CHAPTER II

TEACHER EDUCATION IN INDIA

(1) ORIGIN AND DEVELOPMENT OF TEACHER EDUCATION

The term "Teacher Training" now have been designated as "Teacher Education." The origin of Teacher Training is thought to be from olden times. We categorise this into four ages as under:

(i) Pupil Teacher System.
(ii) System of Apprenticeship.
(iii) Teacher Training.
(iv) Teacher Education.

We can have the knowledge of qualities of a good teacher in the olden time. In olden days the education was limited to upper classes only. Therefore there were limited numbers of students with the teacher. The teachers used to teach and guide them individually and the whole education of an individual was done in the personal guidance of a teacher. Due to good reputation of good teachers unlimited students used to come to the teachers. In such circumstances it was not possible to pay attention towards individual students. Therefore they use to take the help of students in teaching the
other students.

Dr. Shridharmath Mukhopadhyay has written in his book (BHARTIYA SHIKSHA KA ITIRAS)
"Acharya or 'Guru' used to the students of upper classes and these students used to teach the students of lower classes and these lower class students used to teach the students of lowest class.

The students who were selected possessed sufficient knowledge of the subject. These students were called "Pitti-Acharya". These Pitti-Acharya used to teach the students, keep the record of their progress and behaviour and inform the Gurus. If due to unavoidable circumstances "Guru" was not in a position to attend the school, there was no disturbance of education of most of the students. The classes continued for days together. This system was called "Monitorial System." There was no subject like Principles of Education but the monitor after having sufficient knowledge of methods of teaching and Practical Teaching were made responsible for Teaching. They did not feel any difficulty in imparting education independently. On the basis of this we can conclude that there was no place for theoretical knowledge in teacher training. Practical Teaching and "Learning by doing" were the fundamental aspects of training, no formal
training was imparted. This was the beginning of teacher training indirectly.

(2) IDEAL TEACHER TRAINING COLLEGE

"Teaching can only be undertaken successfully by well educated men and women."

-H.C. DENT.

The knowledge of theory and practical aspect of teacher training colleges is to be well co-ordinated to become an ideal teacher. The personality of the teacher can well be developed only through both the aspects.

The teachers think that their job is to teach within the class-room only but actually there are many other aspects also which effect the outwardly aspect of the student. The ideal teacher has to study every aspect of the student within and out side the class-room

Mr.P. Gurry has described in his book (Education & the training of teachers) the personality development of a teacher under these five areas:

1. Practice of the responsibility
2. Growth of knowledge
(3) Development of knowledge out of bookish knowledge.

(4) Expression.

(5) Appreciation and analytical quality or competency for analysing the merits and demerits.

It is very essential that before actually performing the responsibility as a teacher, the teacher should bring into practice the responsibility. This has been advocated by one of the Educationists that

"It is easier to understand
Than to clarify.

It is easier to clarify
Than to convince.

It is easier to convince
Than to bring the desired changes into practice."

There may be some drawbacks in performing responsibility, one should not bother for this because it is bound to come. The teachers will learn through "trial and error method" and will learn the thing in an earliest possible time. First easier responsibility may be assigned to the teacher then more difficult responsibility may be assigned respectively. It will
not be possible to assign all the responsibility at a time therefore one by one responsibility may be taken into consideration.

It is generally observed that cultural items, games, sports, social work and programmes of the training colleges are performed by a selected few student teachers, the remaining student teachers follow the leaders. This clearly indicates that every student teacher does not participate actively in the college programmes and they do not get proper training in the college.

(3) HISTORICAL BACKGROUND

Teacher Training Institutions were first established in India by the Danish Missionaries in the last quarter of the 19th century. These institutions were started as "Normal Schools" mainly with the purpose of training teachers for the primary level. Training of teachers for the secondary level was taken up much later in the beginning of the twentieth century.

