The history of teacher training in India is like a continuous flowing river, and we may say that the present day system of teacher training has been and is being strengthened by several springs and rivulets of the time since its beginning. It is the resultant product of several educational forces of the past centuries.

In this country, training of teacher is of recent development, and training institutions have come into existence since the beginning of the last century. Teacher education has developed in three different stages. As described by S. N. Mukerji (1960), they are (1) pupil-teacher system, (2) teacher training, and (3) teacher education. In pupil-teacher system, a monitor remains in charge of class and works as a teacher. Teacher training consists mainly of 'theory and practice' of class room teaching. In teacher training, the teacher learns how to
teach in classroom, i.e. method of teaching, class controlling, etc. While teacher education is something deeper than mere teacher training. Teacher education deals with teachers' problems related to education, current trends in education, psychology applied to education, and researches going on in the field of education, etc.

1. PUPIL-TEACHER SYSTEM

This system was existent in the period 1800 to 1822, when no one was directly interested in teacher education. Private organizations came into existence to meet the demand of primary teachers.

This system also known as 'Monitorial System' came into existence in the beginning of nineteenth century. In this system a class is divided into small active groups, and each group is given in the charge of a monitor, who was an advanced student conducting his studies. He has to give lessons to the pupils in his group and also help them in their study. He has to report to the teacher about the behaviour and progress of the pupils. This system was adopted by Dr. Andrew Bell, who was the first superintendent of Madras Military Asylum in 1787. It was the chief method by which Britain achieved expansion of primary education at a very slow cost in the first forty years of nineteenth century.
The Danish missionaries started teacher training institutions and normal school was set up at Serampore by Carey. Looking to the need of training of teachers, Educational Societies organized teacher training in Bombay, Madras, and Calcutta.

The Native Education Society of Bombay trained a batch of twenty four selected organizers and posted them in different regions to look after primary education. A central school for teacher education was set up in Madras in 1826 on the suggestion of Sir Thomas Munro. In Calcutta, the Calcutta School Society was established in 1819 to train the teachers. Some Government institutions were also established for this purpose besides these primate schools. Normal classes were attached to the Elphinston Institution, Poona Sanskrit School, and Surat English School in Bombay Province.

The Woods Despatch of 1854, quoted by S. N. Mukerji (1960) stressed the training of teachers and desired to see the establishment, with as delay as possible, of training schools and classes for masters in each presidency in India. But nothing much was done. The Stanley Despatch of 1859 quoted by S. N. Mukerji (1960) observed, 'The institutions of training schools for teachers does not seem to have been carried out to the extent contemplated by Court of Directors'. New Grant-in-Aid Rules framed after 1859 provided a salary grant to schools only for those teachers who obtained a certificate of teacher training. Consequently in 1881-82,
there were 106 normal schools with 3886 pupil teachers in the whole of India (which included Pakistan and Burma).

These training institutions were established with the intension of preparing primary school teachers. Admission to students was given on the basis of their elementary school record. The curriculum for these students included more about the subject matter to be taught to their pupils, and less about professional education.

So far as the training of secondary teacher is concerned, there were only two training colleges in the early times, viz. Lahore Training School (1881), and Government Normal School, Madras (1856). The institutions were admitting graduates and under-graduates in the same class. The courses included what the teacher had to teach, and practically nothing about pedagogy.

2. TEACHER TRAINING

Teacher training system mostly embraces the period between 1882 to 1947. The teacher in the early times was not trained, and had no knowledge of pedagogy. After the recommendations of the Indian Education Commission of 1882, and Government of India’s Resolution on Educational Policy of 1904, training of teachers became articulate.

The Indian Education Commission quoted by S. N. Mukerji (1960) had suggested that graduates and under-graduates
should have distinct types of training with reference to course of training and syllabus. By the end of nineteenth century, there were six training schools for secondary teachers.

The Government of India's Resolution of 1904 emphasised the problem of teacher education in its various aspects as under.

1. For graduates, the training course should be a one year university course leading to a university degree or diploma. The course should be chiefly directed towards imparting to them a knowledge of principles which underlie the art of teaching and some degree of technical skill in practice of art. For others, it should be a two year course, embracing the extension, consolidation, and revision of their general studies to make them capable teachers.

2. Training in the theory of teaching should be closely associated with its practice, and for this purpose, a good practising school should be attached to each college.

3. Every possible care should be taken to maintain a connection between the training college and the school, so that student on leaving college and entering upon his career as a teacher may not neglect practice of the method which he has been taught.
These recommendations have an influence on teacher training in the country. As a result of which the following three developments were found.

1. The number of training institutions was increased.

2. Separate courses for graduate teachers and undergraduate teachers were framed.

3. Practising schools attached to the training institutions were established.

The Government declaration of 1912 quoted by S. N. Mukerji (1960) strengthened the resolution of 1904 by stating that, 'eventually under modern system of education no teacher should be allowed to teach without a certificate that he has been qualified to do so'. The Calcutta University Commission of 1919, further strengthened the concept of teacher training. This Commission strongly emphasised the necessity of systematic research work and training the teachers on large scale. It also emphasised the need of creating a Department of Education in Indian Universities, and a demonstration school attached to it, for doing experimental work.

