

CHAPTER - I

INTRODUCTION

Education and national development are so closely integrated and interrelated that in the history of mankind, education has formed a continuum and a basis for the development of human society. Education provides strength and resilience to the people to respond to the changing situation through development of attitudes, values and capabilities of both knowledge and skills. History has established, the pivotal role played by education for the development of human resources of a nation.

The success of any process of development of human resources depends greatly on the character and ability of teachers. They translate the national objectives into educational action. They have to communicate to their pupils the importance of and the feeling for the national integrity and unity; the need for scientific attitude; a commitment to excellence in work and action and a concern for the society. At a global level they have to have an understanding and appreciation of human predicaments: population explosion, environmental pollution, the threat of nuclear holocaust and quest for world order.

Each nation devotes considerable attention and effort

for education of the teachers because the success of any educational reform depends upon the quality of the teachers. They carry the heaviest responsibility and burden for the quality education for the citizens. In order to have good teachers, we must attract bright students to the profession and must provide the most effective teacher training.

Teacher performance is the crucial input in field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by the teachers. In other words, all the factors in education, buildings, equipments, instructional materials, organisations and allied expenditure can be a little avail unless there are teachers of right type, that is, the teachers who have the necessary academic background, professional competence and personal traits of character to translate into action those widely accepted principles of education. These constitute the back bone of a sound and progressive system of education.

Pre-service training happens to be quite essential for recruitment of teachers world wide. Studies of Hall (1962); Douton and Lalina (1984); Taylor (1957) and Shim (1958) showed that professional education for teachers was one of the pre-requisite for recruitment. Studies carried out by Gray (1962); Lupone (1961); Gerlock (1964); Lopley (1974); Bledsoco and Burham (1967); Beery (1960; Massey and Vineyard (1958) and two studies of Cornett (1984) revealed that the trained and certified teachers were rated high as against the untrained teachers.

Pre-service teachers learn different professional courses and strategies for teaching which are reflected in their class room performances. Number of studies showed that the efforts made by the teacher training institutions to structure the pre-service learning had desired effects on the student-teachers (Murphy 1972, Collins 1976, Gabrys 1978, Francke 1971, Joyce and Weil 1972, Sweitzer 1982, Howard 1965, Waldrop 1979 and Millet 1969).

All over the world, serious attention was paid to the improvement in teacher education by the teachers, educational planners and administrators during the past few decades. This had naturally produced considerable reorganization in the theory and practice of professional preparation of teachers. This had resulted in emergence of new ideologies, new concepts and new trends in the field of teacher education.

An attempt has been made in the study to give a brief and concise information about these new developments and trends in the field of teacher education in India and in the neighbouring countries in Asia. The understanding of these new development, the researcher believes, is a matter of crucial importance for those who are interested in the reorganization of teacher education on a sound base and who wish to find effective solutions to the variagated problems confronting this sector of education.

To begin with, the researcher, has attempted to give a clear picture of the teacher education programmes

available in different Asian Countries. Subsequently a brief history of development of Teacher Education in India (1793-1991) has been included in this chapter to throw some light on the constant and continuous efforts for development of teacher education in the country.

PATTERNS OF TEACHER EDUCATION PROGRAMMES IN DIFFERENT ASIAN COUNTRIES

Almost all Asian countries had developed their national system of teacher education by 1970. There are two patterns of teacher training for second level existing in the region; one of, in which professional training and general education are given concurrently and spread over. Three, four or five years leading to a degree, and the other in which one year's professional training is given after a degree in the academic course has been taken. The general trend is increasing towards former pattern which enables the academic education of the prospective teachers to be related more closely to his professional education and future work and gives him a longer period of professional orientation.

The Table-I, shows, such pattern of teacher education programme in different countries in Asia in terms of basic regional length of schooling and the duration of teacher training.

