

An insight into the Historical Development of Teacher Education in India, UK and Japan. What can we learn from the past?

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Abstract

As public demands for quality teachers have escalated, there has been a corresponding increase in national policy efforts to tie the standards of student success to teacher preparation, licensing, and evaluation. This conceptual paper examines how national authorities used specific policy tools to usurp the state's responsibility to ensure quality teaching practices. A discussion of policy problems and instruments grounds the analysis of teacher education policy activity in India, UK and Japan. An effort through a theoretical analysis of various research studies was done to trace out the history of Teacher education in the above given countries, an analysis has been done to highlight the progress that has occurred in teacher education across the globe and suggestions were framed for the further progress at global level.

Key words: *Teacher Education, globalising, resolutions, policies, monitoral system, tanning programmes, curriculum, pedagogy*

Introduction

Teacher development has swiftly ascended to the top of the education policy agenda, as many nations have become convinced that teaching is one of the most important school-related factors in student achievement. And teacher development is key edifice in developing effective teachers. This article describes teacher education in jurisdictions around the world that have well-developed systems for recruiting, preparing, inducting and supporting teachers. Examining their efforts is valuable for a number of reasons. Before going to the development scenario, I may present some universal accepted meanings of Teacher education across the globe. It is well known that the quality and degree of learner accomplishment are strongminded primarily by teachers' capability, sensitivity and motivation. It is a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher expertise and capability that would enable and empower the teacher to meet the requirements of the

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profession and face the challenges therein. From 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. Training is given to animals and circus performers, while education is to human beings (W.H. Kilpatrick)

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.” Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training (Clinton) It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser) Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop

character and desirable social and human values to function as responsible citizens; and, An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

Newly envisaged Teacher Education Program Underlines learning as a self-learning participatory process taking place in social context of learner 's as well as wider social context of the community to nation as a whole.

Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education.

Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences.

Views the teacher as a facilitator, supporting, encouraging learner 's learning.

Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.

Emphasizes that appraisal in such an educative process will be continuous, will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

Objectives

To trace out the historical development of teacher education in India

To trace out the historical development of teacher education in UK

To trace out the historical development of teacher education in Japan

To Suggest some ways for development of teacher education

Research Methodology:

This research paper is the descriptive in nature and data has been taken from different usage data.

Development of teacher education in India:

Government of India Resolution on Education Policy, 1904 This is one of the most imperative educational documents which laid down the policies for the future educational system. It made some very vital suggestions for the enhancement of the teacher-training

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Programme. These were, Training Colleges: The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpore. Intermediates or Graduates could seek admission to these Colleges. The general principles upon which the training institutions were to be developed, were,

(I) To enlist more men of ability and experience in the work of higher training, (ii) To equip the training colleges well, (iii) To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art,

Calcutta University Commission, 1917 This Commission, known as the Sadler Commission, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations. It pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent classroom teacher but also a good administrator. The commission suggested opening of post graduate department of education in universities, equips each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level.

The Hartog Committee, 1929 The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It rightly observed that the success of education depended on the quality of the training, the status and the pay of teachers. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified. It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations can do much to brighten the lives of the teachers and improve their work. Working on the recommendations of the Sadler Commission 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936. Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in

1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

The Abbott-Wood Report This report submitted in 1937 is again a landmark in the field of education. It primarily analysed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It further suggested a refresher course for the teacher so that he could get a wider experience. Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942. Yet there was much still to be done for achieving qualitative improvement. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one- or two-years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. In -1941, the Vidya Bhawan teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education the same year.

The Sergeant Report, 1944 it recommended that suitable boys and girls should be inducted into the teaching profession after High School; Practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two-year course for pre-primary and junior Basic schools (after high school) and a three-year course for the senior basic schools. The non-graduate teachers in high schools were to go for two-year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.

The University Education Commission (1948-49) it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a first-hand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of interuniversity planning.

The plan period in fifties. in 1950 the first conference of Training Colleges in India was held at Baroda and exchange of ideas took place. The conference discussed programmes and functions of the training colleges. In the following year, i.e., 1951, the second All

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India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organized for college teachers at Mysore. The syllabi in teacher education were revised, new areas of specialization added, and practical work improved. There was a spurt of work-shops, seminars and conference on teacher education.