The Hartog Committee of 1929, also made very important recommendations for training teachers systematically and adequately.
As a result of these recommendations and declarations some universities started the Department of Education. There was a steady and systematic development of training institutions. Three types of training institutions came into existence. (1) For graduate teachers, (2) For under-graduate teachers, and (3) For primary teachers.

From 1906 to 1947, there was a considerable rise in the number of trained teachers. Particularly in the year 1946-47, there was a rise of about 61 per cent (of secondary and primary teachers) in training of teachers.

3. TEACHER EDUCATION

Since independence, a new conception of teacher training has tended to develop. There are several factors responsible for this development. (1) According to the need of free India, there became a demand for change and improvement in different fields of education, and hence development effected teacher training programme. (2) If teacher education is to make its real social contribution in the existing situation, it is required to be guided by the democratic value and procedure. (3) The concept of teacher preparation is undergoing a rapid change.
SECONDARY TRAINING SCHOOLS

The teachers for lower secondary or higher primary classes are generally under-graduates. They are trained in secondary training schools. At the end of training course, they are awarded a diploma of T.D. or Dip. T.

Some State Departments of Education were conducting S.T.C., or C.T., or T.T.C. Examinations for teachers and were awarding corresponding diploma or certificate in the support of the teachers' success at the said examination.

The curricula for these examinations differ in different universities and States, but the structure is more or less the same. The curriculum consists of two parts: (1) theory, and (2) practice. The theory part consists of four papers, viz. Educational Psychology, Principles of Teaching, Methods of Teaching, and School Organization and Hygiene.

TRAINING COLLEGES

Graduate teachers of this country get their professional education in training colleges. The training colleges provide a one-year training course, and the successful teachers are variously awarded the B.Ed., Dip. in Educ., or L.T. degree certificate in different universities.

This one-year course is divided into two parts. (1) Theory part, and (2) Practical part. In the first part of theory,
they have to study Educational Psychology, Principles of Education, General Method of School Administration and Hygiene, Methods of Teaching, History of Education, and Current Problems of Indian Education. Also they have to select one paper as Special Field of Study. In the second part, the teachers have to give a prescribed number of lessons, and have to observe also prescribed number of lessons of their co-students (teacher students). During the course of training all the student teachers work under the direct guidance of Method Masters. Again, the University arranges Off Campus Programme for their students to give them the idea and experience of teaching in various other schools of the State.

At the end of their study, they are examined in theory and practice. The successful candidates are awarded B.Ed. Degree (formerly they were given B.T. Degree).

POST-GRADUATE WORK AND RESEARCH

Post-graduate degree courses in education have recently developed in India. These courses of Master degree level and Doctorate Degree level. Master degree course in education is for M.Ed. degree and other for Ph.D. degree.

Students are admitted to M.Ed. degree course after passing B.Ed. degree examination, and for Ph.D. degree, after passing M.Ed. degree. A Ph.D. student has to prepare and submit a thesis to the University through the guiding teacher.
IN-SERVICE EDUCATION

The objective of teacher education programme is two fold. (1) Preparation of teachers, and (2) Improvement of teachers in service.

In-service programmes are organised from time to time by the State Departments of Education, and the Teacher Education Centres. Generally they organize (a) Refresher Courses, (b) Short Intensive Courses, (c) Practical training in Workshop, (d) Summer Schools, (e) Week-end Course, and (f) Seminars and professional Conferences for teachers in service.

OTHER DEVELOPMENTS IN TEACHER TRAINING

Prof. Udayshankar (1969), Head, Department of Education, Kurukshetra University, gives the information regarding four-year integrated programme. "The four-year integrated programme was instituted by Kurukshetra University in July 1960. This new scheme, on the pattern of American Teachers Colleges, for training of teachers was started in the College of Education of this University, particularly on the recommendation of Dr. A. C. Joshi, the then Vice-Chancellor of Punjab University.

The scheme was launched in this University with the object of turning out properly trained secondary school
teachers who could be called 'quality teachers' to tone up the educational programmes in the secondary schools throwing them as it were in multitude of so many ordinary teachers. For this reason, bright promising students were to be admitted to the course. A batch of hundred first class matriculates was to be enrolled. A good incentives such as exemption from tuition fees, awarding of monthly stipend, and assurance of service after training was over were provided to motivate the students.

The four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneshwar, and Mysore, and the Central Institute of Education at New Delhi have decided to organize training courses for teachers and administrators who wish to improve their qualifications. The new interdisciplinary approach to teacher training is the most remarkable feature of the work of these Regional Colleges. The four-year integrated course which emphasises all the three aspects of teacher training, the basic notions, professional specialization, and practical experience was introduced after trying it out in the Kurukshetra University as referred to above.

The Regional Colleges of Bhopal has also started Summer Vacation Course. The duration of the course is of 14 months, and the student has to attend it for two Summer Vacations of two months each. The Central Institute of Education awards B.Ed. degree to in-service teachers, who studied for fifteen months, and M.Ed. degree after two years of part-time study.
It had been decided to start Correspondence courses for teacher training by the Calcutta University and the M.S. University of Baroda. But both the Universities have not yet started the proposed Correspondence Course of teacher training.