TABLE - 1

Country	Primary Teacher Training		Primary, General Secondary Teacher Training		Upper Secondary Teacher Training	
	Previous Schooling	Duration of Courses	Previous Schooling	Duration of Courses	Previous Schooling	Duration of Courses
Afghanistan	12	1	12	2	12	4
Burma	10	1	11	1	11	5
Sri Lanka	10	1	10	1	10	4
Republic of China	9	5	9	5	10 14	4 1
Indonesia	9	3	12	3	12	5
Iran	12 9	1 2	12	3	12	5
Japan	12	2-4	12	2-4	12	4
Khmer Republic	12	1	13	1	-	-
Republic of Korea	12	2	12	4	12	4
Laos	6	4	10	5	15	3
Malayasia	6 11	2 2	11	2	13 16	4 1
Mongolia	7-8	3-4	-	-	10-11	4-5
Nepal	8	1	10	2	12	2
Pakistan	10	2	12	1	14	1
Phillippines	10	4	10	4	10	4
Singapore	10	2	12	2	15	1
Viet-Nam	11 7	2 2	13	1	13	3

Table - 2Concurrent and Consecutive courses in
Teacher Education in Asian Countries

Country	Primary Teacher Training		Secondary Teacher Training	
	Concurrent	Consecutive	Concurrent	Consecutive
Afghanistan	✓	✓	✓	✓
Burma		✓	✓	✓
China	✓	✓	✓	
Indonesia	✓		✓	
Iran		✓	✓	✓
Japan				
Khmer Repl.		✓		✓
Repl. of Korea		✓	✓	
Laos	✓		✓	
Mongolia	✓		✓	
Nepal		✓	✓	✓
Pakistan		✓		✓
Philippines	✓		✓	
Singapore		✓		✓
Srilanka			✓	
Thailand	✓		✓	
Viet-Nam		✓	✓	

The situation in the countries of the region regarding the patterns now in operation may be seen in Table-2. Details concerning with the country are summerised in subsequent pages.

From Table No.2 it is apparent that exclusively concurrent courses are in practice in countries like Indonesia, Laos, Mangolia, Philippines and Thailand for training of elementary teacher whereas both the concurrent and consecutive courses are prevalent in elementary teacher education in Afghanistan and Republic of China. Consecutive course for elementary teachers are still in practice in countries like Burma, India, Iran, Khmer Republic, Republic of Korea, Malaysia, Nepal, Pakistan, Singapore and Republic of viet-Nam.

In case of secondary teacher education both the concurrent and consecutive courses are running together in countries like Afghanistan, Burma, India, Iran, Malaysia, Mangolia, Nepal. In Pakistan and Singapore only the consecutive courses are exclusively in practice. Republic of China, Republic of Korea, Laos, Phillipines Thailand and Republic of Viet-Nam have prefered exclusively the concurrent courses to consecutive courses for preparation of secondary teachers for their schools.

HISTORY AND DEVELOPMENT TEACHER EDUCATION IN INDIA (1793-1991)

Teacher education was practised in India in the remote past though not in its present formal form. It was as old as the Indian civilization and culture. Looking back at the ancient past the teacher's role combined both aspect of worldly welfare and the spiritual gain of the learner. Hence, the teacher, the "Guru" was held in high esteem and "teaching" as a task was widely revived. While in 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 high moral character. Such teacher transmitted the knowledge through their pupils for ages together in the classical period. They had a sound knowledge in theory and the test of high ability was seen in his skill of teaching. They had to explain and expand, expose and expound, illustrate and interpret, themes and knowledge with the help of his own experience.

During fourteenth and fifteenth century the 'monitorial' system was quite familiar way of training the teachers which left its traces in the 'Jataks'. 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 mediocre pupils. These monitors gained gradually in maturity and knowledge, acquired ability in taking of the younger colleagues and this brought in an element of teacher for the first time in the history of teacher education.

For any analysis and understanding of teacher education in India down the centuries should be perceived on the backdrop of the pattern of the education prevalent from time to time. The practice of indigenous educational system that continued in this country throughout the long period of history found copious mention in papers and communications exchanged between the members of Board of Directors and those of the Public Instructions of the East India Company ever since they took over charge of administration in general and education in particular. Attempts are made by the researcher to give a chronological scenario of the history and development of teacher education in India from pre-Independence period (say British Period) to the current status of teacher education in the country (i.e. 1793-1991).

