INTRODUCTION

The Commission on Teacher Education appointed by the American Council on Teacher Education in U.S.A. stressed the importance and urgency of professional education of teachers for the well-being of a nation in the following words:

"The quality of a nation depends upon the quality of its citizens; the quality of its citizens depends upon the quality of their education; the quality of its education depends upon the quality of its teachers more than upon any factor. The quality of its teachers depends upon the quality of their own education, both that which precedes and that which follows their entrance into the profession. It follows that purpose and efficiency of teacher education must be matters of social concern".

It stands to reason that proper education of teachers is indispensable for the preservation and progress of a nation. The preservation, reconstruction, transmission and propagation of culture is possible only through all-round development of its citizens, which is largely determined by the personal qualities, ideas and attitudes of the teacher. While some traits of personality depend upon inborn factors, many of his personal qualities and professional competencies depend upon the quality of education.

received by him. There was a time when anyone who possessed
knowledge was considered fit to teach. Gradually teaching
came to acquire the status of a profession requiring not
only scholarship but also certain qualities and skills
considered necessary for successful communication of know-
ledge and for development of the individuality of the edu-
cand. The former was reflected in the French Normal School
System of training. This system was soon followed by the
German Normal School System, which laid emphasis on profe-
sional education of teachers, both theoretical and practi-
cal. In England there rose a controversy as to which system
to adopt. The echoes of this controversy were naturally
heard in India ruled over by the British. The controversy
was finally resolved and institutions of teacher training
came into being. The number of these institutions grew
steadily as the following table shows:

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The teacher should have a clear idea of the aims of
education and should understand the values implicit in the
process of education. The more immediate objectives of the

1. Syed Murulla and J.P. Naik, History of Education in India,
professional education of the teacher, in so far as they relate to situations in the class-room, are maintenance of proper conditions of learning, motivation and development of attitudes, which foster a healthy relationship with work and life in general.

Ideally the teacher who has received suitable education is keenly interested in children, is considerate and sympathetic and has good understanding of child nature. He is always ready to extend and deepen his knowledge of children and of the way their mind works. This idea is beautifully expressed in the following sentence:-

"The type of teacher-education in which study of children is the central principle has little in common with the training in class-management, which was at one time the main objective of teacher-education". 1

Programmes of teacher-education eliminate waste of effort. The teacher has at his command methods which ensure economy and effective use of energy. He learns to handle equipment and apparatus efficiently. He gets regular training in the organization of curricular and co-curricular activities. In consequence he gains self-confidence and works effectively with children. Such a teacher is open-minded and welcomes new ideas. He is responsible and amenable to correction and improvement. He is self-critical

and judges his own worth in the light of the success achieved by himself. He is self-reliant, independent and enterprising.

Such are the views expressed by educationists, competent to speak on teacher education, regarding the qualities of trained teachers, in literature currently published in India and abroad. The writer also subscribes to these views on the basis of his experience in the field of teacher-education.

There are two aspects of training of teachers - the theoretical and the practical aspects. In the beginning teacher-training in India was mostly theoretical and practical work was usually excluded. The first Director of Public Instruction, Bombay laid down that:

"Selected youths in each Taluka should be apprenticed as pupil teachers for three years on stipends rising from Rs.3/- to Rs.5/- per mensem to the ablest master in the neighbourhood. On their successfully passing through the term of apprenticeship, they should be sent up for a further course of instruction on stipends of Rs.6/- per mensem to the District Training College."¹

It was after the recommendations of the Indian Education Commission of 1882 that the practical side of teacher-training began to receive some recognition. The recommendation of the Commission ran as follows:

"An examination in the principles and practice of teaching be instituted, success wherein should

hereafter be a condition of permanent appointment as a teacher in any secondary school, Government or aided.  

Government of India's Resolution of 1904 on Educational Policy lent further support to the practical aspect of training. It laid down that -

"The training in theory of education should be closely associated with its practice and for this purpose a good practising school should be attached to each college".

