and geography.

In 1917, the Board of Education made a start on filling the gaps by launching the first of several 'emergency' training schemes for teachers. It was confined to distabled ex-service men. As there was no reduction in the duration of training, more people did not join these schemes.

In 1923, the Board of Education appointed a Departmental Committee to review the arrangements for the training of teachers for public Elementary Schools. The Committee submitted its report in 1925. Though, the Committee divided in opinion on many matters, it agreed on recommendations which laid the foundation for today's organisation of teacher education. The main recommendations were:

6. Ibid., p. 15
(i) All intending teachers should stay at school until the age of 18 and take at least the School Certificate before entering training college.

(ii) Only trained teachers should be accepted for service in public elementary schools.

(iii) The training colleges and the universities should jointly take over from the Board of Education the examination for the Teacher's Certificate."

Before the Act of 1944, the arrangements and system of teacher training were voluntary and independent. Most of them were either related to a Church or a religious organisation. The training was taken by the student to serve people.

A committee under the Chairmanship of Lord McNair, the Vice-Chancellor of Liverpool University was appointed in March 1942. The terms of reference were

"to investigate the present system of supply and the methods of recruitment and training of teachers and youth leaders and to report what principles should guide the Board in these matters in the future."8

The terms of reference were very wide, and the committee took large advantage of this. The McNair Report affirms that

"It is as important for the teacher to be well

educated as it is for the doctor or lawyer. He who would educate must himself be educated. But this does not mean that there is one thing called 'education' and another inferior thing called 'training'. It is true that this conception of training held sway during the greater part of the nineteenth century. The teachers of the 'Children of the poor' were not expected to be, and for the most part were not, educated persons. Training was, therefore, regarded as some process which had to be applied to young people so that, by conducting the narrow instruction required of them, they should be able to hold their own in the schools. But practices arising from the social and educational conditions of the nineteenth century are proving increasingly unsuitable to those of the present time. Training is no longer a matter of giving the intellectually undernourished some 'tricks of the trade'; it is the enlightenment of reasonably cultured young people about the principles underlying their profession which, incidentally, includes much more than teaching .... Training is that part of education of a student which emphasizes that he is preparing himself for a particular profession. 9

The Committee emphasized that the teacher should be well educated. It felt that the distinction which is prevalent now-a-days between education and training should be abolished and training should not be understood as 'tricks of the trade'.

There were two types of teacher training institutions before 1945. First, and the older, consisted of the training colleges, which exhibited much diversity of

---

programme and sponsorship. Candidates had to be eighteen years of age and graduates of a satisfactory secondary school course. The training course lasted two years and prepared teachers mainly for the elementary schools. The second type of training institution was the university training department, which provided a one-year course of professional training for students who had already spent three or four years obtaining a regular university degree.

The McNair Report recommended a three-year certificate course for intending teachers after General Certificate Examination instead of a two-year course. This recommendation came into operation beginning 1960 i.e. after 16 years of the publication of the Report. It is not simply adding a year to the training. The Report gives three reasons for lengthening the course of training from two to three years. (i) The schools need better educated men and women. (ii) Students in general have not, by the age of twenty, reached sufficient maturity to become teachers; and (iii) a longer time ought, during training, to be spent in contact with, and teaching in, schools.

The Robbins Report - 1963 recommended that the students who are found to possess the capacity should be allowed, if they wish, to take a course of study that leads, after four years, to the degree of B.Ed. Robbins recommended
that the four-year course leading to the award of B.Ed. will contain two qualifications, the Certificate: at the end of the third year; and the degree; thus, equating with the traditional graduate route to Qualified Teacher Status of a degree and a Professional qualification.

People who have qualifications in Arts, Science and Commerce cannot transfer to a B.Ed. degree. If they wish to seek professional training they take a one-year post-graduate course and are awarded the post-graduate Certificate of Education. The first batch of the four-year course as suggested by Robbins Committee came out in 1968.

A Committee under the Chairmanship of Lord James was appointed to review the teacher education programmes of the country. The Committee submitted its report in January 1972.

The Committee recommended three cycles in the teacher education programme. Cycle one is personal education; the second, pre-service training and induction; the third, in-service education and training. The Committee explained why the term 'cycle' has been used and not the 'stage'.

"The unfamiliar term 'cycles' has been deliberately chosen for these stages, in order to emphasise that this is a new concept, not to be confused with..."
the 'parts' of some existing courses of study (for example, for certain degrees)."10

The table IV.1 will show the number of colleges and providing bodies between 1921 and 1968.

Table IV.1*

Number of Colleges and Providing Bodies

<table>
<thead>
<tr>
<th>Year</th>
<th>Local Authority</th>
<th>Church of England</th>
<th>Roman Catholic</th>
<th>Other UDE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>22</td>
<td>30</td>
<td>8</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>1928</td>
<td>22</td>
<td>29</td>
<td>8</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>1938</td>
<td>21</td>
<td>29</td>
<td>8</td>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>1948</td>
<td>40</td>
<td>25</td>
<td>11</td>
<td>14</td>
<td>90</td>
</tr>
<tr>
<td>1968</td>
<td>113</td>
<td>27</td>
<td>17</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>1973</td>
<td>92</td>
<td>27</td>
<td>15</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>


** This data is taken from a letter from S. Hewett, Secretary, Association of Teachers in Colleges and Departments of Education, London, to the investigator. Dated 27.6.1973. Vide Appendix A1.

Between 1902 and 1921, twenty-one local education authority training colleges were set up, against no increase in the number of those controlled by the Church of

England or the Free Churches, five new colleges provided by the Roman Catholics and one by an undenominational body. By 1938, only two additional colleges had been created, but within the next ten years their number had increased to forty and by 1968, there were one hundred and thirteen colleges of this kind. In contrast, the number of Church of England institutions remained practically the same throughout this period, as can be seen in the table IV.1. It can also be seen from table IV.1 that the number of colleges run by the local authority has become less while the number of colleges run by the other providing bodies practically remained the same.