East India Company was established in 1600 AD. But it took almost a century for the company to take ^{up} the responsibility of education of this country until Charter Act was passed in 1698 AD. by the end of eighteenth century East India Company gradually started making provision for the education of those children who were desirous of getting western education. As the number of schools grew up the question of preparing teachers for these schools got an immediate attention of some elite individuals and different missionaries working in the Indian sub-continent. Sporadic efforts were made by some individuals and educational societies to train vernacular teachers in Bengal. These efforts turned to establish Normal schools which undertook the responsibility to train teachers for the schools.

Danish Missionaries in Bengal were the pioneer in the field and established the first Normal school in 1793 AD at Serampore, (Bengal). This school followed the indigenous Monitorial system.

During 1789-96 a combination of indigenous and foreign methods of preparing teacher was tried out by Dr. Andrew Bell in Madras. The monitorial system in vogue since ancient time till the end of eighteenth century was seen getting the favour of the rulers so such that Britishers favoured its adoption in England. The same system was recommended to India for adoption in the presidencies and came to be called as Bell-Lancaster system.

In 1819 the Calcutta School Society began to combine elementary education with preparation of elementary teachers for indigenous schools, i.e. the system of primary teachers' training started and developed in this country as in England from monitorial and pupil-teacher plans.

In May 1824 Mrs. Wilson founded a Central School in Calcutta with a section devoted to the training of women teachers.

In 1826 twenty four teachers of Bombay who were trained in Bell-Lancaster system were distributed throughout the presidency. A Central school was established in Madras in the same year to train superior teachers.

In 1847 Bombay started its first Normal school in the Elphinstone College.

A Normal School was set up at Calcutta by Alexander Duff in 1849. Interestingly enough it had a model school attached to it.

In 1851 the Poona College (Sanskrit college with English school) started a Normal School training department.

In a similar way in Agra and Surat English School training wings were added in the year 1852.

Then came the period when westernisation of Indian Education was carried out with a greater speed and momentum. The desirability of knowledge of English alongwith western science grew so as to emphasise the need of graduation which eventually would imply intensive study of both the subject. Wood's education Despatch of 1854 gave a greater emphasis to the training of teachers and made some practical suggestions for its improvement. The Despatch desired "to see the establishment, with as little delay as possible, of training schools and classes for masters in each presidency in India".

Two Normal Schools one each at Madras and Banaras was set up in 1856.

Another Normal School was established at Meerut in 1857.

By this time Bengal had six of them at Hooghley, Dacca, Gauhati and Calcutta etc.

By 1858, Madras had six Normal schools at Mayavaram, Cheyur, Vellore, Berhampore and Ellora and Bombay had four of its kind at Poona, Ahmedabad, Dharwar and Karachi.

By ceasation of East India Company as a political power the governance of India was taken over by the British Crown during this period. Teacher training received an immediate attention of the Government. Lord Stanley, the then Secretary of State for India, wrote a Despatch in 1959 which laid considerable emphasis on teacher training. It said:

"..... The institution of training schools does not seem to have been carried out to the extent contemplated by the court of Directors. All reports concur as to the want of trained masters in the schools in which English is taught and as to the frequent efficiency of the English teaching, for the want of masters well-aquainted with the language".

As such a large number of Normal schools grew up. The revised grant-in-aid rules demanded that every teacher for whom grant was sanctioned must have obtained a training certificate.

It was for the first time that the Indian Education Commission popularly known as Hunter Commission (after its President

Sir W.W. Hunter) was appointed by Government of India in 1882 to enquire into the quality and character of the instructions imparted in schools of secondary education within term of reference as described above, the Commission had to emphasise the importance of the teacher training.

The Commission made certain very valuable recommendations which featured:

1. that a teacher education programme needed to be broad based as to include rudiments of psychology, principles of class management and the trends of educational system prevalent in the country;
2. that a teacher was a 'better' teacher only after he has practised the 'skill' of teaching;
3. That more equipped in knowledge he was, less was the need for general education for him and vice-a-versa.

In 1904, the Government of India announced Indian Educational Policy Resolution which expressed the need for reaffirming the principles and practices brought about by Wood's Despatch (1854) and Sargent Commission (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.