The Secondary Education Commission (1952-53) Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges. It suggested two types of institutions: (I) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized and officiated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. It recommended three years' teaching experience for M.Ed. Admission, after graduation in education.

The Kothari Commission, (1964-66): It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators

The Seventies: During the seventies there was much emphasis on implementation of the new pattern of education, i.e., 10+2+3 pattern. This called for rethinking and reforms in teacher education. In 1973, a bold and imaginative step was taken by the Government 'of India. Its set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing' teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The framework envisaged that the teacher should play the role of the leader' inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development.

National Policy on Education (NPE) 1986: stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETS) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

The Two Thousands: The first decade of the twenty first century had the privilege of the liberalization policy introduced in early nineties. The education sector was opened up for private sector participation and there was Public Private Partnership (PPP). Foreign Universities are encouraged to set up their campaign in Indian soil and spread education, Many Private Universities came into being during this period so also the deemed universities becoming full-fledged universities by UGC under section 3 of UGC Act 1956.

NPE 2020: Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools.

The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor 's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor 's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty.

All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum training and student-teaching components of the programme.

All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-cantered and collaborative learning.

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All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.

Special shorter local teacher education programmes will also be available at BITEs, DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as ‘master instructors’, for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts. Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.

It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.

Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

Development of Teacher Education in UK

The Early Period Monitorial System - In the beginning of nineteenth century there was no formal system of teacher training in U.K. The first crude attempt was made to produce teachers through the Monitorial System. Under the system, a number of senior pupils, called monitors ‘, were first taught a number of elementary facts or words to be spelt by heart. Each of these then assembled in the great hall with a group of other children to whom he taught what he had just learnt. As the system suffered from a number of defects, it was abandoned and replaced by pupil-teacher system.

The Pupil-Teacher System - Criticizing the Monitorial System Mr. Kay Shuttle ward advocated a new arrangement, called pupil-teacher system. According to this arrangement

—Pupil-teachers were chosen at the age of thirteen from among the most promising pupils in an elementary school. They were formally apprenticed to the headmaster for a term of five years, and were examined on a prescribed graded syllabus at the end of each year. If they acquitted themselves creditably, the Government paid the headmaster a grant of 5 pounds for one pupil-teacher, 9 pounds for two, and 3 pounds for each additional one. At the end of the apprenticeship i.e., at the age of eighteen, the pupil-teacher could appear for departmental examination. The successful candidates were awarded the Queen's Scholarship, which entitled them for a three-year course at a training college. At the end of it, they qualified as certificated teachers.

The Bursar and Student-Teacher System - According to this system the pupil in a secondary school was allowed to remain there up to the age of seventeen or eighteen as a bursa and then proceed direct to a training college or alternatively he could become a student-teacher 'spending half of his time in actual practice in an elementary school and continue his studies in the secondary school during the other. This system of preliminary training of teachers has been continuing even these days with some modifications.

The Modern Period Report of the McNair, Committee (1944) In their report titled Teachers and Youth Leaders (1944) recommended the following regarding the system of teacher training;

(I) Central Training Council - A Central Training Council for England and Wales be formed Charged with the duty of advising the Board of Education about bringing into being that form of area, training service, recommended in this Report which the Board may decide to adopt.

(ii) The Area Training Organization - It should be responsible for the approval of syllabus of all levels of training.

(iii) The Board of Education - It should approve certificate on the basis of recommendations and assessment by the Area Training Authority.

(iv) The Area Training Authority - It should also function as inspectorial body for all training institutions within its jurisdiction.

(v) Declaration - The students should not be required to sign declarations committing them to teach in publicly run or aided 55 schools for minimum specified period of time, to compensate for the money spent on them.

(vi) Duration - The duration of training course should be extended to three years.

(vii) Basic Scale - A basic scale should be introduced for qualified teachers in primary and secondary schools with additions for special qualification or experience. The Follow-

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up Action As a follow-up of the recommendations of McNair Committee, the following set-up of teacher was established:

(1) Area Training Organizations - These were formed in collaboration with different Universities. Most of these training Centres were —Institutes of Education while the remaining were known as, School of Education. While the institutes of Education were under the direct control of their respective Universities the Schools of Education functioned under Ministry of Education. As there was rapid increase in the number of training institutions, the Area Training Organizations had to undertake greater responsibilities, and the functions performed by them, were as follows:

(I) Supervision of the courses of training in their constituent colleges, including the University Department of Education.

