CHAPTER II

SYSTEM OF EDUCATION IN INDIA AND ABROAD with special reference to new trends in training of teachers.

INTRODUCTION

It is useful to study history of any subject, based on an integrated approach of past events, representing a critical search for the whole truth. Such an approach is quite useful to solve the problems of the present and to plan methodically for the future. Keeping this goal in view the investigator would like to review, briefly, the historical development in some of the developed countries of the world, in the field of education in general and teacher-education in particular. Three countries viz., U.S.A, U.S.S.R and U.K have been chosen for this purpose, for the simple reason that in the field of science, technology and education these countries have been experimenting long since. Quite sophisticated, comprehensive and functional system of education has been developed in these countries through the process of rigorous innovation and experimentation. Teacher-education system has also undergone many changes and has been linked to the present and the future needs of the country in these diffe-
rent lands. Thus it will be in the fitness of things to review briefly the system of education of these countries specially the system of teacher education.

ENGLAND AND WALES

System of Education

In England and Wales a very important feature of the educational system is the freedom of teachers relating to the curriculum, syllabus and methods of teaching. In addition to schools maintained by local education authorities (L.E.A.s.) there is a large number of independent schools. The best known independent schools are called Public Schools which are normally boarding schools. Universities are independent bodies and are not controlled by the ministry or by L.E.A.s.

Minister of education is assisted by officials of the ministry and by Her Majesty's Inspectorate of Schools. Ministry does not itself provide or control any educational institution or employ or pay any teacher. Giving an account of the expenditure on education, UNESCO National Commission writes that 'Public expenditure on education is shared jointly by the centre and the local government. No fee is to be charged in Primary or Secondary Schools maintained by L.E.A.s. Universities get about two thirds of their total income from government grants'.

Compulsory education begins at the age of five. Children below this age go to nursery schools. Some primary schools cater for the whole primary period of 5 to 11, others are either infant or junior schools, the break between these is at about the age of 7. Most children at 11 go to separate Secondary Schools which are usually of four types.

1. Grammar Schools
2. Technical Schools
3. Modern Schools and
4. Comprehensive Schools

Since 1951, a new examination called general certificate of education has been adopted. It is held at two levels, ordinary and advanced. University degree course usually extends over three to four-years. In general, degree examinations are taken in two stages, usually called intermediate and final. All universities provide for post-graduate work and for research.

Teachers are trained in two ways. Majority go to Teacher's Training Colleges at the age of 18 for a two-year course in general education and professional training. University graduates may take one-year course of professional training at the university department of education.

Historical background of James Report

The first institution for training of teachers was established in 1798. During the last 175 years teacher training institutions have served the country well. Stanley Hewett says that
'The education service has been a major agent of social change in England and Wales, and the colleges have supplied vast majority of the Teachers who make up that service'.

In short it may be said that teacher education had a slow growth during the nineteenth century and accelerated development in the early twentieth century. However during the fifties and sixties most of the West European countries had the shortage of well qualified teachers. Nineteen Sixties were marked by a vehement and searching criticism of teacher education in England and Wales. Burgees Tyrell remarked that 'The structure of teacher education was described as highly academic and remote from reality with little emphasis on practical skills needed of an efficient teacher, the courses of the institution were criticised as having failed to evolve a properly understood vocation education at a high intellectual level'.

Since 1944 there has been a large expansion both in quantity and quality of education but a systematic matching re-appraisal of teacher education has been conspicuously absent. As the chairman of select committee of House of Commons Mr. F.T.Willey says that 'Not only did Mc Nair report of 1944 fail to inspire

---

2 Hewett Stanley 'The Training of Teachers, a factual survey' (University of London, 1971), p.1

sufficiently radical change but the lamentable tradition of the neglect of teacher training has continued notwithstanding that meanwhile almost every other sector of education has been the subject of persuasive official inquiry and report.