It observed: ".....", if the teaching in secondary school is to be raised to a higher level it must be necessary

that teachers should themselves be trained in the art of teaching".

Consequently the percentage of trained teachers increased to some extent. In 1916 the central Government issued a circular to all the provincial Government to speed up the teacher education programme in their respective provinces.

In the year 1917, Government of India appointed a Commission known as Calcutta University Commission under the chairmanship of Sir Michael Sadler (Sometimes known as Sadler Commission) to make certain important recommendations regarding several issues of teacher education. Although the recommendations were exclusively meant for Calcutta and Dacca Universities, they were so comprehensive that they were considered most suitable for the entire country.

Exclusively on teacher education the Commission Commented a wide range of issues i.e. (i) Administrative and academic position and hierarchies of departments; (ii) differential competencies in degrees and diplomas awarded in such departments, (iii) issue of establishment, management and control of demonstration and practising schools; (iv) the need and justification for equipping teacher training departments and institutions on modern lines.

In 1922 Secondary training college in Bombay was affiliated to Bombay University and it awarded B.T. Degree in lieu of S.T.C. Diploma.

In 1925 Lady Willington Training College was set up in Madras.

In 1927 a faculty of education was instituted in the University of Mysore.

In 1929, a Committee popularly known as Hartog Committee was appointed with Sir Philip Hartog as its Chairman. The report of the committee is one of the most important document of this period. Referring to the primary teacher education the committee recommended:

"... that the standard of general education of primary teachers should be proved, the training period should be longer, training institutions should be better staffed, refresher courses should be frequently arranged, service condition of the teachers should be made more secure".

In 1932, thirteen Universities set up Faculties of Education. In the same year Lady Irwin College was established in New Delhi and B.Ed. course was started by Andhra University.

Bombay University was the first of its kind to start M.Ed. course in 1936.

In 1937, the Government of India Act, 1935, introduced provincial autonomy under which the Indian ministers of Education

had considerable executive powers. The central Advisory Board of Education was revised in 1935 which undertook the educational problems in the country. Organised attempts were made for the first time to remove illiteracy and basic Education or Wardha school was initiated by Mahatma Gandhi.

In the same year Abbot-Wood Report was submitted. It examined the system of teacher education and expressed sorrow at the unsatisfactory working condition of the teaching class. The Report suggested:

"... that the Normal School should concern itself with the social "why" of education as well as with the technical "how" of the teaching. If the teacher appreciates his task as an educator, and realises the significance of the school in the life of the communities, he may become proud of his vocation and resists temptations to bring discredit upon it. "... that young teachers should know something of the history of their country and its educational efforts, should make some attempts to grasp the social problems of the local communities which they will serve and should be encouraged to understand the nature and minds of young children as well as the techniques of instructing them. Further, students in Normal schools should derive from their training some principles and motives which will encourage them to take an ethical view of their vocation".

In 1938, Basic training college was started at Allahabad and Vidyamandir Training School was established at Wardha.

Vidya Bhavan Teachers College in Rajasthan came into its existence. Tilak College of Education were opened at Poona and Bombay. Bombay started Doctorate degree in education.

Early in 1944, the central Advisory Board of education presented a scheme of education popularly known as "Sargent Scheme" based on the report presented by John Sargent, the then Secretary of Education. The scheme proposed a plan of educational reconstruction and aimed at creating in India in a period of not less than 40 years the same standard of educational attainment as already existed in England. Regarding the recruitment and training of teachers, the Report suggested that one teacher was required for every 30 pupils in pre-basic and junior basic schools, for every 25 pupils in senior basic schools and for every 20 pupils in senior basic schools and for every 20 pupils in higher schools. The minimum qualification for a teacher was the completion of high school course followed by a training of two years in case of teachers in pre-basic and junior-basic schools and three years in senior basic schools. The non-graduate teachers in high schools were to undergo training course for two years and graduates would receive one year's training. It further suggested that refresher courses be organised at interval in order to keep the trained teachers upto date. The Report emphasised the employment of such teachers only as were fully qualified and trained. To attract better staff, the report proposed to revise the scale of pay of all categories of teachers.