(ii) Maintenance of Standards

(iii) Conducting of examinations and assessment of students work.

(iv) Recommendation of successful students for the award of qualified Teachers Certificate.

(v) Planning for the development of training facilities at various levels in their areas.

(vi) Provision of opportunities for further study and encouragement of research in professional studies.

(vii) Arrangement of educational centres for in-service education of teachers already working in schools.

(2) National Advisory Council on the Training and Supply of Teachers - It consisted of representatives of the Area Training Organizations, Local Education Authorities and National Association of Teachers.

Robbins Committee Report (1963) It made the following recommendations regarding teacher training (I) Scheme A System of McNair Committee — It should be implemented but proposed that the logical next step should be taken, first, by uniting the Departments of Education of the colleges and the Institutes into Schools of Education, and secondly by instituting a block grant for all the Colleges in each school, to be administered by the University, which would thus undertake not only academic supervision of the Colleges but also financial responsibility for their maintenance.

(ii) The Council for National Academic Awards — It should be established though this was not the best route for the Colleges.

(iii) Academic and financial authority for the Colleges of Education — They should go together and that the Colleges. should become an integral part of a University School of Education, being financed through the University Grants Committee. Some of the bigger Colleges might become individually constituent parts of a university or to become part of one.

(iv) The Teacher-training Colleges — They should be known in future as Colleges of Education. Most of these recommendations were implemented. The Colleges were renamed as Colleges of Education. The degree of bachelor of Education was instituted. Central Advisory.

Council Report (1967) Titled — Children and their Primary Schools ‘the report of the Central Advisory Council was published in 1967. It, recommended the following:

- (i) The newly established B. Ed. degree ought to be a major source of supply of graduates for Primary Schools.
- (ii) There should be full enquiry into the system of teacher training, an enquiry which is long overdue.
- (iii) All primary school teachers needed to be numerate as well as literate and efforts should be made to improve their qualifications.
- (iv) There should be an extension of network of day Colleges and outposts in which mature students with adopted hours and modified tables had proved their value, an increase in the number of graduates in Primary Schools and more facilities for their training; professional training for any graduate who proposed to teach in Primary Schools and the encouragement of closer contact and partnership between the Colleges and the Schools.
- (v) The schools should play a bigger part in supervision of student teaching;
- (vi) There should be more joint appointments, to College and School staffs to aid the general co-operation between Schools and Colleges.

The James Report (1972) It made following recommendation for the training of teachers for an emerging scheme of universal secondary education.

Teacher Education should become part of higher education and entrance requirements should be the same as for universities.

The general education of all teachers should be broadened and extended.

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The present three-year certificate programme should become a four-year - programme of education and training leading to a degree. The present four-year course should become a five-year course. In each pattern an internship of one year should be an integral part.

The teacher's professional education should continue throughout his life.

Teacher Education should be divided into following three cycles: (a) The First Cycle — It would be provided by a university or Council for National Academic Awards Committee. (b) The Second Cycle — It would be a common course of professional training extending Over two years. The first year would be within the Colleges or Department of Education and the emphasis would be on preparation for work appropriate to a teacher at the beginning of his career rather than, on formal courses in educational theory. The second year would put the student as a licensed teacher and he will begin to receive a salary. (c) The third Cycle — It will start with registration for training and cover a wide spectrum of training, education and activities. There will be long courses leading to advanced qualifications and requiring the release of teachers for full-time attendance in schools.

The report also suggested the abolition of the Area Training Organization system and substituting it by the Regional Council for Colleges and Departments of Education at local level and the National Council for Teacher Educational and Training at the national level.

Present scenario

Types of Training Colleges: In England the training Colleges are of two categories (1) Old training Colleges — These were originally opened and financed by private bodies to a denominational character, but are now almost wholly maintained by public money.

(2) Those started by Local Education Authorities — These were from the early years of the 20th century and wholly financed by local authorities. The Ministry of Education financially assists both the above categories of training colleges. The Ministry bears about fifty percent of expenditure of Private Colleges particularly for purpose of improvement, extension and or replacement of their buildings; the rest is borne by the voluntary agencies themselves.