The University Department of Education:

Many of these departments first came into existence between 1890 and 1900 as day training colleges meant for the preparation of teachers for elementary schools. Sometimes, these departments provided added facilities for degree studies within the University itself. They played an important role in the development of the modern universities in the U.K. These departments assumed the postgraduate training functions after the Education Act of 1902. This act created an additional demand for trained secondary teachers. According to William Taylor,

"By 1912, eighteen institutions had been approved for this purpose, including nine university
departments and eight training colleges. Four other University institutions were at that date providing secondary training ... but were as yet no recognized or certified as efficient under the regulations of the Board of Education for the training of teachers for secondary schools." 11

After 1944, the post-primary education was upgraded to secondary status. As a result of which, the distinction between institutions providing training for elementary and secondary teaching respectively began to disappear.

At the present time, all the universities that were established up to 1950, have departments of education. Only one or two offer a course that runs concurrently with the undergraduates' degree course. Of the newer universities - York, Sussex, Essex, East Anglia, Lancaster, Warwick and Kent - not all have yet established such departments. In 1968 and 1973, there were 28 such departments.

The table IV.2 will give the number of students who went to colleges of education and university Departments of Education.

It will be seen from the table IV.2 that there are more women who are intending to join this profession. The year 1970 is important because the number has gone

considerably low in comparison to the number of students in 1968.

Table IV.2 *

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>9,599</td>
<td>25,633</td>
<td>35,232</td>
</tr>
<tr>
<td>1969</td>
<td>9,399</td>
<td>25,326</td>
<td>34,725</td>
</tr>
<tr>
<td>1970</td>
<td>9,043</td>
<td>25,067</td>
<td>34,110</td>
</tr>
<tr>
<td>1971</td>
<td>9,895</td>
<td>25,820</td>
<td>35,715</td>
</tr>
<tr>
<td>1972</td>
<td>9,673</td>
<td>25,288</td>
<td>34,961</td>
</tr>
</tbody>
</table>

* This data is taken from D.C.A. Bradshaw, from his letter to the investigator dated 9.3.1973, Vide Appendix A5

The United States of America:

Teaching was considered neither to be an art nor a recognised profession in the U.S.A. in the early part of the nineteenth century. It was believed by the people during those days that one who knew a subject very well, was capable enough to teach it. Only those persons who were men of character and were ready to accept the minimum salary for work accepted the job of teaching. The natural inference from this was that men of learning and higher intelligence were not much enthusiastic for going in teaching. Those who were not very superior in ability and
capacity came to the profession of teaching. People's attitude towards teaching did not attract the educated persons to the profession.

In the course of time, the attitude of the people underwent a gradual change. They realised that knowledge of a particular subject was not enough to recommend a person for a teacher's job. It should be remembered that the generation of Horace Mann, one of the pioneers of professional teacher education, took it for granted that these matters should be in the hands of the educated laymen of the community, in short, in the hands of Mann himself, who had studied mental and moral philosophy and the classics - including educational ones.

It implies that a person who wanted to be a teacher should also possess some special qualifications for the job. As a result of this type of thinking of the people, training schools for teachers were set up. The first normal school was established, in Lexington in the State of Massachusetts in 1839. By 1850, most of the New England States had established similar institutions, and by the end of the century, every State in the Union had at least one such normal school.

The State of Illinois established the State Normal University in 1857. This University was started with the
main object of taking up the teacher's training programme to a higher or college stage, and to prepare teachers for primary as well as secondary schools. Some changes in the courses were introduced by the normal schools of Lexington and Massachusetts in the year 1860. These changes affected the duration of the training. Instead of the training period of one year, it became two years.

For many years, the training programme of teachers was not considered the duty of the universities and colleges of U.S.A. Gradually, the people began to take interest in this area and a part-time education department saw a day in 1873 in the University of Iowa. On similar lines, the Michigan University also set up a full-time education department in 1879. The year 1887 is written with golden letters in the history of the teacher training of U.S.A. because in this year, the Columbia University was established in New York for inviting training not only to teachers but also to persons on the managing committee of the schools. The Columbia University changed the name of its Teachers' Training College to Teachers' College in 1922.

The period between 1920 and 1950 may be described as an era of movement and expansion of educational thinking and activities in the history of the training colleges.
There is an infinite variety in the patterns of teacher education in the U.S.A. Each of 2,000 universities has its own peculiar requirements which have been established to meet the certification requirements of the Departments of Public Instruction in the 50 States. In all 50 States, a four-year B.A. degree is required beyond graduation from four-year secondary school. This means that the minimum preparation includes 16 full years of schooling. The college programme is designed as shown below:

<table>
<thead>
<tr>
<th>Design of the four-year course</th>
<th>B.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Major subject area courses</td>
<td>Methods of Teaching in major Area</td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>Major subject area courses</td>
<td>Professional subjects: Philosophy and Psychology</td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education: Extension of the First Year</td>
<td>Electives in major subject Area</td>
</tr>
<tr>
<td>75%</td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>General Education: General Science</td>
<td>Electives in major subject Area</td>
</tr>
<tr>
<td>Social Studies</td>
<td>25%</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

An alternate design extends the general education content, major area courses, professional subjects for all four years. Class-room observation and participation is taught only in the first year but practice teaching in
major field begins from the second year and is taught for the period of three years.

India:

In ancient times, the teacher was chosen by the parents of the children. He was chosen on the basis of the reputation he enjoyed and the knowledge he had. Knowledge was not then understood in the sense of mere academic or intellectual information as understood in the modern days. A scholar was not only good in his subjects or skilful in their transmission; he was one who had high moral qualities and spiritual experiences. This led to the belief that only Brahmins can be teachers and not any one who is of other community.

Teacher education has started recently in this country. The East India Company took some time to shoulder the responsibility for the education of the people they had begun to govern. Teacher education, as it is prevalent today, is a direct influence of the training given by the missionaries in the late eighteenth century.