From 1946 onwards the number of students in the training colleges increased steadily. This provoked fear of unemployment among teachers. During 1958 to 1968 there was an improvement in academic and professional standards, three-year course was absorbed and a bachelor of education degree having fourth year was embarked upon. The 1959 inquiry of the Parliamentary Select Committee on education and science of the Labour Government, the twenty two area training organisations (A.T.O.) reviews conducted in 1970, and finally the committee of inquiry under the chairmanship of Lord James of Rusholme, instituted in the same year by Mrs. Thatcher, Secretary of the State for education are most important in the area of teacher preparation.

The published evidence to the parliamentary select Committee on teacher training and the review reports of the 22 A.T.O. inquiries (which the James Committee had gone on record to have duly considered as per the terms of reference of its appointment) together with the evidence submitted to James by the people

---

representing various kinds of institutions, professional organisations of teachers and teacher educators and individuals, all provide a framework for recommending a pattern of teacher training modified to suit the changing needs and conditions. With this background the current trends in teacher preparation in England and Wales can be examined.

JAMES REPORT

This report on Education and Training of teachers was published in 1972. The basic proposals underlying the reorganisation of teacher preparation as proposed by James are briefly considered below. The James report has clearly divided the preparation of teachers into three consecutive 'Cycles'.

1. Personal Higher Education
2. Pre-service Training and Induction
3. In-service Education and Training.

The highest priority should be given to the expansion of third cycle i.e. the opportunities of in-service education and training of teachers. All teachers in schools and colleges should be entitled to release with pay for in-service education on a scale equivalent to not less than one school term (12 weeks) in

---

every 7 years of service. The pre-service higher education and training of all teachers for the schools should extend over at least four-years. The initial training of teachers in the second cycle should last at least two-years i.e. one in the professional institution and one in a school, should be same for all intending teachers in its length and organisation, however, it might vary in content and style and should lead to a terminal award (B.A.Education)

After successful completion of the first year of the second cycle one should be recognised as 'Licenced Teacher' and successful completion of the second year should give the recognition of 'Registered teacher' and award of B.A.Education.

A new two-year qualification, the Diploma in Higher Education (Dip.H.E) together with new three year degree based on and developed from it, should be introduced into the first cycle in the colleges of education and the polytechnic departments of education.

The Awards

James proposed the following new awards for the teaching profession:

Diploma in Higher Education (Dip.H.E.) — would be awarded on the successful completion of two-years course (one third of this would
consist of general studies and two thirds would normally consist of two special subjects).

B.A. Education (B.A.Ed.) - This would be a general degree awarded on the successful completion of the first two cycles.

M.A. Education (M.A.Ed.) - This degree would be an in-service award for those with the B.A. (Ed.) and would be given at the end of one-year course.

Bachelor of Education (B.Ed.) - This degree would be an in-service award available to present teachers who do not have a degree. This would be awarded at the end of one-year full time course or its part time equivalent.

Compositions of Regional and National Councils

The Regional Councils should represent higher education in the region i.e. two or three universities, one or two polytechnics, about ten colleges and one or more L.E.A.s. The National Council should consist of about twenty members appointed by the secretary of the state for education and representative of teachers since it would have the first responsibility for professional standards.

New Trends

Despite all the modernisation and liberalisation that have taken place over the past century and a half, the old basic
pattern of teacher training still persists. Nearly every one now desires it must be changed. Various recommendations of James Report, if implemented fully, are bound to bring a desirable change in the system of teacher education and training in U.K. There is a trend to make teacher education as scientific and functional as possible. The approach to teacher education has become empirical in nature. On the basis of the established research work, educationists want to bring desirable changes in the behaviour of child in a scientific and controlled manner, through the process of teaching.

United States of America
System of education

Education in the United States comprises of three levels i.e. elementary, secondary and higher education. The organisation and the curricula of private schools and colleges are similar to those of public schools although the administration differs. The common pattern of organisation referred to as the 6-3-3 plan includes the elementary school in grade I through 6, junior high school in 7 through 9 and senior high school in 10 through 12. The Older 3-4 pattern also continues in use in many places.

The constitution of United States when it divided the powers between Federal Government and the States, left the responsibility of education to the States. The principle of
local self-government is strong in United States. Therefore the responsibility for organising and administering education lies with the states and with the agencies and institutions within the States. Educational responsibility of Federal Government is to provide encouragement, financial support and leadership. One may notice the trend towards increased Federal Government support of education in U.S.A.