Curricula and Courses for Teacher Education: The majority of training colleges provide a two-year course. though there is a general trend to extend the course to a total period of three years as a sequel to the McNair Committee recommendations. The curricula of these training colleges. is approved by the Board of Studies of their Institutes of Education. Curricula are fairly wide and comprehensive, covering all the aspects of teachers work of course, the Boards of Studies prescribe only the general outline of the curriculum; the details are worked out by the training colleges themselves. Today, the

curricula of training colleges in England, generally, include the following kinds of studies and practical work.

(1) Academic Studies — This part of the curriculum aims to impart a sound general education to the students. It is, therefore, devoted to an advanced study of selected school subjects.

(2) Professional Studies — As these are intended to give the students a thorough grounding in the principles and practice of teaching we include the study of (i) Principles and practice of Teaching, (ii) Health Education, (iii) History of Education and (iv) Educational psychology. Opportunities for specialization are also provided in one of the following two branches: (a) teaching of young children in infant schools and (b) teaching of pupils in the age-group 7-11 in Junior High Schools.

(3) Practice-teaching — It constitutes the practical part of the course. Though no uniform programme has been evolved for it, students are normally required to teach for a total period of twelve weeks under the supervision of all the faculty member. Theory of education, educational psychology, child psychology, teaching methods and techniques problems and remedies of education, school organization and administration courses have been included for teacher education. Under the curriculum Theoretical aspect has been given more weight age than practical aspect of teaching-learning. The curriculum has been developed according to following stages:

(1) Teachers of Primary Schools.

(2) Teachers of Secondary Schools.

(3) Special teachers and teachers of Arts and Vocational institutions, and

(4) Teachers imparting further education.

The training course in physical education and home science is of 3 years duration while in art and music it is of 4 years duration. The pupil teachers whether male or female are free to take admission in any of them. General qualifications for admission are general certificate of Education.

Historical Development of Teacher Education in Japan.

Meiji Era: (1868-1912):

In 1867, during the last military feudal government, Tokugawa Shogunate, the then emperor of Japan, Emperor Meiji, proclaimed to enhance attainment of knowledge and skills of Japanese people to catch up with technologically advanced western world. For attaining his goal establishment of around 53000 elementary and 256 middle schools was

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planned and executed (Ferguson 1985). For the purpose, the most challenging task was the recruitment and training of teachers for these schools. To overcome this challenge, Tokyo Normal School specifically for teacher education and training, was established in 1872 under the direction of Morozuku Nobuzumi (Ferguson 1985). American educator, Marion McCarrell Scott, was appointed as the first instructor of Tokyo normal school. Later on, other normal schools were also established, which provided teacher education to would be teachers for teaching at various levels (Numano 2011). After completion of course, trainee teachers were assigned the duties to serve at other normal schools established during the same period. With this strategy a large number of teachers were trained in a short duration of time. This was the time when national education system in Japan was introduced (in 1872), a year after the establishment of The Japanese Ministry of Education Science, Sports and Culture (Monbusho or MEXT), which has “the duty of promoting and disseminating education” in Japan.

Regulations regarding establishment of a normal school for training of elementary school teachers in each prefecture (equivalent to state in India) was issued by MEXT in 1880. Despite these efforts to have educated and skilled teachers, there was dearth of teachers and the educated samurai and other educated citizens were serving the purpose of teachers until the beginning of 20th century (Sansom, 1977). During the era, the experience of foreigner advisors that include Marion Scott (American), Eduard Hoffman (German) and David Murray (American) was utilized, who contributed toward methods of teaching, curriculum development as well as quality of teacher education (Hisao 1975).

The standardization of curriculum for normal schools of teacher education was done in 1880s, to conform to educational practices, as per the requirement of Japan. The regulations were issued by MEXT in 1981 and 1983 for standardizing the course of study into 1- 2-and 4-year course (MOE, 1938). Again in 1886, Normal School Order was issued by the then education minister, Mori Arinori, to establish a higher normal school for providing training to middle school teachers and an ordinary normal school was retained for educating elementary school teachers (Ferguson, 1985). During that time, teachers were required to study English, and western framework of curriculum was retained. The peak in conservative reaction towards education for return to native traditional values returned in 1890s and remained for next two decades when the purpose of education was considered to develop moral understanding and conduct of Japanese people.