The Normal Schools for the training of Primary School Teachers in the three states -- Maharashtra, Madhya Pradesh and Gujrat began to be established in the second and third quarter of the 19th century.
The training of Primary Teachers began in erstwhile Bombay Province as far back as 1824 when the Bombay Native Education Society started the first Primary Training class for primary teachers. A similar class was started in Poona in 1835. In Poona, two regular Normal Schools were established in 1851. The first Primary Training institution for women was also established in Poona in 1870. The Normal Schools continued to function till 1938. Then the Vidya Mandir Scheme was introduced at Wardha to orient Primary Teachers towards the principles and practices of Basic Education. The same year a Basic Training Institute started functioning at Wardha for training Primary Teacher Educators as well as Primary School Teachers.

For training teachers at secondary level, a secondary Training College was established in Bombay in 1903 which was upgraded in 1922 for awarding the degree of Bachelor of Teaching, in Vidharbha, a University Training College was established at Nagpur in 1946. After this, there has been a rapid growth of Teacher Training Institutions in the state during the past three decades.
(a) Ancient Past

In India, looking back at the ancient past the teachers role combined both the aspect of worldly welfare and spiritual gain of the learner. Hence the teacher, the guru, was held in high esteem and “teaching” as a task was widely revered. While on the one hand the teacher was expected to be the master of specific branch or branches of studies, he was on the other hand to have a high moral character. Traces as found in the “Rig Veda” pronounce that for the preparation of such teachers it was necessary that the teacher had to have a scholarly bent of mind, high degree of intelligence and devotion to acquire perfect mastery of the subject, he had to live through an austere life to assimilate the essence as embodied in the subject matter of study (curriculum), he had to live the life of a brahmacharin, and he was an ardent aspirant of the supreme good. Such qualities and education used to go to the “preparation” of a real teacher who ought to be a good man himself.

Such a person could not deal with "inert" ideas, could not deal with things impractical. He had to realise within himself the truth of every bit of knowledge by going through it himself. Only then
he was in a position to lead the learner to similar paths of realisation. The test of his ability was seen in his skill of teaching, he had to explain and expand, expose and expound, illustrate and interpret, themes and knowledge with the help of his own experiences. This realistic approach to the teaching which combined theoretical base and practical explanation proved extremely worthwhile. Disciples flocked around the efficient preceptor while without any formal rejection. The less wanted ones were evidently the less effective teachers. It is clear thus that "practice" in teaching yielded much more meaning to the truth of "theory" of learning. However, in the later classical period much adherence to rules about studies and mechanical practice along certain prescriptions brought in for the first time unfortunate emphasis on traditional learning. Still, no formal teacher training course existed, nor any formal recognition to a practitioner through awarding of certificates was in vogue anywhere.

(b) Medieval Period.

The much talked of "monitorial" system that was found in vogue in India of fourteenth and fifteenth century had its early traces in the
'Jatakas'. The expert eye of the preceptor used to detect the few talented scholars who were senior in intellect, and bent on pursuit of knowledge. This small group, it seems, got some impetus from their teachers who would detain them in the school for a longer period and make them competent to take over charges of the younger and the mediocre pupils. This batch of monitors, the intermediaries, so to say, gained gradually in maturity and knowledge, acquired ability in taking charge of the younger colleague and this brought in an element of teacher training for the first time in the history of teacher education. The true teacher was conceived to be as one, well-versed in scriptures and theology, skilful in the art of exposition and one who had acquired a well-integrated personality and who used to command respects all around.

This practice of monitorial system as found during the 'Jataka' period could not be free from certain deteriorating influences. However, skilfully the monitors got chosen by the preceptor, and the monitors used to take care of lower class students. It was seen the purpose of disseminating learning was not as efficiently achieved as it was expected to be. The learning depended on memorisation rather
than logical reasoning, exposition and interpretation. Doubtless to say, the same spirit of learning suffered from a setback. Learning and 'Practice-in-assisting-in learning' became mechanical, stereotyped pursuit.

**Buddhist Period** (500 B.C. to 1200 A.D.)

In this period, the system of training teachers was more elaborate and thorough. A monk in order to reach his full status had to pass through a grinding system.