Since each of the state is responsible for its own educational system, their practices and policies differ. Every state has a chief state school officer, who is an elected member for 2-4 years in majority of the States. In some states he is appointed by the State Board of Education. There is a national office of education, headed by the commissioner of education. In each state the department of education and board of education and chief school officer hold central authority for the educational development. One of the unique characteristic of the United States education is the degree to which schools are operated by local school authorities. There are about twenty two thousand school districts in U.S.A. Mostly they are run by regular elected board of citizens, usually five to seven in number.

At present almost 14.8 million children are reading in secondary schools and 7.6 million in the institutions of higher learning. Higher Education in general consists of two broad

---

fields - liberal arts and professionals. Generally each institution of higher education is governed by a board of prominent citizens from various walks of life. Higher Education refers to the study beyond the secondary school level and almost presupposes that a student has undertaken twelve previous years of study. The term college and university is often used interchangeably, although the former is often a part of the latter.

Higher Education in U.S.A. has evolved two unique institutions. They are two-year junior college or community college and the four-year liberal arts college. Junior colleges either offer studies leading to technical and semi-professional occupations or they offer studies which will prepare the student for four-year degree course. By and large a degree is awarded on the completion of a specified number of courses which earn the student credits or points. The number of credits awarded for each course relates to the number of hours of work involved.

Teacher Training

During the latter half of the 19th century there was a good number of normal schools meant for elementary school teachers, admitting high school graduates and offering them a course of 2-3 years leading to a diploma. Now almost all of them have extended their course to 4 years leading to a bachelor's degree in education. Some offer a fifth year study leading to a master's
degree. Many prepare secondary school teachers. Frequently, they change the names from normal school to teacher's college or state college or even state university.

All States require a licence or a certificate to teach in public elementary and secondary schools. Forty seven states require the bachelors degree as the minimum preparation for teaching in secondary schools while three states and the district of Columbia require five-years or a master's degree. Both public and private colleges and universities are approved or accredited for teacher education.

The new integrated curriculum of teacher's training colleges of the United States has been designed to cover:

a) General education
b) Specialised education
c) Professional education

S.S. Dixit has rightly remarked that 'Attempt is being made to integrate these three broad areas of education and training into a synthetic whole to produce the right type of personality for the teaching profession'.

---

The preparation of teachers of different branches of vocational education is carried out in the land grant colleges and universities. The independent liberal arts colleges also have departments of education offering enough courses for prospective teachers.

There are nearly 2.3 million classroom teachers in elementary and secondary schools. Of the total 2.05 million are public school teachers, the remainder are employed in non-public schools. The pupil-teacher ratio in 1969 was 20 to 1 for secondary schools.8

New Trends

The Chief characteristic of teacher education in United States is that it has discarded narrow and low level specialization and has become a university level liberal and professional course leading to the bachelors and masters degree for teachers at all levels from kindergarten upwards. In the large universities it also extends to the level of doctorate. There is a trend on the part of secondary teachers to pursue the advance courses leading to doctors degree.

According to Logan Wilson, president American Council on Education 'There is really no formalised national system of education in U.S.A. American colleges and universities continue to

be characterised by localised independence in decision making. They take pride in a system which is characterised by diversification, decentralisation, local autonomy and free competition. 9

More than twelve hundred organisations nearly all voluntary in nature - having to do in one way or another with education exist in United States. Beyond these national and international organisations consisting mainly of educators, still other individuals and groups are involved in the total organisation of American Higher Education. But now there is a sign to promote many kinds of united efforts and to think education in national terms. There was a time in the history of U.S.A. when Higher Education was regarded as a luxury for those who could afford it and necessity only for clergymen but the indispensability of higher education to the whole society is now generally recognised. Only recently, there has been much cognizance taken of the need for a national policy in this area. 'Longman Wilson has suggested ' the guide line which should be adopted for policy formation. For the long-range development of higher education including teacher education, there are at least eight basic premises to be taken into account'. 10