Taisho Era through World War II: (1912-1945):

A reassessment of western policies of Meiji-era to achieve a better fit with the changes taking place in Japanese society was made and the rise of nationalism has affected the

education system significantly in next three decades. The child-centered theories developed an interest in 1920s with the rise of liberalism. Some of ideas of John Dewey were introduced into teacher education in the normal schools in Tokyo and Kyoto area (Anderson & Kobayashi, 1965). As per Ronald, (1965), "*This definitive study of Dewey's impact on Japanese educational thought drawn from Japanese and American sources demonstrates that there were, indeed, roots of democratic thought in pre-war Japan.*" The swift industrial growth resulted in higher demand of educated workers. During this time, the enrolment rate surpassed the supply of teachers however lack of formal training qualifications (LaBue, 1960; MEXT, 1980) by teachers was the challenge. The higher normal schools were elevated in status to institutions of higher education. During the war time, the new nationalism purpose came into existence and Western pedagogical theory advocating liberal ideas was out of phase (Kuroyanagi, 1984). A mix of teacher educators that endorsed the new trend and who resisted the introduction of ultra-nationalism into the normal school curriculum (Ishidoya, 1940) existed at that time.

Post-war Era - 1945-Present:

After the war, United States Education Mission recommended the establishment of separate teacher education institutions with curricula partitioned into three segments: general education, professional courses, and teaching field specialization (Hisao, 1975). The fear of isolation of such institutions forced Japanese members of the implementation committee to incorporate teacher preparation into the liberal arts division (Miyoshi, 1979). However, the advocates of professional training dominated, and 47 new universities were given the responsibility for preparing teachers for the elementary and junior high schools in 1949. Since 1990, Japan's educational policy is continuously shifting towards educational management, mathematics, science and teacher education & training programs (Kuroda, 2014). Definitely, there are certain challenges in pre- and in-service teacher education in Japan. However, a continuous improvement of teacher education system in Japan is among core missions of Ministry of Education, Culture, Sports, Science and Technology (MEXT 2012). MEXT is primarily responsible to issue regulations and other administrative orders, for effective enforcement of the laws concerning certification and training of teachers. The Ministry does this by authorizing, advising and assisting teacher education institutions and local governments as advised by the Council of Teacher Education comprising various members of academic as well as non-academic background including representatives from universities and schools. The local education authorities are prefectural boards of education (PBE) that issue teaching certificates of different types to those who fulfil all the requirements to become a teacher as set by national law and regulations.

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Types of Teacher Training Institutions:

Teacher training institutions in Japan are mainly categorized into two categories (Yasuyuki, 2004) as follows:

i) Teacher education at universities and faculties of education:

In 1949, at least one national university that had faculty of education or a college for teacher education was established, in each prefecture. Besides teacher education, these institutions also contributed to professional development of staff at prefectural boards of education (PBE). There are both large (faculty strength > 150) and smaller (faculty strength < 100) independent teacher education schools (Yamasaki, 2016). Large schools offer several teacher education programs whereas smaller ones offer a single but comprehensive teacher education program. Several years ago, four schools of teacher education at national universities were reformed and are now called as “Semi Schools of Teacher Education” (Yamasaki, 2016).

ii) Open system of teacher education:

In 1953, accreditation system for teacher education program was introduced and national, public and private colleges or universities were allowed to provide teacher education programs after having due accreditation by MEXT. As of May 1 2008, 79.8 % of universities (528 out of 729), 70.9% of graduate schools (423 out of 597) and 71.9% junior colleges (277 out of 355) have teacher education courses. Among national universities, only 57% offer teacher education courses in Japan (Numano, 2011).

It is observed that primary school teachers are mainly provided by Type i) institutions, whereas major share towards lower secondary and upper secondary school teachers is contributed by Type ii) institutions. This fulfils the demand for teachers required for the success of compulsory education up to the level of lower secondary school. In 2004, at many of the private universities, different schools of education offering teacher education programs in the field of child education, and human development etc., have also been established to cater to future needs of elementary education (Yamasaki, 2016).