The method of training teachers (monks) during the period was based on a system, which was, later on recognised and named as 'monitorial system'. However, specifically one cannot fix up a date from which such a system has started. This inexpensive system of Teacher Education existed since times immemorial, this can be concluded. Thus teaching was considered as the noblest profession during Buddhist period.

**Muslim Period** (1200 to 1700 A.D.)

During this period, it can be seen that teachers of repute were on the staff of Madarsah started by Firoz Tughlaq (1325 A.D.) which was lavishly endowed with funds. It should be noted that for the
highest position in the State service, no-specific professional training was made essential. These posts were filled up on consideration other than mere -- academic qualifications. During the Mughal period, however, teaching medicine, literature, art and music were taken as established learned profession. Institutions for regular education and training of such professions were not in vogue during this period.

c) Teacher Education in early British period.

The continuation and spread of teacher education in the country down the centuries should be seen primarily in the background of the education pattern prevalent from time to time. The system of indigenous education that continued in this soil throughout the long period of history finds copious mention in papers and correspondence exchanged between the members of the Board of Directors and those of the Public Instructions of the East India Company ever since they took over the charge of -- administration in general and education in particular with all the weakness that had crept in into the then prevalent system, some obvious merits were discerned and appreciated by them. The teacher preparation
question assumed a special significance in the light of some of their observations. In one instance -- G.L. Prendergast (1827) observed, "I need hardly mention what every Member of the Board knows as well as I do, that there is hardly a village, great or small, throughout our territories in which there is not at least one school, and in larger villages more many in every town, and in large cities in every division where young natives are taught reading, writing and arithmetic, upon a system so economical, from a handful or two of grain to perhaps a rupee per month to the school master, according to the ability of the parents, and at the same time so simple and effectual, that there is hardly a cultivator or petty dealer who is not competent to keep his own accounts with a degree of accuracy in my opinion, beyond what we meet with amongst the lower orders in our own country."

"When the scholars are assembled, the scholars according to their number and attainments, are divided into several classes, the lower ones of which are partly under the care of monitors, whilst the higher ones are more immediately under the superintendence of the master, who at the same time has his eye upon the whole school."
(d) **Formal Teacher Training Programme**  
(early 19th century).

Hence it was evident that hardly any formal teacher training programme was in vogue in the country till the first decade of the nineteenth century. Any government measure in this regard was a far cry. The indigenous monitorial system, however, had certain advantages. Under the direct guidance and supervision of the master, the monitors who were the selected and more capable scholars got a chance to learn class control, class management, school organisation and teaching. The organisation of the programme was somewhat as under—

Having attained a thorough knowledge of the letters, the scholar next learns to write the compounds, or the manner of embodying the symbols of the vowels in the consonants, and the formation of syllables, etc. Then names of men, villages and animals etc., and lastly arithmetical signs. He then commits to memory an addition tables and counts from 1 to 100, he afterwards writes easy sums in addition and subtraction of many, multiplication and reduction of many, measures etc.
The monitors got their tuition from their masters who could, at best check, their learning on both the content and practice aspect.

The trace of early form of teacher preparation as found in the monitrial system was, as one could perceive, only a drop in the ocean of need for better education. In spirit if it was laudable inform it was beset with numerous defects. It was considered imperfect in those days as there were few persons who possessed the means to avail themselves of the advantages of general education even.

The growth of teacher education was hardly given any attention by the foreign rulers up till the end of the eighteenth century. While some liberal minded officers did portray the true picture of gradual decline of the indigenous education system in the parts of the country in a bid to pray for some gratuitous grant for the cause of education and total assessment of the result of such efforts was one of exploitation, disregard and indifference to allow educational efforts to continue.

(4) **SECONDARY TEACHER TRAINING**

Quite significant during this period
is the setting up of a very few Training Colleges for secondary teachers and a large number of normal schools as training institutions for primary and middle teachers. But the eternal controversy over the relative importance of general education versus training in pedagogy grew out of proportion. The efficiency was judged more from the knowledge of the course of content rather than the methodology of teaching.