The first normal school was set up at Serampore (Bengal) in 1793. The purpose of this school was to prepare candidates for the priesthood. In olden days,
there was a monitorial system. In this system, the class was entrusted to a monitor or an advanced student of the class. It was his duty to give lessons to his group, to assist other pupils in learning and to report the progress to the teacher.

Andrew Bell adopted this system in the Madras Military Asylum in 1787 and later on, he advocated the introduction of the same system in his book. Thus, an inexpensive system of solving the teacher problem was prevalent in India in the past.

The Calcutta School Society began to train teachers for indigenous schools in 1819. The monitorial system was followed in this school. In Bombay, the Native Education Society thought to do some work in this direction in 1824. As a result of this, it trained a batch of 24 selected teachers and sent them to its different regions with a view to improving primary education. Sir Thomm Munro suggested to establish a central school for the education of teachers. Thus, a central school for the education of teachers was set up in Madras in 1826. These schools were run by the private agencies. There were a few government institutions for training teachers in the Bombay Province. These institutions were at Bombay, Poona and Surat. Between 1849 and 1859, the institutions
for training teachers in West Bengal and the North west provinces were started. In all, seven institutions were started during the decade.

The Wood's Despatch of 1854 emphasized the training of teachers and desired "to see the establishment with as little decay as possible, of training schools and classes for masters in each Presidency in India". As there was not much progress in this direction, the Stanley's Despatch of 1859 rightly observed, "The Institution of training schools does not seem to have been carried out to the extent contemplated by Court of Directors".

As a result of this recommendation, more attention was given to the training of teachers. In 1881-82, there were 106 normal schools. These institutions were preparing teachers for elementary schools. The duration of the training course was not uniform throughout the country. The teachers were trained originally through the monitorial-system. But afterwards, a system of apprenticeship was evolved. In this system, pupil-teachers were put under the care of an experienced teacher. It is evident from the following,

"Selected youths in each taluka should be

14. Ibid., p.365
apprenticed as pupil teachers for three years, on stipends from Rs. 3 to 5 per mensum, to the ablest school masters in the neighbourhood, and then on successfully passing through their term of apprenticeship, they should be sent up for a further course of instruction on stipends of Rs. 6/- per mensum to the District Training College from which they should eventually return to their respective talukas as trained teachers. 

There were only 15 normal schools for Women in the country by 1881-82. These schools were preparing teachers for elementary education. The first training college for secondary teachers was started by the Government of Madras in 1856. The year 1877 saw the starting of another college for the secondary teachers at Lahore. Graduates and undergraduates were admitted to the same class to both these training colleges. Towards the end of the nineteenth century, there were six training colleges and fifty training schools for secondary teachers in the country.

Between 1906 and 1911, five training colleges were started— one each at Bombay (1906), Calcutta (1908), Patna (1908), Decca (1910) and Jabalpur (1911). By 1965-66, there are as many as 2,058 teacher training institutions in the country. The break-up of these training institutions

is as follows:  

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Training Colleges</td>
<td>286</td>
</tr>
<tr>
<td>Elementary Teacher Training Colleges</td>
<td>1,604</td>
</tr>
<tr>
<td>Pre-Primary Training Colleges</td>
<td>59</td>
</tr>
<tr>
<td>Physical Education Training Colleges</td>
<td>55</td>
</tr>
<tr>
<td>State Inst. of Education</td>
<td>16</td>
</tr>
<tr>
<td>Hindi Teacher Training Institutions</td>
<td>26</td>
</tr>
<tr>
<td>English Teacher Training Institutions</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,058</strong></td>
</tr>
</tbody>
</table>

Over and above, a one-year course for secondary school teachers, the four-year degree course after P.U.C. has already been instituted. The successful candidates are awarded either B.A.B.Ed. or B.Sc.B.Ed. The emphasis in this course is on three broad areas: (i) General Education (ii) Specialized Education and (iii) Professional Education.

The Table No. IV.3 will show the growth of the institutions preparing secondary teachers between 1946-47 and 1971-72.

The Figure IV.1 will give the general progress of teacher education in the countries that are under study.

16. IATE, Teacher Training Institutions in India, (New Delhi, 1967), p.9
Progress of Teacher Education Programmes in U.K., U.S.A, and India

- First batch of the O.E. examination
- Commencement of a three-year course in education
- Emergency training scheme
- Renaming Teachers College
- Teachers' College Columbia Uni.
- Dept. of Education Michigan University
- Department of Edu., Uni. of Iowa
- The State Normal University, Illinois
- First normal school was started
- The present day's colleges of education programme instituted
- The first institution started
- Lord James Committee report
- Indian E.D. Commission report
- Secondary E.D. Commission report
- S.T.T. College, Jabalpur
- S.T.T. College, Bacc.
- S.T.T. College, Calcutta
- Secondary Teachers Training College, Bombay
- Training College for Sec. Teach., Lahore
- Normal School, Banaras
- Normal School, Meerut
- Govt. Normal Sec. for Sec. Teach., Madras
- Normal School, Agra
- Govt. Normal School, Madras
- Bombay Native School Society
- First normal school at Calcutta
It will give an idea when the first institution started, the colleges started for secondary teachers and the important changes in the teacher education programme.

Table IV.3
Number of Training Colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-47</td>
<td>51</td>
</tr>
<tr>
<td>1950-51</td>
<td>53</td>
</tr>
<tr>
<td>1960-61</td>
<td>216</td>
</tr>
<tr>
<td>1963-64</td>
<td>242</td>
</tr>
<tr>
<td>1965-66</td>
<td>273</td>
</tr>
<tr>
<td>1971-72</td>
<td>375</td>
</tr>
</tbody>
</table>

* Kamal Arora: Teacher Education in India, NIE Journal NCERT, (New Delhi, November, 1972)

Observations and Comments

1. It is found in all the countries that the institutions that were started for the first time were meant for training teachers for elementary education. Due to the British legacy, in India the first institution was started soon after its inception in the United Kingdom.