Mode of Selection of Students for Teacher Education Programs:

Students for teacher education programs are selected based on the entrance test. Entrance examination for public institutions is conducted in two stages. At first stage, a common entrance test for all of the universities and colleges called as National Centre Test (NCT) is conducted by National Centre for Universities Entrance Examination (NCUEE, 2015) (Carpeño & Mekochi, 2015). The second stage of entrance test is conducted by different universities as per their rules and regulations depending on the subject for major course,

which a student wish to pursue. In NCT, students choose subjects according to their qualifying degrees and subjects for students from different streams may vary.

Teacher Training and Teaching Certificates:

Students who graduated in different streams may opt for teacher training course, for which they have to earn specific number of credits and undergo professional training. In other case, students may opt for graduation in teacher education program from a MEXT approved university. In a 4 year's program leading to Bachelor's in Education, students are provided with an overall understanding of teaching profession and opportunity is provided to support the teaching activities in nearby areas so that they would become aware about teaching and teaching profession. Many institutions and faculties of education at various universities provide Master's in Education (Yamasaki, 2016). On similar lines the graduate school system for teacher education at professional schools for teacher education, for developing highly specialized human resources, was introduced. The students who have acquired bachelor's degree and are acquainted with theory, practice and practical skills of teaching enter these schools to become professional teachers (Yamasaki, 2016). For this, the earning of specific number of course credits and to carry out a few week-long pre-practicums in school under the supervision of a school teacher is required.

To be a teacher in Japan, an individual must have an appropriate license (MEXT, 1965) in accordance with Teaching License Act established in 1949 (Lamie, 1998). Depending on the basic qualifications and minimum credits obtained, different types of teaching certificates are provided.

i) Regular Teaching Certificate:

This type of certificate is issued by Prefectural Board of Education (PBE) upon completion of necessary education and training program. This is valid throughout Japan and is provided to teach at different levels of education *i.e.*, special needs, education, kindergarten, elementary, junior high school and senior high school. The validity of regular teaching certificate is 10 years, which can be renewed thereafter (Akiba, 2013).

Depending upon the academic background (Table 1) (Numano, 2011 & Yamasaki, 2016), regular teaching certificate is further categorized into three categories:

- a) Advanced,
- b) Type I and
- c) Type II.

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The would-be teachers having master's degree may join teacher's training institutions where they must acquire required number of credits for subjects related to teaching. Similarly, besides the required credits to qualify, minimum basic requirement to obtain Type I and Type II certificates is Bachelor's and Junior College degree, respectively. Table 1 shows the basic requirement of qualifications and minimum credits to be qualified for teachers to teach at different levels of schooling with different teaching certificates (Numano, 2011 & Yamasaki, 2016).

ii) Special Teaching Certificates:

Special teaching certificate was introduced in 1998. This is aimed to provide teaching opportunities to people, who are not regular teachers, but otherwise have superior knowledge, skills, social prestige and insight for education (CRICED 2006; Numano, 2011). Such certificates are valid in respective prefecture only. This certificate is issued on the recommendation of employer after interview by specialists in different fields of education.

Basic requirement of qualifications and minimum credits to be qualified for teachers to teach at different levels of schooling with different teaching certificates (Numano, 2011, Yamasaki, 2016).

Types of Teaching Certificates		Basic requirements	Minimum Number of Credits Required			
			Teaching Subjects	Pedagogical Subjects	Teaching Subjects	Special needs education
Special Needs Education	Advanced	Master's Degree (MSD)	–	–	–	50
	Type I	Bachelor's Degree (BD)	–	–	–	26
	Type II	Junior College Associate's Degree	–	–	–	16
Kindergarten Teacher	Advanced	Master's Degree (MSD)	6	35	34	–
	Type I	Bachelor's Degree (BD)	6	35	10	–
	Type II	Junior College Associate's Degree	4	27	–	–
Elementary Teacher	Advanced	Master's Degree (MSD)	8	41	34	–
	Type I	Bachelor's Degree (BD)	8	41	10	–
	Type II	Junior College Associate's Degree	4	31	2	–