1. A strong and viable system of higher education is essential to the national welfare,


2. The need to expand and improve higher education is urgent,

3. Expansion and improvement should be guided by national policy,

4. National policy and federal policy need not be one and the same,

5. A realistic assessment of existing strengths and weaknesses is overdue,

6. Higher education will be financed adequately only when costs are regarded as investments rather than expenditures,

7. The disjointed organization of higher education must be unified,

8. The efficiency of freedom should be safeguarded.

Johnson in his presidential message (1965) emphasized the need of full educational opportunity to be accepted as a national goal. He said:

We must demand that our schools increase not only the quantity but the quality of American education. For we recognize that nuclear age problems, cannot be solved with horse and buggy learning. The 3 R's of our school system must be supported by the 3 Ts - teachers who are superior, techniques of instruction that are modern and thinking about education, which place it first in all our plans and hopes.11

Education in the United States today is racing to cope with the demands of an age that was just a dream short-time ago. Improved materials and techniques of instruction are being developed. New approaches utilising television, films, teaching machines and other means of extending the services of best teachers are receiving special consideration. In the light of recent technological, cultural and political developments curricula are being revised. There is an increased effort to educate more effectively the gifted and academically talented students. There is a tendency towards greater articulation i.e. sequence of subject matter from level to level is occurring among all levels of instruction. There is an attempt to encourage creative talents in U.S.A.

In many schools 'Team Teaching' has been used successfully. Team teaching is primarily an attempt to make the most efficient use of teachers. A senior teacher is put in charge who is experienced and able. Another innovation in the secondary school organisation is a programme to keep the school buildings in use the year round. 'Keep the school doors open' is fast becoming a popular slogan among American educators. They argue that shutting school buildings from June to September is a waste of time and talent and an unnecessary break in the learning teaching process.
In the field of Teacher Education, the 'Master the teaching model' approach is becoming popular. A passing reference can be made to some of the research studies in this context viz., Flanders (1961), Medley and Mitzel (1963), Taba (1965), Allen and Ryan (1969), Davis (1969) and work done by research centre at Stanford University in the field of teacher competence appraisal. These studies, and many more have changed to a great extent the very concept, objective and approach to teacher education programmes.

Union of Soviet Socialist Republics

System of Education

U.S.S.R. is a union of 16 republics of equal status, each of which is styled a union republic. The Soviet Union is a socialist state of workers and peasants. Article 121 of 1937 constitution according to official resources of U.S.S.R. states that 'Citizens of the USSR have the right to education, which is ensured by the universal and compulsory education. While responsibility of education devolves upon republics and local bodies, these all remain subordinate to the highest organs of power in Soviet Union i.e. supreme council and the council of ministers'.

The programmes and curricula are uniform and obligatory for all institutions. Planning for all aspects of national life

---

is a characteristic of the Soviet Union. Within an integrated plan for social and economic development, education and other cultural activities take their place. Each union republic has a ministry of public education with responsibility for all general education. Technicums, teacher-training schools and higher establishments for teacher education are maintained by the Ministry although controlled at Federal level.

Education began to develop at a rapid rate after 1930's. After the Second World War there was a gradual changeover. Universal compulsory eight-year education instead of four-year was introduced in 1953. Alexi Kalinin has remarked:

In its decisions and directives of the ninth five-year plan, a task of immense social importance i.e. the completion of the transition to universal secondary education (up to the age of 17) has been included. As a result of this, education authorities have undertaken to improve the standards of teacher training and raise teachers qualifications, to provide more vocational guidance and extend the net-work of institutions, to ensure a relatively uniform level of preparation.

The system of education includes the pre-school institution i.e. nursery schools and children homes, and secondary schools of general and polytechnic education which cater to children of 7 to 17, out-of-school children's institutions, the vocational schools, the specialised secondary schools and higher schools.

---

Teacher Training

The country now has over three million teachers and tutors. Over 92% of all primary-school teachers undergo a special primary school teacher's course or attend a teacher's institute, while 82% of the teachers of the 4th to 8th classes have a full or partial higher education. The teachers of the senior (9th and 10th) classes have a full higher education.

