EDUCATION AS AN ACADEMIC STUDY

A SURVEY OF INDIA, U. K. AND U. S. A.

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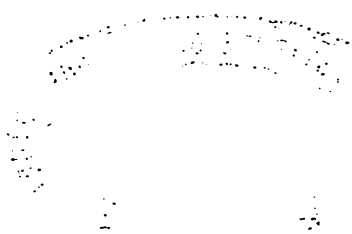
To

The memory of Dr. A. Mujib



PREFACE

EDUCATION as a university study is a rather recent development. A wide and fast growing field of knowledge, it does not yet have the sanctity of ripe years that the older disciplines like mathematics, philosophy, or history have. Nor does it possess the unitary character of some of these disciplines. As has been observed:

"Education is peculiar in this respect that in whichever direction it is studied to an advanced level, the study tends to become something other than education, e.g. it turns into a study of philosophy, or psychology, or history, or sociology."*

This peculiarity has caused serious doubts about education being a real subject. The fact of its origin in pedagogy only enhances the csepticism, and makes it easy to assert that education, at best, is a professional subject. There exists, therefore, a widespread uncertainty about the status of education as an academic study, the students and teachers of education being no exceptions to this.

The purpose of this project is to penetrate, if possible, below the surface of this uncertainty and investigate the present position and future possibilities of education as an academic study. This has been done mainly in the context of the U.K.; the situation in India providing the natural frame of reference. Since educational thought and practice in India is influenced by the U.S.A. as much as by the U.K., it seemed essential to examine the American scene as well, even though very briefly.

The situation which prompted this investigation is briefly this. In India, teaching does not attract the best or even the second best brains. If teacher-training is made obligatory to all advanced study of education, it amounts to relegating this study to third-rate minds. The question, therefore, arises: Does not education deserve a fairer deal? Should it not be studied as an academic and liberal subject in its own right? If the answer is 'no'—doesn't this imply the attenuation and cramping down of both the academic and professional aspects of education? In India, again, several universities offer education as an academic subject at the under-graduate level. *But*, if a student desires

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* Report of the University Education Commission, Vol.I, p. 212, Manager of Publications, Delhi 1949.

to follow it up for the post-graduate degree, he must take his teacher-training first. The training provided to graduates in India is a 1-year course, very similar to the PGCE of the London University Institute of Education. The second point at issue is therefore this : If teacher-training is an essential prerequisite to all post-graduate work in education, does it make sense in introducing it as an academic pursuit at the under-graduate level ? If 'yes', why not provide for its academic study at the post-graduate level as well ? There are educational thinkers in India as elsewhere, who assert that education is essentially a professional subject and has to be studied as such. Yet increasingly the question is being asked whether a profession can advance any faster and better than the "scientific and institutional theories" upon which it is based ; whether a technology can grow strong if the basic science or sciences remain under-nourished.

It would be presumptuous to attempt a categorical answer, but it is to these and allied questions that the present study addresses itself.

ACKNOWLEDGMENTS

I owe my grateful thanks to my tutor and supervisor, Mr. R. F. Goodings, who most willingly extended to me all the help and guidance I needed during the course of this investigation. Apart from the project we often discussed matters of mutual interest, and I always felt that these informal dialogues went a long way in increasing my understanding of the people, the culture, and the educational system of my host country. Knowing Mr. Goodings as a person has been one of my richest experiences in London.

My heartfelt gratitude goes to the late Dr. A. Mujib, Professor and Head of the Department of Education, Aligarh Muslim University, to whose kindness I very much owe the opportunity of having worked in London, and whose views and ideas on education inspired me to work on the present theme.

I wish to convey my sincere thanks to all the teaching and non-teaching staff of the London University Institute of Education, whose friendly cooperation facilitated my work and made it most pleasurable. I wonder if it is possible for me to convey my gratitude to all those members of the various faculties of education in England, Scotland, and Wales who extended to me their kind hospitality during my educational visits, allowed me informal interviews, and answered my questionnaires and other queries. But for their cooperation, this project would lack the hues of first-hand experiences.