During the academic session 1947-48, the Central Institute of Education, a pioneer teacher education institution in the

country was established in Delhi and by a resolution of the Inter University Board, a Psychology wing was added to it.

By 1948, the Government Training College at Allahabad was developed into the Government Central Pedagogical Institution.

The University education Commission under the Chairmanship of Dr.S. Radhakrishnan submitted its Report in the year 1949.

Though it was too busy with important matters of higher education, a serious thought was given to the form of teacher education prevalent in the country, teacher training colleges and the poor quality of teaching imparted by them.

Report stated that the training courses varied greatly in efficiency from University to University with a view to improve teacher education in India, University Education Commission recommended :

- ... that the teacher educator must look at the whole course from a different angle. They must realise that the study of Education at University level is something more than mere education,
- ... that the theory and practice must go hand in hand and each must support and throw light upon the other,
- ... that unintelligent following of rule-of-thumb methods should be discarded,
- ... that not less than fifty percent of the staff should have had school teaching experience,

- xxx that the courses on theory of Education must be flexible and adaptable to local circumstances,
- xxx that the students should take Master's degree in Education after some years of school experience.
- xxx that original work by professors and lecturers in Education should not suffer from isolation and lack of inter-university, planning.

In November, 1950 First All India Conference of Principals of Training Colleges was organised in the Faculty of Education and Psychology of M.S.University of Baroda. It set up a platform for the training colleges in the country to get together to discuss the common problems and seek their solutions. The Conference discussed various subjects including the Report of the University Education Commission (1949), Training of teachers, research in Basic Education and Organisation of All India Council of Teacher Education.

The Secondary Education Commission Report was published in 1953. This Commission was seriously concerned about the improvement of Secondary Education. After careful study of the problems the commission submitted a valuable Report which had devoted a whole chapter on Teacher Education under the title 'Improvement of the Teaching Personnel'. In the beginning of the chapter Commission stated "We are convinced that most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the society".

The Commission noted that there were considerable variation in regard to the teacher training programme in different states and the number of institutions of teacher training was very inadequate even for meeting the purpose. After considering all aspects of teacher training the commission made the following recommendations.

1. There should be only two types of institutions for teacher training -
 - a. for those who have taken school leaving certificate of Higher Secondary School leaving certificate, the period of training should be two years and,
 - b. for graduates for whom the training may be, for the present, of one academic year but extended as a long term programme to two years.
2. The teacher trainees should receive training in one or more of the various extra curricular activities.
3. No fees should be charged in training colleges. While during the period of training all the students teachers should be given suitable stipends by the state government. The teachers who are already in service should be given the same salary which they were getting.
4. For the Master's Degree in Education only trained graduates who have normally done a minimum of three years of teaching should be admitted.

Report of an international team on Teachers and curriculum in Secondary Schools 1954 pointed out that the following facts in the system of teacher training:

- lack of integration in programmes of training teachers at different levels;
- insufficient coordination between work done in training institutions and in schools;
- inadequate conception of the role of the teaching institutions to different levels and consequent inadequate staffing and equipments;
- domination of external examination and its cramping effect on training programme and
- inadequate provision for training of certain types of teachers.

In this report it was recommended:

that effort should be made to establish articulation in the training of teachers for different school stage. The third conference of AIATC was held in November, 1954 at Hyderabad. The Conference discussed the role of the training colleges in the view of the recommendations of the Report of the Secondary Education Commission (1953) from the following stand points:

- Urgency of starting the multipurpose schools with diversified courses.

- institution of four year course for teachers for these multipurpose schools as practised in some American training colleges.
- body which should control the training colleges.
- possibility of adoption of the A.T.O. Scheme as in England
- role of training colleges in the matter of in-service training of teachers.
- Training on various course of crafts.
- Arrangements of research programmes in training colleges.
- Charging fees from pupil-teachers.
- Provision for residential accomodation in Training Colleges.
- Starting evening courses for men and women pupil-teachers to meet the scarcity of trained teachers.

In 1960 for the first time in the history of teacher education of India, the College of Education at Kurukshetra offered a four years integrated course after matriculation or High School leaving Examination leading to B.A. (Education) degree.