2. In the U.K., post-graduate certificate in Education.
is awarded to a graduate who decides to take teaching as a profession. While in India, a graduate is awarded the B.Ed. degree by the University. Neither B.Ed. degree nor a post-graduate certificate is found in the U.S.A. In the U.S.A., B.A. (Education) is treated as a training qualification.

3. When a candidate gets B.Ed. degree in U.K., he is awarded two certificates (i) Teacher’s Certificate and (ii) B.Ed.

4. For becoming a qualified teacher, sixteen years of schooling is required in U.S.A. While in U.K., it is of fifteen or sixteen years. In India also, we require the same number of years i.e. sixteen years. The degree holder of B.Ed. in India has either a basic degree in Arts, Science, Commerce or any related discipline. That is, at the end of sixteen years of schooling in India, a trained teacher has two degrees with him. While in U.K., at the end of sixteen years of schooling, he is awarded a certificate and a degree. So in this respect, it is found that the system of India is appreciable. But in U.S.A., a qualified teacher is he who has completed sixteen years of schooling and has been awarded B.A. (Education).

5. Though the University has awarded a certificate in teaching or B.Ed. degree to a candidate in U.K., the
qualified teacher status is to be awarded by the Department of Education and Science. It means, there is a dichotomy in England. The same is true for the U.S.A. because there is a certification policy in the country. Each State has its own certification policy and the training colleges have to meet the requirements of the State. While there is no interference of the State in India, degrees are awarded by the universities. These degree holders have not to go to the Department for the teacher-status award or for certificates. They can be directly appointed by the respective schools.

Can India take any note from the two countries viz. U.K. and U.S.A.? India could think of introducing a system of having initial training programme so that teaching may not be treated as everyone's cup of tea and may not be regarded as a stepping stone. In India, teaching has been considered as a 'job' rather than a 'profession'. If this concept is to be removed from the people's mind, initial training should be a 'must' for any one who intends to be a teacher. In U.K. and U.S.A., teaching has been considered a profession.

India has to give something to the two countries i.e. U.K. and U.S.A. The dichotomy which is observed in these two countries must be removed. In India, the degree
holders have not to go to the State Department of education either for the award of Qualified Teacher Status or for a certificate in Teaching.

After discussing the teacher training programme briefly, it would be worthwhile to see the factors that have helped the growth of teacher education programme in U.K., U.S.A. and India.

3. Some significant factors affecting the growth of Teacher Education in U.K., U.S.A. and India

Of course, the important nerve-centre of education from the point of view of initiating change and beginning a process of local development is teacher training. In this light, it will be worthwhile to discuss the factors that have affected teacher education in the countries under study.

The United Kingdom:

Compulsory elementary education and full time compulsory secondary education gave rise to an increased demand for teachers at a time when the quality of the colleges' recruitment, their rigid denominationalism were becoming increasingly out-of-step with the requirements of the times. Out of this inter-play of social need and the lagging mechanism of teacher education came
into existence the University Training Colleges, now known as the University Departments of Education and the recent developments reinforced the professional and educational divisions.

The Departmental Committee on the Training of Teachers for Public Elementary Schools recommended in 1925 to have an association between the Universities and their local colleges,

"not only with the object of interesting the universities more generally in the training of teachers outside their precincts, but incidentally as a means of giving the Training Colleges a greater measure of autonomy (Board of Education, 1925)."

The planning of the 1944 Education Act, gave rise to the another investigation into the training of teachers. The 1925 Committee had been restricted to the training of teachers for elementary schools; but an important reform in the 1944 Act was to be the abolition of 'elementary' education and the creation of a unified system conducted in progressive stages.

The Education Act of 1944 is popularly known as the Butler Act of 1944. According to this act, the aim of

education will be to promote the physical, mental, moral and spiritual development of children. This Act initiated fundamental changes in the terms. The elementary education will be known as the primary education. This Act fixed the age groups for the different stages of education. The age group from five to eleven will go for primary education and secondary education will be given to the students of the age group between eleven and fifteen years. There is a provision for the age group of fifteen to eighteen years in the scheme which is known as 'further education'.

The McNair Committee proposed that 'each university should establish a School of Education', that this should consist of 'an organic federation of approved training institution', and that these schools should be 'responsible for the training and assessment of the work of all students .... seeking to be recognised by the Board of Education as qualified teachers'.

As a result, the universities set up Institutes of Education but each University Department of Education and each college retained its separate identity and form of government.

In 1963, the Robbins Committee published their comprehensive review of British higher education, placing teacher education into this broader context. Between the publication of the McNair Report and the Robbins Committee, there had been several major developments. The emergency training scheme of 1945-51, aimed at making good war shortages and providing for the raising of the school leaving age from 15 to 16 years in 1947, had boosted teacher supply. By 1950, the effect of the birth rate bulge of the immediate post-war years was appearing in the schools, combined with a 'trend' to staying on, and with the advent of the three-year course in 1960, the training colleges became a very sizeable and important aspect of British higher education.

Robbins Committee's recommendations for teacher education envisaged the changes as (i) the training colleges henceforth became known as 'Colleges of Education', (ii) the establishment of a college-based B.Ed. degree at the end of the fourth year and after the award of certificate in Teaching and (iii) the Local Education Authorities subsequently accepted a considerable liberalization of college government.

The report which is submitted in early 1972 should not be forgotten. It is known as Lord James Committee Report. It has rightly suggested that the highest priority
should be given to the expansion of the third cycle i.e.
of opportunities for the continued education and training
of teachers.