Pupils completing eight-year school or ten-year school are eligible for teacher training. Trainees are being selected by a competitive examination. The teacher-training course is a two-three or four-year course depending on the previous level of education obtained. Teachers institutes are quite large and famous e.g. teachers institute in Yaroslavl (oldest training college) has five departments, 31 faculties and over 300 faculty members.

Institution of education and the university provides training for teachers of the top secondary classes. In general these institutions have a corresponding practice school attached to them. They are subordinate to the ministry of education. Admission in these institutions are made purely on the basis of written and oral test. B. R. Soni has tabulated time allotment
for various aspects of teacher training which is given below:

### TABLE No.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Total time in weeks</th>
<th>Theory in weeks</th>
<th>Practical Teaching time in weeks</th>
<th>Examination time in weeks</th>
<th>Vocation time in weeks</th>
<th>Social service time in weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>52</td>
<td>36</td>
<td>-</td>
<td>6</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>II</td>
<td>52</td>
<td>36</td>
<td>-</td>
<td>6</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>III</td>
<td>52</td>
<td>36</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>52</td>
<td>32</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>V</td>
<td>44</td>
<td>13</td>
<td>16+5*</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

* Time for preparation of report of Research Project

### TABLE No.2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Subject</th>
<th>Time devoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education, Philosophy and psychology</td>
<td>20%</td>
</tr>
<tr>
<td>2.</td>
<td>Content subject</td>
<td>50%</td>
</tr>
<tr>
<td>3.</td>
<td>Foreign language</td>
<td>5%</td>
</tr>
<tr>
<td>4.</td>
<td>Methods of teaching</td>
<td>15%</td>
</tr>
<tr>
<td>5.</td>
<td>Special Courses and Seminar</td>
<td>10%</td>
</tr>
</tbody>
</table>

---

New Trends

There is a trend of creating special interest for experimentation and research among teachers while they are under training. The idea is that when they go out of the training institute, if given proper opportunity for experimentation, they are bound to contribute to the improvement of education and training. With this intention each trainee is to work under a guide who meets at least once a week and discusses his progress of work.

Group discussions and class seminars are quite lively during training period. Trainees through group discussion and seminar which require self-study and student-participation, get opportunity to think, read, work and discuss. Practice teaching has been given a great importance in the pedagogical institutions.

It is evident that adequately trained and qualified staff of pedagogical institutes is to bring about improvements in the instructional process. There is a trend of undertaking research projects in the field of education, psychology and methods of teaching on the part of staff of teacher education institutions. They all help other teachers to organise seminars, conferences and carry on experimental work.
Educational authorities encourage in every possible way the training of teachers at extra mural and evening departments of institutes. Alongwith the training of teachers, improvements of their qualifications is conducted on an extensive scale. Refresher institutes help teachers to engage in systematic self-education, organise their creative activities and keep them upto date with progressive teaching experience. About once in five years every teacher is sent to refresher courses. Teacher's societies which exist in all the Republics arrange scientific and practical conferences. For successful educational activities teachers receive the highest government awards.

In general it may be said that measures have been taken in U.S.S.R to reform the content of school education. Text book and syllabus are being adopted to meet the requirements of the people. Mr. Yuri Ivanov may be quoted for an example:

Systematic teaching of fundamental of science is now begun in 4th instead of 5th school year. A new syllabus was drawn up in 1962 which was designed for a three year primary school course, which has been proved suitable for all normally developed children, whether or not they have received any pre-school training. 15

INDIA

System of Education

India is a democratic country having 24 states. In each state, education minister duly elected, is incharge of the edu-

15 Yuri Ivanov 'First level of Education in the Asian Region' (Bangkok, UNESCO, 1973), p.137.
cation portfolio. Director of Education with inspecting personnel carry out policies laid down by the ministry. Responsibility to impart education is being shared by both public and private sectors. The state government in addition to maintaining their own institutions, give grant-in-aid according to rules, to local board and private bodies.