Junior High School Teacher	Advanced	Master's Degree (MSD)	20	31	32	–
	Type I	Bachelor's Degree (BD)	20	31	8	–
	Type II	Junior College Associate's Degree	10	21	4	–
Senior High School Teacher	Advanced	Master's Degree (MSD)	10	21	4	–
	Type I	Bachelor's Degree (BD)	20	23	10	–
	Type II	Junior College Associate's Degree	20	23	16	–

Curriculum for Teacher Training:

The curriculum for teacher training in Japan extensively covers the teaching subject, teaching profession, seminars and teaching practice (Yamasaki, 2016). A generalized view of the core subject for obtaining Type-I certificate is provided in Figure 1. The core areas of course comprise: (i) significance of teaching; (ii) basic theory of education; (iii) curriculum and methods of teaching; (iv) student guidance, career guidance and educational consultation; (v) student teaching and (vi) Teaching practice seminar. Although the content of the course remains same however the number of credits to be earned to obtain Type I certificate to teach at different type of schools varies as can be seen from Figure 1.

Besides earning the required number of credits as mentioned in Table 1, a course-work of two credits in subjects involving constitution of Japan, physical education, foreign languages and use of information technology has to be completed (Yasuyuki, 2004).

The required subjects to be learned during teacher training for would be teacher of junior high school to teach a specific subject.

Required Subjects for Subject Mastery to Teach at Junior High School (one or more credits/Subject)

Japanese language: Language, Literature, Calligraphy

Foreign languages: Language, English and American Literature, Communication and Cross-Cultural Understanding

Science: Chemistry, Physics, Biology, Earth Science and Respective Practical Labs.

Health: School Health, Sanitary Science and Public sanitation, Nutrition and Physiology

Health and Physical Education: Psychology of Physical Education, Athletic Fundamentals, Athletic Sociology, Kinesiology, Athletic Business Administration,

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Sanitary Science and Public Sanitation, School Health

Mathematics: Geometry, Algebra, Statistics, and Computer Science

Social Studies: History (Japanese and world), Geography, Ethics and Religion, Philosophy and Law

Music: History and Theory of Music, Composition, Singing, Instrumental Music and Solfege

Fine arts: History and theory of Arts, Designing, Painting, Sculpturing and Industrial Arts

Industrial arts: Information and Computer Science, Mechanics, Metal and Wood Processing, Cultivation and Electricity.

Home Economics: Food, Living Environment, Child-care, garments and clothing and Household management

Teaching certificates for kindergarten and elementary schools are provided for the level of school without emphasis on special training in particular subject. However, for lower and upper secondary school, teaching certificates are issued on school level for different teaching subjects as shown in Table 2. For example, the courses to be completed for a would-be science teacher at junior high school includes Physics, Chemistry, Biology and Earth Science along with lab work in respective subjects (Yamasaki, 2016).

As discussed earlier, students may undergo teacher training program after completing their graduation to obtain different type of certificates to teach at different school levels. In this case, there is no subject specialization in the teacher training course provided to would be elementary school teachers. For example, an elementary school teacher would have to qualify required credits in subjects such as science, mathematics, social science, Japanese language, calligraphy, environmental studies, music, physical education, home-making, drawing, music and handicrafts. On the other hand, a junior high school teacher must have mastery over his/her own subject along with basic requirements of credits. For example, to be a science teacher, along with acquiring credits in generalized course content, specific number of credits should be earned in chemistry, physics, life-science and earth science along with respective laboratory course (Table 2). In this way, it is observed that the curriculum for different teacher education programs is quite specific in Japan.

In a typical four-year teacher training program (Osaka University, 2018), during first two years, the subjects such as Japanese constitution and physical education and other subjects related to teaching profession (educational theories, curriculum planning, instructional methods and student counselling etc.) are taught as shown in Figure 2 (Yamasaki, 2016; Yasuyuki, 2004), and a similar program is followed by other universities (UTE, 2018). During the third year of study, students who want license to teach at junior high school are given opportunity to gain experience in social welfare,

nursing care and at a special-needs school. Further, course on pedagogical methods and flexible methods of instruction is taught during third year. In 4th year of study, students undergo teaching practice and for this, they visit their host school, where they will teach classes and offer lifestyle guidance as student teachers. In addition, they will observe other teachers' classes and participate in a variety of activities such as extra-curricular activities and school events. Students seeking a senior-high-school teaching license must work as student teachers for at least two weeks, and those seeking a middle-school teaching license must do so for at least three weeks. Before beginning their stint as student teachers, students will receive preparatory guidance to verify that they have mastered the knowledge, skills, and attitudes required of student teachers. Besides this, students must undergo teaching practicum, which includes several hours of field experience during which they work at nearby schools.