The United States of America:

The simple literacy of the nineteenth century, the
emphasis on three R's is no longer sufficient for the
people if they are to meet the challenge of the new tech­
nological and scientific age. It has been observed by

S.P. Chaube,

"For most of the years in the 19th Century, the
basic principle of American education continued
to be the teaching of three R's. During those
days, importance was attached only to the
development of certain skills in children.
Gradually, new subjects of studies were intro­
duced to meet the growing needs of the country.
The curriculum now contains more subjects as
in place of three R's, there are now five R's
i.e. reading, writing, Arithmetic, relationship
and recreation."19

The aim of education to the Americans is stated by King,
"education is for the development of individual qualities,
for making first-class citizens who will have splendid
careers and will be well-adjusted members of the community."20

This aim demands from education that it should help the

---

19. S.P. Chaube, Comparative Education, (Agra, Ram Prasad
 & Sons, 1969), p.53

20. Edmund King, Other Schools and Ours, (New York, Holt,
 Rinehart, and Winston, Inc. 1963), p.3
individual child the qualities which will help him to be a good citizen of the country and will be able to adjust in the community in which he has to live. As a result of this, the curriculum should not remain the same as it was in the nineteenth century. The curriculum should include something more than the three R's so that the future citizens of the country will have 'Splendid Careers'. So the present day curriculum has something more than the three R's.

Among modern and fully developed nation, the United States is the supreme example of a decentralized system. This characteristic is observed particularly in school arrangements. Each State is responsible for its educational policy. It determines the duration of compulsory schooling, makes its own school laws, sets standards for teacher-training and so on. As a result of this, the great variety of practices and standards are prevalent throughout the educational systems of United States. This leads to a great variety of standards in the training of teachers.

Education for the children in the age group of 6 to 16 is made compulsory in most of the States of America. It covers almost 9 to 10 years of schooling. Compulsory education in the United States is given to all irrespective.
of class, caste or creed. To make this compulsory education effective, the Government and the people have been making joint efforts to bring the children to the school by increasing transport arrangements and providing educational facilities for students of pre-primary schools.

Though the American teacher training colleges had been originally modelled on the European pattern, they quickly developed in a distinctively American way and planned from the first its curriculum and methods to meet the needs and ideals of the American democratic way of life, paying more attention to education as a science and carrying the professional training much further forward than was prevalent in Europe. Again, the rapid expansion of the high school system demanded that a more competently trained teachers for primary teaching could be appointed than before, when it also ensured quite early in the present century that the primary teachers got freedom from his purely primary environment. It is also becoming an increasing practice that intending primary school teachers to be trained in University departments of education.

In the U.S.A., there are (i) Junior High Schools (ii) Comprehensive high schools (iii) limited schools (iv) specialised schools and (v) part-time schools. The
junior high school system is an educational unit in-between the secondary and the primary stages of education. It is a connecting link between the two. While depending upon the nature of courses, the secondary schools are known as shown in (ii), (iii), (iv) and (v).

This type of educational system certainly affects the growth of teacher education programme. Instead of training teachers for one-track system, the training colleges have to think of preparing teachers for multi-track systems. This leads to the opening of new teachers' colleges.

In the beginning of the 20th century, some important changes took place in political, social and private life of the people. National income increased as a result of industrial revolution and a demand for technical people to work at the machines rose up, affected the teacher education programme.

The goals of secondary education did not remain the same. They were changed from merely imparting education to students in European language and literature, to develop a capacity for religious, social and community leadership in them to enlarge the social and economic aspects of American education.

When the U.S.S.R. launched a programme for space travel.
and sent the satellite to the moon, Americans began to think that their educational system and curriculum was not satisfactory. They began to blame each other i.e. Professors of liberal colleges began to blame the people who are working in the teachers' courses and vice versa. This controversy between the two lead to change the curriculum as a result of which provision had to be made for the new subjects in the training colleges.

Better facilities and more security to teachers attracted more people to the teaching profession. I.L. Kandel has rightly observed,

"After the war, when under the G.I. Bill of Rights, veterans were given opportunities to continue their education, the teachers' colleges sought to attract, the veterans by offering a great variety of courses to meet the needs of the large number who did not intend to enter the teaching profession". 

This led to the opening of more teachers' colleges in the United States of America.

India:

Before 1947, India was ruled by the British. The rulers did not think to make education compulsory. So it was meant for very few people of the country. Those people

who were poor could not send their children for the secondary education. But the successive commissions encouraged the public to open more secondary schools and to provide education to the children. Mention can be made of the Hunter Commission of 1882, Hartog Report, Calcutta University Commission's Report of 1917, Abbott-Wood Report of 1936-37, and the Sargent Report. Over and above the recommendations of the various reports, several causes contributed to the rapid expansion of secondary education during the pre-independence days, i.e. upto 1947.

In the post-independence days, it is found that there is a general demand for education mostly due to the awakening among the backward-class people. Moreover, there is a rise in the aspirations of the people. The government took certain measures which encouraged the masses to send their children to the secondary schools and to the universities.

There has been a steady growth of teacher training colleges in this period. Since independence, efforts are being made to provide increased facilities for teacher education.

The Constitution of free India made education free and compulsory for the age group of 6 to 14. This is
evident from the following directive of the Constitution,

"The State shall endeavour to provide within
a period of ten years from the commencement
of this Constitution, for free and compul-
sory education for all children until they
complete the age of fourteen years." 22

Though this directive will be fulfilled in some States
as early as in 1975-76 and in some States as late as in
1985-86, it has definitely brought more children to the
schools. When the pupils complete their elementary edu-
cation, the natural tendency is seen among them to go
for secondary education. The number of schools were
enormously opened. The natural corollary of this is that
the need for more number of trained teachers was there.

There are two important years in the history of
secondary education that have helped the growth of
teacher education institutions. The first year in the
landmark of secondary education is 1953, when the Secondary
Education Commission headed by L. Mudaliar submitted the
report. It recommended,

"Our secondary schools should no longer be
'single-track' institutions but should
offer a diversity of educational programmes
calculated to meet varying aptitudes,
interests and talents which come into

22. G.N. Joshi, The Constitution of India (Bombay, The
This recommendation resulted in having more multipurpose schools into existence in the country. To meet the demands of the recommendations of the Secondary Education Commission, there was a growing need of trained teachers to teach the subjects that are to be taught in the multi-purpose school. To cater to this need, Regional Colleges of Education came into existence at four places in the country viz. Bhopal, Ajmer, Mysore and Bhubaneshwar.