It was for the first time that the Indian Education Commission, known as the Hunter Commission was directed to enquire into the quality and character of the instructions imparted in school for secondary education. Within this term of reference as stated above, the Commission had to emphasise the importance of Teacher Training. Suggestions were made regarding -

(i) The institution of a system of examination into the principles and practice of teaching required for qualifying in the teacher training course.

(ii) The selection of candidates (Graduates and Undergraduates) for such courses of study.
(iii) The duration of two types of courses for the two different groups desirous of taking training and
(iv) Condition of employment in a secondary school.

(a) FELT NEED = PROFESSIONAL TRAINING

For the first time in the history of teacher training in the country inclusion of studies like "principles" of teaching was talked about and felt needed for teachers preparation. Incidentally prerequisites of professional training were ushered in, a knowledge about these principles was considered necessary for teacher education and the prevalent notion regarding mastery over the matter to be taught underwent a rapid change. Depending on this basic issue of the need for "principles" practice of teaching received importance. So also was the need to look into and assess the quality and character of teachers under preparation by evolving the fresh system of examination for those completing the teacher training course.

It would naturally follow that the teacher recruitment policy of the Government got framed afresh. It became
necessary to hold a 'teacher's certificate' to be made permanent in the teacher's job in a school, although the 'teacher's certificate' was not imperative for any person desirous of initial employment in a school. The lacuna that existed in this policy, did not debar a person from getting into a teacher's job— but he had to be declared professionally qualified to be made permanent in that job. Thus for a "quality" service professional preparation with knowledge of principles and practice of teaching—became an absolute condition. Upholding the recognition for mastery of matter, the Commission judiciously suggested a shorter course for a short duration, for graduates and relatively longer course for the—undergraduates as the later group needed both courses in general education as much as professional education.

There were then embedded into the Commission's recommendations, certain very valuable features—

(1) that a teacher education programme needed to be broad-based as to include judgment of psychology, principles of class management, and the trends of
educational system in vogue in a country.

(ii) that a teacher was a "better" teacher only after he had practised "skill" in teaching,

(iii) that more equipped in knowledge he is, less is the need for general education for him and vice-versa. But professional education was bound to give him an additional quality in executing his responsibility so far as teaching was concerned. Over the years till to day, one finds the growth and establishment of these fundamental concepts only in the country's teacher education programme.

Although at certain quarters it was felt that the training course induced examination mindedness to a great deal, it became necessary for the sake of 'quality' in education to prevent all 'joy rides' in the realm of teaching. Over and above the passing of an examination, the candidate had to procure a favourable report from the school
Inspector as to his ability to teach. Besides, a report about his work habits and quality of performance was taken into consideration before awarding him the certificate.

This brought in gradually the practice of external examination in teaching when each candidate was expected to teach a group for half an hour as a part fulfilment of his teacher's certificate. This shows that the system of assessment was quite a thorough and comprehensive one.

Quite an elaborate account of practice in pedagogic lines could be obtained from the records of Government of India:

"The art of teaching is exemplified by model lessons given by the Principal and the other members of the staff, by criticism lessons given by the students and by work in the model schools.

Three students from senior English, five from junior English and five from Vernacular class are sent to the model school every week, at the end of the week, the masters entrusted with the supervision
of students send detailed criticism of every lesson and reports of their work. The criticism of lessons given by the students are designed to show how courses of lessons should be drawn up, how typical lessons in each subject be given by the students and how the principles laid down in the lectures on education are applied in actual school work.

(b) FORMS OF TEACHER TRAINING

In a general climate of satisfaction with the progress of teacher education all over until the end of nineteenth century, the Government of India's Resolution on Educational Policy (1904) expressed the need of reaffirming the principles and practices brought about in 1854 to 1882 on the one hand, and also the need for further extending and developing those in response to the changing times of the country, on the other.

The toning of educational improvements all round constituted the main recommendations of the policy. It observed 'If the teaching in secondary
schools is to be raised to a higher level--it is
most necessary that the teachers should themselves
be trained in the art of teaching."