Ever since people connected with teacher-training have been progressively realising the importance of practice side by side with theory of Education. Number of schools attached to teacher-training institutions has since been increasing and there are by now some teacher-training institutions which have more than two dozen practising schools attached to them. Practice is like testing ground for theory. Students put into practice theories and methods of teaching, they learn in the classroom.

The need of integrating theory and practice was realised in United States of America also:

"Recognition of the need for integration of theory and practice in the professional education of teachers has led to increased emphasis on directed observation and student teaching. No teacher-education is worth much which does not keep the practical needs of the school in mind and neglects to

1. Report of the Indian Education Commission, Govt. of India, New Delhi, 1882, para 2, p.117.
2. Resolution on Educational Policy, Govt. of India, New Delhi, 1904-Principle No.4, p.29.
associate theory with practice. Principles and methods of teaching cannot be thought of as a subject matter of purely academic interest. Nor should they be allowed to be regarded as a set of directions to be followed in the class-room.¹

The University Commission reports —

"Indeed nobody has ever yet been lectured into being a good teacher nor read himself into being a good teacher."²

Smt. Hansa Mehta, Vice-Chancellor, M.S. University, Baroda also expressed herself in favour of integration of the two aspects of teacher-training in her Presidential address to the III Conference of Training Colleges in India on "The Task before Training Colleges".

"The teacher with a good knowledge of one (Theory of Education) and poor in the other (Practice Teaching) is not satisfactory in his work. We need the whole teacher and not his parts. New Programmes should provide for training of his integrated personality and provide him with enough knowledge and skill, all of which are needed for the discharge of his duties. . . . . . . . Theoretical instruction should be correlated with practical work. After all, if there is any essential truth in the whole philosophy of Basic Education, it is this, and it should be applied in a suitable form to all the stages of education. And learning through doing is a principle which physicians of

¹. Administration and Supervision - XXXI, Warwick - Baltimore City, 1945, page 394.
². Report of the University Education Commission, Govt. of India, New Delhi, 1948, p. 212.
training Colleges have been prescribing for others for many years. It is time they prescribed it for themselves and thereby healed their own educational distemper.¹

Importance of practice has also been emphasized in the following words:

"The most general and serious charge against training is that it is top-heavy in theory. Its courses present a great body of theory which does not find its concrete embodiment in training college itself nor in actual school work. It only strikes in the air. Practice is the systematic training in actual work of the class-room by means of which the novice acquired skill in performing duties that belong to the teacher, gains confidence in his own ability to perform these duties successfully and thus verifies the theory previously learnt. It includes (a) Observation, (b) Actual Teaching, and (c) Conference."²

We find the same emphasis given to the integration of theory and practice in the following words:

"Actual techniques of teaching are developed through close relationship of the student-teaching and the educational seminar. The theory developed in the seminar is applied in the class-room and problems met in the class are brought back to the seminar for discussion. Materials of instruction developed through the seminar are tested in the class-room and results are brought back to the seminar for further clarification. A period of internship should

² Faculty of the State University, Relation of Theory to Practice, National Society for the Study of Education - II Year 1903, p. 9.
follow directed teaching. In this training the College Staff assists in bringing about further integration of theory and practice basic to good teaching”.

"Practice teaching is a real testing ground for his ability to be privileged to undertake on his own the guidance of children". 1

As a result of views expressed in different quarters regarding integration of theory and practice a change has taken place in the content of teacher-education. There has been a shift from mere lecture course to more supervised experience in teaching. Courses in educational theory have been made much lighter to provide more time for practice teaching which provides an opportunity for first hand work with children as well as clear from the draft of the revised syllabus for B.Ed. Examination. There is a marked emphasis on the education of children of different ages, on observation of the best conditions for learning process, and on selection and organisation of course contents suited to various age levels.

1. Bureau of Publications, Curriculum Content and Organization, Teacher's College Record - XXXVIII- October, 1936, p. 16