The Secondary Education Commission has suggested that "The training college should in essence be not merely a college for training teachers, but an institution for research work in all aspects of pedagogy." This suggestion demands from the training colleges that they should not be merely the colleges training the teachers but should be the centres and institutes of research. Perhaps this suggestion might be for the qualitative improvement of teaching programme in secondary schools in particular.

The another year in the history of secondary education is 1966, when the Education Commission headed by D.S.

24. Ibid., p.170
Kothari submitted its report. The Commission felt the need of a sound programme of professional education of teachers. It has observed

"A sound programme of professional education of teachers is essential for the qualitative 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." 25

The Commission has rightly observed that the investment in teacher training is not a waste but it's a need. The investment in the programme can definitely yield better results and the desired outcomes. It is not a luxury in this country, but it is a necessity. The Commission has further recommended,

"that the quality of the existing programmes of teacher education should be considerably improved. The essence of a programme of teacher education is 'quality' and in its absence teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards. We attach the highest importance to this programme of qualitative improvement." 26

Instead of opening more training colleges, this recommendation suggests that the time has come when the training

26. Ibid., p.72
colleges should think of qualitative improvement but not the quantitative expansion of the programme. But looking to the present demands of more trained teachers, it is doubtful how far this recommendation will be fulfilled.

The Correspondence-cum-Summer courses were instituted at the four regional colleges of education and the Central Institute of Education, Delhi with a view to clearing the backlog of untrained teachers for secondary education. This has also affected the teacher training programme. The correspondence courses have been recommended by some experts only as an emergency measure with the specific purpose of clearing the backlog of untrained teachers but not the permanent feature of the teacher education programme. It should also be remembered that the courses are not a substitute for the regular pre-service professional teachers' training courses.

Observations:

If an attempt is made to compare the factors that have affected the teacher education programmes in the countries under study, one will get the following figure IV.2.
FACTORS AFFECTING TEACHER EDUCATION PROGRAMME

Figure IV:2
1. In all the countries, training colleges have grown due to the provision of compulsory education. But the age group determined for the purpose of compulsory education is different from country to country. In India, it is from 6-14, in U.S.A. from 6-16 while in Y.K., it is also free upto 16 years. It is found that in U.S.A., each State is responsible for deciding the age of pupils for compulsory education while in the U.K., the Government decides the compulsory age. Whenever there is a need, the Government in U.K. appoints a committee for purposes of advice on the pertinent problems of education and the Government takes actions on the recommendations of the Committee. In India, it is found that the Government is advised by the Central Advisory Board of Education (CABE) but it is not obligatory on the part of the Government to accept the recommendations of the CABE.

2. In the countries of U.K. and U.S.A., the secondary education is made compulsory, while it is not found in India. This may be due to the paucity of funds. But, Indian government should remember that money spent after education will yield better outcomes because the country is known by its citizens.

3. The governments have strict control over teacher education in the U.K. and U.S.A. While in India, it will
seen that the teacher education programme is controlled by the universities as well as state departments of education. The State Governments feel that their job is over by providing a fixed percentage of maintenance grants to the teacher training institutions. Though the government gives grants to the training colleges, it is not paid as compared to the grants paid by the Governments of U.K. and U.S.A.

4. When the Commissions were appointed to review the higher education, they were assigned with the work of going into various facets of the teacher education programme. It shows that the teacher education programme has been considered an important aspect in the periphery of the educational system. In U.K., special inquiry committee was appointed to review the teacher education programme of the country. The U.S.A. and India should learn that teacher education is as important as the higher education.

5. Allowances are paid to the students who opt to join teaching profession in U.K. while in India, teacher education is neglected by the government. Though the Education Commission (1964-66) recommended to make teacher education programme free, the Government of India has either not accepted the recommendation or not been implemented yet.
4. The Beginnings of Major reforms: Teaching as a Profession

In the early part of the nineteenth century teaching was considered neither an art nor a profession. It was believed in those days that one who knows the subject well can teach well. There was a phrase which was believed by the people that "teachers are born, not made". This proverb reflects the views of teaching. Teaching was not considered a profession in the countries under study in the past. Even in India, it was believed in the early days that only Brahmins can be teachers. There was no systematic training for the intending teachers. Intending teachers had to work under the experienced teachers. This system was known as apprenticeship teaching. The intending teachers had to work with them and on the recommendations of these teachers they were treated as regular teachers.

There were no stases in education which are prevalent in this century. Only two stases were there namely education and higher education. So there were no set standards for the different stages of education.

The first secondary school in U.S.A. was established in the year 1635 in the city of Boston. It was given the name of Latin Grammar School. It was established with the
objective of giving education in Latin language and literature. While full time compulsory secondary education was provided under the Education Act of 1944 for all the children studying in the grant-aided schools. In India, the majority of secondary schools in India today are English schools. They are started by Christian missionaries with a view to satisfying the demand of rich Indians to learn the language of their rulers. So, secondary education in India began in the early nineteenth century.

The picture began to change, first in the United Kingdom and the United States, when future elementary teachers began to go to secondary schools before they entered institutions for the training of teachers. In India, the intending elementary teachers had to get a certificate which was known as Vernacular Final before they were admitted to the training institutions. Vernacular Final is still known as V.F. was the final examination at the end of the seventh standard of elementary education. The length of training continued to be only two years and the emphasis in the course was more on professional subjects and methods than on content.

A change in the direction of more advanced standards came, partly as an awareness of teachers and the demand of
teachers' organizations for a type of preparation more nearly corresponding to that for other professions namely doctors, lawyers, engineers etc., and partly because of the changing character of education, at first at the elementary level only. The traditional type of training was no longer sufficient when the advancement in the theory of education, and psychology began to place particular stress on the pupil as an individual to be developed intellectually, physically, morally and emotionally. The teacher has to take into consideration the individual differences. The teacher's preparation must include a broad general or liberal education, training in ability to understand the place of the cultural assets that he finds in the environment, and acquisition of skill in understanding his pupils as growing individuals. He must have a grasp of the meaning of education in the past and in the present, of its relation to social progress, and of the contribution of psychology to the learning process.