The most significant land mark in the history of education was the establishment of the National Council of Educational Research and Training (NCERT) in 1961. NCERT was set up as an autonomous organisation under the Ministry of Education by amalgamating the various specific purpose institutions that the Ministry had set up earlier. These includes: The Central Institution of

Education (1947), the Central Bureau of Text book Research and the Central Bureau of Educational and vocational guidance (1954), the All India Council for Secondary Education (1955) (which later on became the Directorate of Extension Programmes for Secondary Education, DEPSE in 1959), the National Institute of Basic Education and the National Fundamental Education Centre (1956) and the National Institute of Audio Visual Education (1959).

In the same year, 1961, The Education of Primary Teachers in India - Report of the First National Seminar analysed the problems of the training Primary teachers for the first time. The findings of the Seminar were summarised in 1963 in the Report of the Study group on the Training of Elementary Teachers of the All India Council for Elementary Education. Some of the major findings were:

- that the supply of trained teachers was not correlated to the requirements;
- that the location of the training institutions was more by chance than planned;
- that no attention was paid to the planning of a training institution to an optimum size;
- that the very small institutes were poorly staffed and could not offer the variety of specialised teaching needed for a good teacher education programme and;
- that there was the question of duration of courses and mode of selection in the training schools.

A study Team for Selected Educational Schemes was set up by the Committee on Plan Projects in May 1961 which examined in details the programme relating to teacher training at various levels in the country and submitted the Report on Teacher Training in 1954. During the on-the-spot study the Team observed:

- that teachers of training institution contributed nominally to educational thinking in the country;
- that there was lack of laboratory facilities and teaching aids and equipments;
- that very few institutions had got suitably qualified staff;
- that the school curriculum and teacher training programme did not generally bear a close relationship because school syllabi underwent changes while syllabi of training institutions remained static;
- that the syllabi of the teacher training programme did not state aims and objectives of teacher training;
- that there was a wide disparity in methods of examination and evaluation techniques;

A Department of Teacher Education was opened in the National Institute of Education, New Delhi in 1963. In the same year a Centre of Advanced Study in Education (CASE) was set up by University Grants Commission in the Faculty of Education and Psychology of M.S.University of Baroda.

Baroda Study Group on the Education of the Secondary Teachers in India was set up jointly by NCERT and AIATC which met in Baroda in 1964. The study Group infact made some earnest effort to look at the teacher education on a national perspective. The Report of the Study Group was a comprehensive document dealing with all major problems of Secondary Teacher Education. The Group took into account all previous recommendations and suggested several measures for improvement of expansion of teacher education.

Baroda Study Group Recommended:

1. The Central Government should assume greater constitution and financial responsibility for the development of teacher education.
2. The Government should take steps to set up an appropriate organisation at National level charged with the responsibility for planning, organising, supervising and financing teacher education, i.e. setting up of National Council for Teacher Education.
3. The State Government should set up State Council for Teacher Education.
4. All teacher education should be free and the entire cost should be borne by the State and Central Governments. Substantial provisions should be made for stipends and scholarships for meritorious students.
5. Master Plans should be prepared for states and centre for the Fourth Plan Period.

6. Comprehensive Colleges of Education with a minimum strength of 300 students should be organised instead of isolated institutions of primary and secondary teacher education.
7. A thorough revision of M.Ed. Course should be done and sufficient weightage should be given to the special fields like Mental Testing and Measurement, Guidance and Counselling, Educational Administration, Teacher Education Elementary Education Secondary Education etc.
8. The duration of the B.Ed. course should be increased to one complete year of twelve months. Provisions should be made for habit of self-study and specialisation in a single teaching field rather than in two special methods.
9. While the one year training course would inevitably be the normal pattern for some years to come a beginning should be made for developing an integrated four year training course of the type with the Regional College of education are experimenting.
10. Correspondence courses should be organised in selected centres having competent staff and facilities for untrained teachers already in service.
11. There should be systematic and comprehensive programme of practice teaching in any teacher training course.