The specific recommendations can be
enlisted as follows:

(i) that more men of ability and experience
in the work of higher training will be
needed.

(ii) that the training college should --
necessarily be equipped with great skill
and abilities of capable hands.

(iii) that except for graduates, the period
of training should be for two years.

(iv) that the graduates should have a course
of instruction directed towards
acquiring knowledge of principles which
underlie the art of teaching as also
they should acquire some degree of
technical skills in the practice of
that art.

(v) that the course for graduates should
culminate in a University degree/diploma,
others the course should mean extension, coordination and revision of their general studies.

(iii) that the scheme of Instruction should be determined by the authorities of training college and by the Education Department.

(vii) that the examination should be controlled by the same authorities.

(viii) that the teaching should be closely associated with its practice and for this purpose good practising schools should be attached to each college.

(ix) that the practising school should be fully equipped with well trained teachers.

(x) that the students should see examples of best teaching as they should learn teaching under able guidance and supervision.

(xi) that a good library, a museum in which samples, models, illustrations and records should be exhibited amply should go to the making of a good training college.

(xii) that a proper connection be maintained between the Training College and the schools so that the student on leaving
the college and entering upon his career as a teacher may not neglect to practise the methods which he has been taught and may not be prevented from doing so and forced to fall into the line with the more mechanical methods of his untrained colleagues and that old students of training colleges should be occasionally brought together again and the inspecting staff should cooperate with the Training College authorities in seeing that the influence of the college makes itself felt in schools.

(e) COMPREHENSIVE TEACHER TRAINING

In subsequent years a renewed effort was seen in all over the country in the spread of teacher training. The professional course got due encouragement as it resulted in the award of University degree in teaching. Courses of study got revised, in some provinces it was sought that the trainees be seen in their day to day performance and the
process of "internal assessment" be introduced as
the teacher and the head of the institution could only
help a close supervision over the trainees.

The Government of India Resolution
on educational policy (1913) pointed out once again
the inadequacy of the teaching staff and the training
facilities. It declared that 'under modern system
of education, no teachers should be allowed to teach
without a certificate that he is qualified to do so.
Further the local Government should examine their
schemes for training teachers of all grades, so as
to provide for the great expansion.'

The policy resolution highlighted
some significant features as well --

(i) Free interchange of ideas on the success
or failure of experiments is desirable.

(ii) The size and working of a practiseing
school and that of a model demonstration
school should be determined.

(iii) Equally important is to determine the
most suitable methods of procedure in
practical work.
(iv) The relative importance of methodology and psychological study nevertheless should receive attention.

(v) Inclusion or omission of a course of study—be it of a theoretical or practical nature and uniformity of conditions governing the award of degree—all these need to be discussed by people after constant consultations, visits, conferences and exchange of any experimental results. No doubt this helped in removing to a great extent the mystifying uncertainties that clouded the teacher education programme in the country.

The ultimate effect was that between 1904-1921, the number of Training Colleges rose from 6 to 13 and proportion of trained teachers to the untrained teachers increased appreciably.

(d) Dynamic Changes Suggested

The Calcutta University Commission of 1917 under the Chairmanship of Sir Michael Sadler
made certain important recommendations regarding several issues of teacher education. The recommendations although were based on the working of the Calcutta and Dacca Universities, were so comprehensive as to be considered suitable for the whole country.

Exclusively, on teacher education the Commission commented on a wide range of issues say,

(i) administrative and academic position and hierarchies of departments.

(ii) differential competencies in degree and diploma awarded by such departments,

(iii) the issue of establishment, management and control of demonstration and practising schools.

(iv) the need of and justification and equipping the teacher training departments on modern lines—all these came for thorough examination that brought forth valuable suggestions.
The Commission recommended the increase in the output of trained teachers as well as creation of Departments of Education in the University of Dacca and Calcutta. This was evidently a big step towards assigning a serious academic and professional role to the discipline of education. Surely, it raised the status of teacher education. The measure was to boost up the motivation of the teacher trainees, to infuse a deep interest in their pursuit of studies and cultivation of skills and competency as much as it cautioned against any slackness in dispensing with sincere service to the public.