Teaching, therefore, has become a specialised profession rather than a profession of all. It has become more than a matter of the relation of the mature to the immature learner. It involves not only passing on a mastery of knowledge of a limited number of subjects, but sympathetic understanding of the place of knowledge in
the growth of each pupil and of its usefulness to society. The general trend means that teaching is gradually becoming a profession, since, with the acceptance of the new theory of education, the teacher can no longer look upon his job as one of teaching doses of a curriculum and courses of study prescribed by a central authority, whether local or national. He must not rely upon his own cultural background but upon principles that will guide him in helping each pupil to realize, his capacities and to realize these capacities to the fullest. His work is in a sense more delicate than that of the physician; like the physician he must diagnose the determine what principles to apply not to one individual alone but to a whole class-room of individuals for whose all-round development he is responsible. Since that responsibility is shared by a number of other agencies of the community where the school is situated, he may at times discover influences which has to take into consideration in his work. It will be found on examination that the shift of emphasis from the subject to child has, in fact, been a shift of emphasis to the teacher who has to understand both the child and the meaning of the subject or what he teaches in a particular cultural environment.

The famous sentence "A teacher teaches John Latin"
will clear this concept. Those were the days when the teacher had to take care of the subject only. He did not bother what happened to the learner. As a result of this, there was a famous proverb, "spare the rod and spoil the child" was in vogue. The advancement in the psychology of learning emphasized that the teacher had not to care only for the subject but also to care for the learner. In other words, the teacher while teaching a subject has to take into consideration the individual differences.

This is what is meant by the change needed in the character of preparation from an apprenticeship to one suited to a profession. For apart from its social connotation, the most distinctive character of a profession is that its practitioners must have a prolonged and specialized preparation leading to a mastery of certain principles and techniques which are themselves based upon a specialized body of knowledge. In the words of Prof. I.L. Kandel, "Professions emerge as soon as there is developed a body of knowledge on which principles and techniques are based". Teaching has now become a specialised branch of study. Medicine, law, engineering, 

and architecture have emerged in this way. A number of occupations are today passing through the stage of semi-professions to become professions in time. Teaching has thus become a profession.

The teacher plays many social roles in accordance with the difference positions he occupies both in his private and public life. But, the nature of his profession places him in the special position of having a complicated set of roles in connection with his profession alone. He is, as it were, in between the world of youth and the adult world, trying to meet the claims of his pupils while reconciling them with the expectations of their parents, and relating both to the needs of society at large. He has on the one hand an academic role concerned with scholarship, and on the other hand, he is a character-trainer concerned with the development of the child's whole personality. The teacher's principal role can be listed briefly as follows:

(i) The teacher as an academic specialist,
(ii) The teacher as a methodologist,
(iii) The teacher as a character-trainer,
(iv) The teacher as a member of a school staff, and
(v) The teacher as a member of society.
DEVELOPMENT OF TEACHER EDUCATION PROGRAMME

1. THE FIRST INSTITUTION FOR THE TRAINING OF TEACHERS WAS STARTED IN 1798.
2. JOSEPH LANCASTER AND ANDREW BELL STARTED 'MONITORIAL' SYSTEM.
3. CURRICULUM WAS RECOMMENDED IN 1814.
4. A PATTERN OF RECRUITMENT WAS ESTABLISHED IN 1846.
5. EDUCATION ACT OF 1942 SANCTIONED THE PROVISION OF TRAINING COLLEGES.
6. EMERGENCY SCHEMES WERE STARTED IN 1937.
7. ONLY TRAINED TEACHERS SHOULD TEACH.
8. MCNAIR COMMITTEE STRESSED THE IMPORTANCE OF TEACHER TRAINING.
9. B.Ed. DEGREE WAS RECOMMENDED BY ROBINS COMMITTEE.
10. LOAD JAMES COMMITTEE RECOMMENDED THREE CYCLES IN TEACHER EDUCATION.

FACTORS AFFECTING THE GROWTH OF TEACHER EDUCATION PROGRAMME

1. COMPULSORY SECONDARY EDUCATION.
2. THREE-YEAR TEACHER EDUCATION PROGRAMME WAS RECOMMENDED BY THE MCNAIR COMMITTEE.
3. BIRTH RATE AND THE AGE LIMIT WERE INCREASED.

THE BEGINNING OF MAJOR REFORMS

1. TEACHING WAS CONSIDERED A PROFESSION.
2. AWARD OF QUALIFIED TEACHER STATUS.
3. CHILD CENTRED EDUCATION.

DEVELOPMENT OF TEACHER EDUCATION PROGRAMME

1. THE FIRST NORMAL SCHOOL FOR TRAINING TEACHERS WAS ESTABLISHED IN 1839.
2. THE STATE NORMAL UNIVERSITY IN IOWA WAS ESTABLISHED IN 1846.
3. TEACHING CONSIDERED A PROFESSION.
4. DEPARTMENT OF EDUCATION WAS STARTED BY IOWA UNIVERSITY IN 1873.
5. DEPARTMENT OF EDUCATION WAS STARTED IN MICHIGAN UNIVERSITY IN 1879.
6. TEACHERS' COLLEGE IN COLUMBIA UNIVERSITY WAS NAMED 1922.
7. 1920-50 ERA OF EXPANSION.

FACTORS AFFECTING THE GROWTH OF TEACHER EDUCATION PROGRAMME

1. COMPULSORY EDUCATION FOR THE AGE GROUP 6-16 YEARS.
2. PREVALENT EDUCATIONAL SYSTEM.
3. SPACE TRAVEL.
4. BETTER FACILITIES.