I desire also to express my gratitude to the sponsors of the Imperial Relations Trust who provide the opportunity of visiting and working in London, and to the British Council and other organizations who make the stay a most happy and fruitful experience for overseas students.

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CONTENTS

CHAPTER I

THE EMERGENCE OF EDUCATION AS A UNIVERSITY SUBJECT IN THE U.K.: A HISTORICAL PERSPECTIVE

THE history of education as a distinct subject of study is so inextricably bound with that of teacher training that it is impossible to deal with the one without getting involved in the other. Though some excellent thoughts on education had been expressed from time to time by philosophers and thinkers in different parts of the world, and some of these were embodied in books which are now considered as classics of education (Plato's Republic, Milton's Tractate on Education, Locke's Thoughts on Education, and Rousseau's Emile being just a few examples), it is curious that they did not develop into a study by themselves till through teacher-training their importance as a sound theoretical base to pedagogy was discovered.

However, there are reasons to believe that the study of education as a distinct pursuit was not entirely unknown when it became part of the training of teachers. As Professor Clarke has pointed out:

"We find traces of a movement in the direction of making special provision for the study of educational science as far back as the 17th century. — It was in Germany that the movement produced its chief results — and for a century and a half the systematic study of education was confined almost entirely to Germany, or at least, to German speaking peoples. The names of Ratke, Comenius, Francke, Basedow, Pestalozzi, Herbart, and Froebel indicate the main line of descent. At the very end of the 17th century the University Department of Education makes its first appearance in the shape of Francke's Seminary at Halle. Somewhat later we find the Prussian Ministry of Education requiring some systematic treatment of the subject by the professors of philosophy in the universities."[1]

That this subject did not grow into a university study by itself, became part of pedagogy and remained as such for nearly two centuries is a fact both significant and revealing to students of education. As often happens, "– the prophet has been without much honour in his own country. The German universities have steadily resisted the creation of

University Departments of Education ad hoc, and have preferred to rely on lecture courses given by other university teachers. The same may be said, in general, about France."[2]

Teacher-training itself is mainly a 19th century development though as in most other cases, the historians of this field also trace its roots to about two centuries back. The earliest European country to start and establish a system of teacher-training is said to be Prussia. Here as early as in the second half of the 17th century, the Prussian Normal Schools were training teachers for elementary schools in 3-year courses of training following the completion of their elementary education. A number of complex factors, among which the increasing realisation of the need to provide at least a modicum of elementary education to all children should perhaps rank first, contributed to the growth of teacher-training. The 18th century Psychological Movement and the influence of teacher-educators like Pestalozzi (1746-1827) were other obvious factors. As a result, normal schools developed in several European countries in the 18th and 19th centuries.

In the U.K., as Dent puts it- "organised teacher-training did not begin—until the 19th century. Then circumstances compelled it."[3] The circumstances referred to here were clearly those that resulted in the Elementary Education Act of 1870 and the subsequent Acts, which in their turn increased the demand for teachers. A start in the direction of training teachers was made when towards the end of the 18th century, Dr. Andrew Bell imported into this country from Madras (India) what he called the Monitorial system of teaching. In India, where monitors had long been used to assist teachers in schools, the idea was never developed in the direction of training prospective teachers, and the present system of teacher-training in India is decidedly exotic. However, the monitorial system marked the advent of teacher education in Britain. The first systematic attempts to train teachers were made in the first decade of the 19th century in the monitorial schools of Bell and Lancaster under their direct apprentice-ship. The work of Sir James Key Shuttleworth brought teacher-training more to its own in the 3rd and 4th decades. Certain other historians * have credited David Stow of Paisley, Scotland, as being the pioneer of teacher-training in this country. Stow was opposed

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* H. M. Knox in *250 Years of Scottish Education* and A. Morgan in *Makers of Scottish Education.*

to the monitorial method and did not think highly of the pupil-teacher system. From 1828 onwards he was training his teachers, "trainers" as he called them, in the model Infant School at Drygate, Glasgow. His 'systematic and philosophical treatment of the problem is said to have been 'far superior' to the mechanical methods of the monitorial schools. As a result of his untiring efforts, the Dundas Vale Training College of the Church of Scotland—the first full-fledged training college in Britain—started in 1837*, to be followed by the United Free Church Training College, Glasgow, in 1845. Teacher training was thus placed on a somewhat sounder footing and continued as such almost unchanged for fifty years to come.