The secondary Education Commission (1964-66) presented its Report to the Government in June, 1966 going into the whole

system of education primary, Secondary and higher education. The Commission attributed significant importance to the professional preparation of teachers for qualitative improvement of education. It started "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions". Thus, the commission recommended:

- that the professional preparation of teachers being crucial for the qualitative improvement of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the state and national levels.
- that teacher education should be brought into the main stream of the academic life of the universities on the one hand and school life and educational development on the other in order to make the professional preparation of teacher more effective.
- that in order to remove the existing isolation of teacher education from University life, education as distinguished from pedagogy should be recognised as an independent academic discipline and schools of education should be established in different universities.
- that an intensive effort should be made to remove the existing separation among the institutions preparing teachers for

different steps of education or for the special fields such as crafts or arts or physical education.

- that the qualitative improvement should be made in the programme of teacher education in order to increase the educational standards through well-planned subject orientation, integrated courses of general and professional studies, using improved methods of studies, developing special course, improving practice teaching etc.
- that duration of the professional courses should be two years for primary teachers and one year for graduates.
- that a new professional courses should be developed to orient  headmasters and teacher educators in their special field of work.
- that the post graduate courses in education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for specific fields requiring special knowledge and initiation.

In the Fourth Five Year Plan (1969-74), the planning Commission remarked:

- that at the elementary stage, the programmes which need special attention are: improving the quality of teacher, education, training of more women teachers and teachers ^{for} tribal communities, training of science and mathematics teachers for middle classes, and in-service training. Wherever necessary, correspondence courses will be organised

for untrained teachers not working in the schools. State Institutes of Education will cooperate in the implementation of those programmes.

- that at the secondary stage, the main programme will be to improve the standards of teacher education at this level and to organise a large in-service education programme especially for mathematics and science teachers.
- that to work out the programme of qualitative improvement at the school stage, greater coordination will be effected between NCERT and the State Institute of Education... the programmes already initiated in the fields of evaluation and guidance, curriculum construction, extension text-book production, educational research and science educational research and science education will be expanded. A number of pilot ^{studies} will be worked out and evaluated through these organisations. Training Programmes for teacher educators will also be continued.

Teacher Education Programmes at different levels were discussed by the National Seminar at Simla in May, 1976 and at Regional work-shop at Madras in Nov. 1976, the deliberations of which were discussed in a National Conference on Teacher Education held at New Delhi in February, 1977 organised jointly by the UGC and NCTE. The recommendations of this National Conference was published in a monograph called "Teacher Education Curriculum, A Frame Work" by NCERT in 1978. These recommendations were concerned about the preparation of teachers for pre-primary,

primary, secondary/higher secondary schools in the light of the new scheme of Education (10 + 2 + 3). According to the recommendations the programme of teacher preparation should consists of (a) Pedagogical theory; (b) content and methods; (c) Community living.

In the year 1985, Government of India set up two Commissions on Teachers, one for the secondary teacher and other meant for the teacher for higher education. The report of the National Commission on Teacher - I (on the teachers of secondary schools) named as "The Teacher and Society" was submitted in the same year.

The urgent attention of the Commission was drawn towards the majority of the training colleges and training institutions needs of the country. It expected that the minimum requirement of any training programme should enable the trainee to acquire the basic skill and competences of a good teacher, such as: The capacity to manage a class with the pupils of varying to use the technology available to make teaching effective to organise education experiences outside of the class and to learn to work with the community and help the students to do so. The Commission expected from tomorrow's teacher "The new Teacher, we have in mind has to translate the national goals into educational action. He has to communicate to his pupils the importance of and the feeling for national integrity and unity; the need for scientific attitude, a commitment to excellence in standards of work and action and concern for society.

'The Commission recommended':

1. A Five Year integrated teacher education programme should be introduced to make relevant to the roles and responsibilities of the New Teacher.
2. To ensure the training of high quality an integrated four year programme should be developed and tried out carefully taking into the experience of the four year integrated courses available at the Regional Colleges of NCERT.
3. The existing one year B.Ed. courses should be made effective both by lengthening the time available and by revamping the current courses and curricula.
4. The review of the existing structure and duration courses available for the training of the primary teacher should be restructured and importance should be given to the correct ^{by} perspectives and insights into the composite ^{the} culture of India and its National Goals while preparing teachers for the primary schools of the country.