(e) SUBJECTS INCLUDED IN TEACHER TRAINING

The knowledge of subject matter, skill in teaching theoretical foundation of training were included in the teacher training. But the Commission observed under the existing conditions, the first is often unfulfilled, second rarely possible and third too little regarded by the University in framing its regulations.

In 1924 thirteen out of the eighteen Universities had set up Faculties of Education, a
great gap was noticed between the trained teachers and the relevance of their training. Particularly the need of rural India got to a large extent overlooked as teacher's job could hardly maintain a close relationship between education and rural life.

The committee also dealt to some extent with the need for general improvement of teacher training, their service conditions, their salary and status and improvement of working conditions and the need for establishing close relationship with the masses of people before real progress became possible.

The University Education Commission (1948-49) did full justice to teaching in dealing the course of the training. With a view to improving upon the standard and depth of teacher training, the commission suggested among other things the following measures:

(1) Courses should be remodelled, more time and weight should be given to school practice in assessing students performance.
(ii) Students should be encouraged to fall in with the current school practices and make the best of it.

(iii) Suitable schools should be used for teaching practice.

(iv) Training College staff recruitment should be from people having first hand experience of school teaching.

(v) Course in Theory of education should be flexible and adaptable to local circumstances.

(f) SKILL IN TEACHING HIGHLIGHTED

The Secondary Education Commission Report (1952-53) stressed once again the importance that schools should be attached to teaching practice. The Commission stressed for training in methods of teaching at least two school subjects. They were fully aware of the fact that the development of practical ability in a teacher should depend on two basic things of practical vies:

(i) the teaching comprising lesson planning, preparation, delivery,
encouragement to students for participation - in short a command of knowledge of the subject and the skill in handling it, besides observation, demonstration and criticism of lessons and

(ii) The Sessional practical work including activities that support strengthen and enrich teaching such as construction and administration of scholastic tests, organisation of supervised study and students societies, conducting library periods and maintenance of cumulative records. The report states while pointing out the broad based purpose of the practical ability - "We feel that the scope of teacher training, particularly in its practical aspect, should be broadened to include some of these activities that a student will be expected to perform when he becomes a full fledged teacher." As for assessment of a teacher's
practical ability the suggestion was to introduce the practice of internal assessment supplemented whenever needed by sample test by the Board of Examiners.

In 1955, All India Council for Secondary Education was established to suggest improvement and expansion of secondary education. The Council, through its Department of Extension service planned to improve School Practices by active participation of teachers in service.

The beginning of sixties saw several big changes in the field of teacher education—The formation of N.C.E.R.T. the establishment of the four Regional College of Education at Ajmer, Bhopal, Bhubaneswar and Mysore, each one to run integrated four year teacher education programme, the inception of B.Ed. correspondence courses to clear the backlog of secondary school teachers.

(g) TEACHER TRAINING - CONTEMPORARY SCENE

The Regional Colleges were set up to feed the multipurpose schools as suggested
by the Secondary Education Commission. They started programme of professional and general education. Late eighteenth century saw the domination of general education over professional course. Now it took more than a hundred years to see to the balancing of general education and professional courses in teacher preparation programme.

The present century is still undecided whether any balance or compromise between the general and pedagogical aspects could be worked out and if so by what means. Observations revealed that training institutions are still inadequate to meet the increasing requirements, that the usual programme of training colleges has little relation to the actual needs and difficulties of the schools, and that many teachers are unable and unwilling to follow those methods on their return to schools.

Investigations are in progress to examine the impact of training colleges in India on actual school practices.