University Participation in Teacher Training and the Study of Education :

Of special interest in the development of education is the participation of universities in teacher-training, since whether one likes it or not, at least in England and Wales education made its entry into university circles only through this back-door. This again was done in successive stages over a period of more than fifty years. As Miss Goss has succinctly put it: "—university participation in teacher-training took place in four main stages. At each stage professional and educational opinion was considered by a Royal Commission or a departmental committee which made recommendations involving increased participation of the universities."[4] The four stages referred to above are the following :

"1. In 1890, as a result of the recommendations of the Cross Commission, day training colleges for elementary school teachers were established in connection with universities and university colleges of England and Wales.

2. After 1895, as a result of the recommendations of the Bryce Commission, the universities and university colleges established secondary training departments.

3. In 1929, as a result of the—Departmental Committee on the Training of Teachers for Public Elementary Schools, the universities extended their influence to all training colleges by means of the Joint Examination Boards.

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* Borough Road Training College, London, the first in England was established in 1842.

4. In 1947, as a result of the McNair Committee, most universities have accepted complete responsibility for the training of teachers."[5]

The above mentioned events are of such significance in the development of education as to merit some detail.

The Cross Commission set up in 1886 to inquire into the working of the elementary education acts identified the need for an increased supply of trained teachers. As the existing training colleges, mostly residential and Church of England establishments, were too inadequate in numbers the Commission suggested the starting of 'day training colleges' in the following words :

"—considering the large need which exists for more ample or more generally available opportunities of training, and the importance of giving every facility for training of those who now obtain certificates without it, an experiment should be made of training non-residential students in connection with local university colleges—"[6]

In 1890, almost simultaneously with the publication of the Cross Commission Report, the government Department of Education offered recognition and grants to the training colleges. The newly established and 'struggling' civic universities and university colleges immediately seized upon the opportunity as the training departments brought to their otherwise attenuated faculties of Arts and Science a contingent of grant-aided students, at the time when few other grants were available. Thus, more by accident than by design or the desire to undertake the training of elementary teachers, the new universities became involved in this work. In the development of education as a study, the starting of the Day Training Colleges is a landmark since through them alone pedagogy made its first entrance into the campus of the universities. By several educational thinkers, among them some professors of education in the U.K., this advent has been considered as prejudicial both to the prestige of education as a subject of any academic respectability, and to the Departments of Education which came soon after this. Professor Stewart of Keele University refers to this advent and to the status of education as it was in the begining of this century in the following words :

"As a corpus of knowledge it needed credentials and justification. Education was concerned with philosophy, psychology (itself highly suspect), and history; administration and practical teaching; and it did not appeal either to humanists or to scientists. It was too much in the

camp of the questionable social sciences and it was too vocational—for liberal studies.—Besides the question of its intellectual standing, the manner of its entry to the university circle could not have prejudiced its reputation more·"[7]

There is little reason to disagree tha' the recruitment and training of elementary school teachers was far from being a worthy mode of associating education with universities. In fact there were better and worthier precedents right in England which if followed with imagination could probably have advanced the study of education by a quarter of a century in the English universities. Professor Clarke has pointed out that the institution of a Professorship in the Science and Art of Education by the College of Preceptors in 1873, the first in Britain, was an event the significance of which was unfortunately, never fully realised.* Much more fruitful and hence of real significance was the founding of the Bell professorships of Education in the universities of St.Andrews and Edinburgh in the year 1876. The Bell trustees selected Mr. Meiklejohn (a well known writer of school text books) and Mr. Laurie (Secretary to the Church of Scotland Education Committee) for the professorships, and it is agreed by all concerned that "no happier choice could be made." These two pioneers and specially Prof. Laurie did an excellent job in building the academic status of education. In the words of Professor Clarke:

"Professor Laurie was a man of exceptional power; gifted, cultivated, and possessed of a high degree of philosophical capacity. No man could have been better qualified to vindicate the claims of this much suspected and widely contemned supplicant for even a humble seat among the olympians of the university."[8] It was a measure of the success of his hard work and persistent efforts that in 1892, education became a full qualifying subject for the M.A. degree in all the Scottish universities.* Lecturerships were established in the other two universities; in Aberdeen in 1893, and in Glasgow in 1894. For the first time in the history of education this subject came in the universities in its own right, and not in the guise of teacher-training.