Discussion:

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times. Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result, teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment. Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students 'learning and consequently the success of a nation to advance in its economic, social and political spheres (Darling-Hammond, 2006) Newly visualized Teacher Education Program Emphasizes learning as a self-learning participatory process taking place in social context of learner 's as well as wider social context of the community to nation as a whole. Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education. Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences. 16 Views the teacher as a facilitator, supporting, encouraging learner 's learning. Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction. Emphasizes that appraisal in such an educative process will be continuous,

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will be self-appraisal, will be peer appraisal, will be done by teacher educators, and formal type too.

Hence there is a major shift

From	To
Teacher centric stable designs	Learner centric flexible process
Teacher direction and decisions	Learner autonomy
Teacher guidance and monitoring Facilitates	support and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context
the class room Knowledge as "given" and fixed	Knowledge as it evolves and created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Multifarious, continuous

Suggestions

Dynamic teacher education and training in the 21st century globalised world. For dynamic teacher education and training in the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply; a wide array of things about teaching and learning and in their social and cultural contexts. Furthermore, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21st century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both the novices and the experienced teachers teach and become competent teachers. This signifies that the enterprise of teacher education and training must venture out further and further and engage even more closely with schools in a mutual transformation agenda with all the struggles involved. Importantly, the teacher education and training institutions must take up the charge of educating policy makers and the general public about what it actually takes to teach effectively both in terms of knowledge and skills that are needed and in terms of the school contexts that must be created to allow teachers to develop and use what they know on behalf of their students (Fullan, 1993).

Structure of a globalised teacher education and training curricula. Throughout the world, reform and innovation initiatives by nations have triggered much discussion about

the structures of 18 teacher education and training programmes (Hébert, 2001) and certification categories into which programmes presumably fit. Building stronger models of teacher preparation in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In this respect, the —what of teacher education and training should be the focus of the curriculum. In articulating the core concepts and skills that should be represented in a common-core curriculum for teacher education and training, there is need for a frame work to guide decisions and practice. In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organised on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21st century teacher education and training curricula which includes,

Knowledge of learners and how they learn and develop within social contexts, including knowledge of language development.

Understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education.

Understanding of and skills for teaching, including content knowledge of specific subject, content pedagogical knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to construct and manage a productive classroom.

Need for in-depth content and practical knowledge of research for teachers Research must be a major priority in teacher education and preparation in the 21st century. Professional teachers naturally seek answers to questions and solutions to problems that enable them to help their students to learn. They are decision makers, make thousands of choices on hourly basis regarding the choice of texts, literature, appropriate and relevant technology integration, curriculum pedagogy, assessment and measurement. They are highly reflective and sensitive to the needs of their students. They encounter failures and successes. However, much of what teachers have to offer remains a secret. Their key to success is a mystery. Teachers seek multiple means of looking at their world of teaching and learning and that of their students by unlocking the secrets within the classrooms. Research is one of such potent keys to help unlock these secrets.

Globalising the teaching profession through a globalised teachers council. Currently, every country has its own teaching council with specific objective to register

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professionally qualified teachers before they can practice. Every country has its own requirements that professional teachers should meet in order to be registered and certificated to teach. Even in the same country, like the USA, Australia and United Kingdom getting registered as a teacher entail delaying. In the USA every state has its own teaching council that registers professionally qualified teachers and certificated with a license to practice. A critical look at this scenario reveals that teacher transfer from one state to another in the same country becomes a burden if not delays while teacher-shortages abound in these countries. In order to make teaching to become a mobile profession worldwide, there is need for 21st century globalised teaching council. The mandate of this council should be to collaborate with institutions and organizations responsible for teacher education and training to develop a common-core teacher education and training curricula as well as the establishment of teacher professional registration council which would be mandated to issue professional teaching licenses for practitioners that would be recognised worldwide to make teacher mobility from region to region and country to country easy and fulfilling.

- 1) The need for teacher-tracer studies and further professional development by teacher training institutions after training

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