Primary and Secondary Education is financed by State Governments, Local Bodies and Private Organisations. Higher education is financed by Central Government through University Grants Commission (U.G.C.). The main function of the Ministry of Education at the centre (New Delhi) is to plan, guide and co-ordinate. Bodies like Central Advisory Board of Education (CABE) and National Council of Educational Research and Training (NCERT) etc. assist the Central and State Governments in formulating their educational policies.

According to constitution education is a state subject. The nomenclature and structure of various stages of education differ from state to state. After making a close study of the pattern of duration of school and college education, the Education Commission (1964-66) strongly recommended the following unified system for the whole country:

1. Pre Primary : Age group 3 to 6 years.
2. Primary : Grades 1 to 7 or 1 to 3.
   (a) Lower Primary : Grades 1 to 4 or 1 to 5.
   (b) Upper Primary : Grades 5 to 7 or 5 to 3.
3. Secondary : Grades 3 to 12 or 9 to 12.
4. First Degree : Three-year course.
The current thinking is to adopt the uniform pattern of school and college education i.e. 10 + 2 + 3 in all the states and union territories. It is proposed to obtain this uniformity during Fifth Five Year Plan period (1974-79).

Article 45 of constitution provides universal education upto the age of 14 years. Due to the lack of resources, it could not be achieved so far. Now it is envisaged to bring all the children upto the age of 11 into the schools by 1975-76, and upto the age of 14 by 1980-81. Facilities for pre-primary education, which are inadequate at present, are to be increased during Fifth Five Year Plan period.

Teacher education is the responsibility of three different agencies viz., Planning Commission, University Grants Commission and National Council of Educational Research and Training. It is envisaged to set up a National Council for Teacher Education (N.C.T.E) and State boards of teacher education during Fifth Five Year Plan period.

**New Trends in Teacher Training**

Dr. S. B. Adaval has written that 'Since India attained independence, a good deal of attention has been paid to the quantitative as well as qualitative improvement in teacher-training. The great changes that have taken place in the social, political,
economic and cultural life of the country and of the world have placed new demands on secondary school teachers and hence the function of training colleges is now viewed in a wider perspective of national needs and aspirations. New trends are discernible in the field of teacher training. \(^{16}\)

Since independence in the field of teacher education there have been changes both quantitative and qualitative with the incoming of influences of various new trends and features. Training of teachers is now called as education of teachers. By and large, we have now training programmes for primary teachers in institutions having mostly two-years course and for secondary school teachers there are separate training colleges, university departments or training units attached to Arts and Science colleges for one-year course after graduation. Universities are awarding B.Ed. or B.T. degrees whereas State Governments grant a diploma or Licence in Teaching to the successful candidates. In practice both qualifications are treated at par. Both these agencies (university and State Government) have their own systems of assessment for the award of degree or diploma.

Mudaliar Commission has rightly remarked that: 'Graduate training being a post-graduate qualification should come under the university and when there are universities carrying on this

function, all graduates should be trained in institutions which are affiliated to the universities and submit to test conducted by the University'.  

By and large the Government takes responsibility for finance and administration and the university is made responsible for content, training and conduct of examination etc. The study group on education of secondary teachers in India recommended to set up a National Council for Teacher Education at the centre and a state council for teacher education in each state. Government of India is planning to implement such recommendation in Fifth Five Year Plan period. The function of these Councils should be:

To prepare programmes for the development of teacher education and supervise their implementation, to set standards in teacher education, to accredit training institutions and confer recognition on them, to initiate the preparation of curriculum and syllabuses for training programmes and co-ordinate standards and training programmes.

However, now there is a general awareness in the minds of the people concerned that a regularly established full fledged training college for teachers can not be reduced to a training class merely without adversely affecting the quality of training. A proper professional atmosphere is built up more easily if the

---


18 Report of Study Group on Education of Secondary Teacher in India (Delhi, All India Association of Training Colleges, 1964) p. 22-26.
institution is a self-contained, independent, fullyfledged professional institution.