THE BEGINNING OF MAJOR REFORMS

1. CERTIFICATE REQUIREMENTS ARE PRESCRIBED BY THE STATE DEPARTMENT OF EDUCATION.
2. 'CERTIFICATE IS A MUST.
3. TEACHING IS CONSIDERED A PROFESSION.
4. CHILD-CENTRED EDUCATION.

FACTORS AFFECTING THE GROWTH AND MAJOR REFORMS IN TEACHER EDUCATION PROGRAMME

1. CONSTITUTIONAL DIRECTIVES.
2. AWAKENING AMONG BACKWARD CLASS PEOPLE.
3. RECOMMENDATIONS OF THE SECONDARY EDUCATION COMMISSION.
4. RECOMMENDATIONS OF THE EDUCATION COMMISSION.
5. BETTER FACILITIES.
Concluding Observations and Comments:

The Chart IV.1 will give the comparative picture of the development of teacher education programme, factors affecting the growth of teacher education programme and the beginning of major reforms in teacher education programmes in U.K., U.S.A. and India.

It could be seen from the Chart IV.1 that the training institutions were started in the U.K. and India in the last decade of the eighteenth century while the same was started in the U.S.A. in the fourth decade of the Nineteenth Century. In all these countries, the institutions that were established for training teachers were meant for elementary teachers. The systematic attempts were made in the nineteenth century. In these attempts, the methods that were followed were 'monitorial systems'. This kind of practice was prevalent in the ancient India.

Gradually, the people began to take interest and in 1814, the curriculum for training teachers was recommended in the U.K. This wave of curriculum was spread in the U.S.A. and India afterwards. One thing that every teacher should remember is that India was not a free country upto 1947. When the Education Act of 1902 sanctioned the provision of training colleges in the U.K., only five secondary teachers training colleges were started between
1906 and 1911 in India. Opening of these training colleges gave impetus to establish more training colleges and in the year 1946-47, the number was 51 but in the year 1971-72, there were 375 secondary teachers training colleges.

In the U.K., education is considered the responsibility of the national government. As a result, educational powers are centralised with the Department of Education and Science. But, in the U.S.A. Education is considered a State responsibility, therefore, the powers are vested with the State Department of Education. While in India, education is mainly the State responsibility but the Central government also shoulders the responsibility.

In the U.K., upper age of leaving the secondary school was raised to 16, as a result more students had to stay in the secondary schools. This policy of the government demanded more teachers and hence, the growth of teacher education programme. Over and above this, the McNair Committee recommended to have the programme of three years instead of two years. Though the committee recommended in 1944, it came into operation in 1960. Again, the Robbins Committee recommended that teacher training should be the university responsibility. As a result, Bachelor of Education degree was instituted and the first batch took the degree in 1968.
In the same manner, in the U.S.A., education was made compulsory and the school leaving age was made to 16 years. Due to this development, more schools were opened and more teachers were needed for teaching these students. When the U.S.S.R. launched a programme for space travel, it made the people of the country think and new horizons were expected from the teacher education programme. Over and above these factors, the students got better facilities, and got the schools within their reach.

While in India, in the post-independence days the government took such measures that encouraged the backward class people to send their children to the secondary schools and stayed in the schools for a longer duration. This was done due to the constitutional directives. These directives were in two areas: (i) of giving concessions to the backward class people and (ii) making education compulsory upto the age of 14. Of course, this objectives has not been fulfilled yet and it will take some time more, but the government opened more schools and within the reach of the students demanded more teachers for this purpose. One would ask a question: "Government has made elementary education compulsory. How is secondary education affected? Education is a continuous process and once the children come to the school and the government
gives incentives like financial assistance, free books etc. they would like to continue their studies. The Secondary Education Commission recommended for the multi-purpose schools. It demanded trained teachers for teaching these subjects. As a result, National Council for Educational Research and Training started four Regional Colleges in four different parts of the country.

In the U.K. and U.S.A., it was thought that in the process of teaching-learning, the learner is more important. This belief made the people abandon the old concept of 'spare the rod and spoil the child'. So the educational psychology was included and the teaching became child-centred rather than subject-centred. In the U.S.A., W.H.Kilpatrick put the idea before the people that circus animals can be trained. Why can human being not be trained? This belief changed the whole attitude of the persons who are working in the teachers colleges and the idea which is prevalent is 'the teachers can be educated but cannot be trained. Again, it was thought in the U.K. and U.S.A. that initial training is absolutely necessary before they enter the class-room. As a result, teaching has been considered a profession in these two countries and the government has kept stricter control over the profession. The control is seen in the award of Qualified
Teacher status and the issue of certificate for teaching to the certificate/degree holders in education in these two countries, viz. U.K. and U.S.A. While in India, training was needed for confirmation.

India has to learn from the U.K. and U.S.A. that there should be an agency who could check the teacher education programme throughout the country and therefore, the Education Commission (1964-66) has recommended of establishing a council for teachers at the national and state level. No one should be allowed to teach, unless the initial training is taken by them. Teaching should be considered a profession and not a job, so that there may be qualitative improvement in Education.

This should not be understood that India has not to offer anything to these two countries. The dichotomy in education may be removed from U.K. and U.S.A. When the governments prescribe entry requirement, the duration of the courses, they should be allowed to enter the class-rooms. Complete freedom of this sort could be given to the certificate/degree holders in these two countries. That is, these two countries could think of the system which is prevalent in India and the degree holders in education may be allowed to teach in schools.

This Chapter of the 'Growth and development of teacher
education programme' will lead the investigator to discuss 'the structure and the organisation of the teacher education programme in the U.K., U.S.A. and India'. This aspect will be dealt with in the next Chapter that follows.

References

Books:


Reports:


6. *Teacher Training Institutions*; (Indian Association of Teacher Educators, New Delhi, 1967)

Journal:

1. *Teacher Education in India, NIE Journal*; (National Council of Educational Research and Training, New Delhi, November, 1972)