The Indian Education Commission (1964-66) suggested measures to utilize teacher
education and the process of learning and teaching in our millions of class rooms. One of the suggestions made was, to make student-teaching a comprehensive internship in which trainees would be able to observe the entire work of the school and to participate actively in all the important professional activities of a teacher, both in and out of the class room. This would necessitate a "Systematic Collaboration and cooperation" between the schools and the training Institutes. One of the measures suggested was the reorganisation of a content course which would include a study of fundamental concept and their implications for the school syllabus. This should constitute a part of the text book and source material and may, therefore, engage 20% of the time in the training programme. Such subject reorganisation should be done in collaboration with specialists in various branches from Departments of University. Necessarily, the orientation of new methodology and special techniques would be necessary.

It has been properly stated that the professional studies in training institutions
need revision in order to level naturalness and practicability to the practice and theor of education. Courses should avoid platitudes and things that cannot be applied to Indian situation. Methods of teaching used in training institutes need a careful revision according to the commission. Whatever innovation are expected to be applied in school teaching by the student teacher, should, without fail be put to use during their training period by the teacher educators. It is expected that student trainees could be led to maturer experiences by way of reading, thinking, discussing and deliberating and ultimately presenting project work.

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On student teaching, the Commission's views are worth noting. The Commission recommended the organisation of practice teaching in two phases. Initially, the teaching programme should be intermittent when the student should be oriented to the entire school situation, to the activities, set up -- administration, library, workshop and class-teaching where he should observe good teaching performed by the regular teachers. Finally, the period should involve continuous block teaching for at least eight
weeks. This plan is suggested with a view to bringing before the trainees the sense that he is an integral part of the school life. Only then, the commission views, an effective and dedicated service would emerge.

(h) AGENCIES INVOLVED IN TEACHER EDUCATION

At the administrative and organisational level we have the distinct agencies that are involved in the training of teachers for secondary schools:

(i) The Universities through their Departments of Education and

(ii) The State Government through and Government aided private training colleges.

There exists also a third category of institutions which are Degree Colleges but having arranged training courses for graduates merely as a class. It is admitted that a regularly established full training college offers much better opportunity to professional preparation than a mere course attached to a degree college. No doubt, the quality
of training suffers and thus indirectly affects the efficiency of the teachers.

Over the years the dearth of trained teachers in the fields of science and technology has been felt. With the achievement of independence, the growing need of such personnel made the planners conscious of such unprecedented pressure. Hence came the four year integrated teacher training course in Universities like the Kuruk-Shetra and the Regional Colleges of Education at Jaipur, Bhopal, Mysore, and Bhubaneswar started under the control and management of N.C.E.R.T. These are the full-fledged colleges offering both academic subject specialisation — combined with professional and pedagogical courses to the post school candidates.

There is autonomy in the execution of plans and programmes but the administrative control and standard of education are the responsibility of the respective universities. Whatever be the top heavy arrangement, at the receiving end the product of such colleges must satisfy the secondary schools. These are some of the current teacher training programmes the country has.
Regarding the content and quality of the training programme there are different opinions on one year's time. As a parallel the course of 4-year integrated training has come into being. It is believed that the later type will strengthen subject specialisation with professional and pedagogical efficiency and this course will be in a position to supply teachers for areas not so far adequately manned as also the work in schools will be performed much better.

In India teacher-education has a strong tradition of being controlled by the State Governments. Though efforts were made from time to time to bring it to the main stream of university education, but were proved futile. In this context Prof. S. Shakla has rightly remarked that 'The teaching of teachers is still only nominally an element of the university system. This is often expressed physically in the distance which separates the teacher-training college from the university to which it is affiliated... The phrase academic ghetto seem not too far-fetched a description of the state of teacher education within the university.'
The country is now on the eve of a large scale expansion of elementary education and a radical transformation in school education up to the end of higher secondary stage. In order to implement such an aim successfully, it should be our concern to make sincere efforts to improve the quality of teacher-education at different levels. With the formation of National Council of Teacher Education at the Centre and the State Board of Teacher Education at the State level (to be set up in the State where it does not exist) one gets a ray of hope that the desired improvement both in quantity as well as quality will certainly take place in the area of teacher-education in the years to come.
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