The NPE (1986) is ^{the} frame work of educational reconstruction in the country. There are certain aspects of NPE which have a direct bearing on teacher performances. Some of these parameters are as follows :-

- a. Establishment of National system of education which national core-curriculum, achievement of minimum level of learning by all pupils by the time they reach the end of a particular stage of education, and provisions of

equality to all not only in access to education but also in success.

- b. ^{ul}Inculcation of certain national values in the entire system of education - ~~these~~ include: India's common cultural heritage, national integration, equalitarianism, democracy, secularism, women's equality, protection of the environment, observance of small family norms etc.
- c. Stress on the role of education to promote equality social equality, regional equality and equality between sexes. In this context special attention will have to be paid to the education of the females; improvement of participation rate of persons belonging to SC, ST and other educationally deprived sections, and to hilly desert and remote rural areas.
- d. Substantial changes in the content and process of education, including improvements in teaching methods, introduction of work-experience at all stages, and reform of all major areas of study-language, mathematics, science, social studies, social sciences, etc.
- e. A major thrust is to be made in introduction of vocationalisation through out the country. Streaming 10% of higher secondary students to vocationalisation by 1990, and 25% by 1995.

In view of these parameters, and several other thrusts envisaged, the policy gives paramount importance to teachers' status and their training. Indeed, the quality of training has predominant

role in the teacher's performance, and consequently the respect, the teacher earns in the community and the students. NPE goes on to say that keeping in view the pivotal importance of teachers education, and pre-service and inservice education of teachers being inseparable, priority attention will be given to a complete reorganisation of the system of teacher education. The programme of action for implementation of NPE emphasises the need for upgradation of quality of secondary teacher education institutions and introduction of 4 years' integrated courses in selected institutions. Referring to the partnership role between the Central and State Governments, NPE acknowledges that the former will take larger responsibility, inter alia, in regard to quality of education, particularly for teacher education.

The system of secondary teacher education would, therefore, be expected to perform the following broad functions:

- a. Imparting of quality pre-service and in-service education to the secondary school teachers;
- b. Preparation of personnel for the faculties of elementary teacher education institutions, and their continuing education;
- c. Provision of general resource support to the Secondary schools and elementary teacher education institutions;
and
- d. Research, innovation and extension work in the field of secondary education and elementary teacher education.

With a changed arena in the political and administrative set up in the country, the National Front Government set up a Committee to review the National Policy on Education (1986) in the year 1990 with Acharya Ram Murti as its president. The Review Committee submitted its report in 1991 under the name "Towards an Enlighten and Humane Society" which envisaged the different aspects of education in a national perspective as a whole and different levels of education in particular. This committee was of very serious view regarding the preparation of teachers for primary and secondary schools in the country. The Committee wrote "The NPE 1986, while discussing the various aspects of education has placed immense trust in the teaching community. Teacher Competency, accountability aptitude and favourable attitude to the profession are to be ensured before teacher training or recruitment takes place. The policy frame-work of NPE insists on recruitment of competent teachers and in-service training which could freshen them up once again. It has stated in clear cut terms and guide lines to be followed in teacher education and inservice programmes".

In the light of the new thrusts, which the Committee has proposed for the education system, the teacher training would have to be totally revamped with a view to equip the teacher with the following attributes;

- a. empathy and a school perception of the need profiles of children from different educationally backward section of society;

- b. understanding of the status of women in society and the need to introduce a gender perspective in all dimensions of education;
- c. capability of imparting education in all aspects of cognitive and affective domains as well as psychomotor skills;
- d. aptitude for innovative and creative work;
- e. perception of the interventionist role of education in a stratified society and the ability to give operational meaning to this role;
- f. preparedness for vocationalisation of entire educational process and aptitude for integration work in academic learning;
- g. ability in special areas such as pre-school education for the handicapped children, continuous and comprehensive evaluation, activity-based learning scientific methods of acquiring knowledge etc.; and
- h. a sensitive understanding^{of} her/his role in a decentralised and participative mode of educational management.