Statistical data reveal clearly about the large number of untrained teachers working in secondary schools in different states inspite of our efforts for providing increasing facilities for training. In 1965 there were 273 secondary training colleges in the country, out of which 92 were Government and NCERT and 32 university departments and 149 private institutions. From the figures supplied by the Education Commission Report (1964-66) one may make out a general conclusion that the number and the percentage of trained teachers has been increasing steadily with availability of more training facilities. However in some parts of the country there has been dearth of trained teachers too as per evidence supplied by Education Commission. In Orissa about 48% of the secondary school teachers were untrained in the year 1965-66.

We may conclude that teaching profession so far has not been able to attract sufficient number of even the average quality people what to say high quality men and women. Keeping this fact in view, we can visualise the attempts made in recent years by the Government to raise teachers salaries. Efforts have been made to bring the service conditions in privately managed institutions on par with those in Government institutions.
New trends with regard to improvement of quality of teacher education are also gaining ground in our educational system of the country. A few observations can be made at this point e.g. establishment of National Council of Educational Research and Training (NCERT) in 1961 with main objective mentioned below:

1. To promote, organise and foster research in all branches of education.
2. To disseminate knowledge of improved educational techniques and practices in the school system and
3. To act as a clearing house and with this object to undertake special studies, surveys and investigations.

The secondary education Commission in 1953 identified the inadequacies of the then existing system of secondary education and made recommendations of far reaching importance for the improvement of secondary education. The need was felt for a planned programme of teacher education. Thus four regional colleges of education at Ajmer, Bhopal, Bhubaneswar and Mysore were set up as a part of the programme sponsored by the Central Ministry of Education to improve the quality of secondary education. 19

To clear the backlog of untrained secondary school teachers, all these four colleges along with institutions like Central Institute of Education (CIE) Delhi, have started Summer-School-cum-Correspondence Courses (SS/CC) for B.Ed. degree. Correspondence course has been recommended to clear the backlog of untrained teachers by 8th Conference of the All India Association of Teacher's Colleges in June 1965, as well as by the Education Commission of 1966. Latter recommended the adoption of correspondence courses not only for teacher training but for a variety of other purposes also.

After independence a new trend can be seen in the field of teacher education i.e. combining academic and professional programmes in the same institution through the integrated courses. The first experiment of this type was carried at Kurukshetra in 1970 on a four year integrated course pattern in which both academic and professional studies are done concurrently. Later on N.C.E.R.T. also started four-year integrated courses in all the four Regional Colleges of Education in both Arts and Science. It is hoped that such courses may prove a step forward in the direction of improving the quality of the training. This trend of making integrated approach is now perceptible in different parts of the country. The whole programme of teacher training ought to be considered as one unit and not divided into various disconnected areas of theoretical and practical activities.
The current thinking is to adopt a uniform pattern of school and college education through 10 + 2 + 3 system as recommended by Central Advisory Board of Education (CABE) in all states and union territories. It is proposed to obtain this uniformity under Fifth Five Year Plan (1974-79). This may lead to reorganisation of entire teacher education programme in the country.

Pre-school education will also get attention in Fifth Five Year Plan. NCERT has taken an initiative by way of preparing suitable materials for children and teachers of pre-schools. An increasing trend can be seen in case of primary, middle and secondary schools. This reflects quantitative growth of pre-primary, primary and secondary education and for implementing universal education up to the age of 14, in the Fifth Five Year Plan, one will have to make provision for teacher-training accordingly.

One should not think that a teacher will come out as a finished product from a teacher education institution within a period of nine months. Pre-service training can initiate the individual into a few basic things pertaining to the teaching process but leaves the future development to individual's own efforts. This is the reason, why some educationists advocate that one year training programme is enough for the initial orientation which should be followed by a regular programme of In-service-
teacher education. There is a trend to lay emphasis on it in India. In-service programmes are being organised by extension services departments in shape of seminars, workshops, study-circles and experimental projects etc. However, efforts made so far are almost negligible. There is a need that training colleges should own and share such responsibility alongwith other agencies.

One has to admit that teacher training in India is beset with many problems related to material, equipment, quantity, quality and process of training etc. An encouraging sign is the realisation to improve the quality of teachers. Work done in universities and advanced centres such as CASE and NCERT, gives confidence to speak that in future steady steps will be taken in the direction of teacher improvement through a comprehensive and well co-ordinated programme.