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* Joseph Payne was appointed to this first professorship which ended with his death in 1876, without making much impact on the science of education. The College of Preceptors continues to award diplomas in education besides organizing other shorter courses for teachers. It arranges also Joseph Payne memorial lectures which are usually a distinguished contribution to educational literature.

Thus, while just North of the border the science and art of education were gradually growing into a university discipline, in England the opportunity was lost not to return till 30 years after when in the 1902, Sir John Adams became the first professor of education in London University.

However, returning to the story where it was left, the Cross commission was soon followed by the Bryce Commission of 1895 whose recommendations were to make deeper impact, and indeed if pursued fully, could have expedited the growth of education in the English Universities. The Bryce Commission which surveyed the field of Secondary Education as the Cross Commission did that of Elementary, unequivocally emphasised the fact that 'able and skilful teachers' are the most important part of any scheme of improving an educational system. The Commission then pin-pointed the need firstly, to make some 'special professional education' obligatory for all intending teachers; and secondly, to draw students of 'better academic standing' into teacher training. These twin purposes could be served if the standard and status of teacher-training itself was raised, and the stigma of inferiority which repelled public and grammar school teachers was removed from it. This seemed possible only by associating training as closely as possible with the universities. What deserves special notice here is that such association was advocated not only in view of more and better facilities for the training of secondary school teachers, but also to provide the science of education a favourable climate to grow in. Thus, besides pointing out that:

"There was a consensus of opinion in favour of associating all methods for the professional education of teachers as closely as possible with the universities,—

The Commission goes on to add that–"—several witnesses advocated for the encouragement of higher studies the establishment of a degree in educational science, to follow the regular degree and be of an advanced character."[10] And in its final recommendations the Commission clearly assert that

"—if the science of education is to make good the claims put forward on its behalf, it ought to be studied where other branches of mental and moral philosophy are fully handled by the ablest professors. In speaking of universities we include the leading university colleges."[11]

The stage was hereby set for the use of the Day Training Colleges for training secondary school teachers and for their gradual conversion into university departments of education. By 1912, almost all the universities had training departments.[12] The important point of associating teacher-training 'as closely as possible' with universities was partly missed in as much as the other older training colleges were not brought into any academic relationship with the universities; a development which had to wait till after the McNair Report of 1944. As to the science of education making good 'the claims put forward on its behalf', a start was certainly made early in the 20 century. But by and large, education remains to this date mainly grounded in teacher-training. There seem to be many misgivings (as will be shown in a later chapter) in respect to its worth as an academic and liberal study in its own right. The battle, if it is worth winning, is only half won.

Personalities that Mattered

Besides the general trend of educational advancement which was bound to influence education as also other developing university subjects, what made greater impact was the work of a few individuals in this country, which before and since their death has profoundly influenced the study of education.

Mention has already been made of Professor S.S.Laurie (1829-1909) of Edinburgh University Department of Education who is undisputedly considered to be the inaugurator of university study of education in Britain. In full awareness of the fact that this brief account is far from complete, mention must also be made of a few other personalities but for whose contribution education would not reach its present position.

Foster Watson (1860-1929), one of the first heads of the Day Training Colleges is seen by his successors as "a cartographer of the intellectual tributaries of modern educational thought and practice, whose projections are still used and whose findings are still relevant."[13] On coming in contact with teacher-training, he was among the first in England and Wales to press for education to be recognized as an integral part of university study, and for the instituting of an academic degree in education*. These sentiments he soon had the opportunity to put into practice when in 1894 he was appointed the head of the training department in

* Reference may be made to his article in the Jn. of Education, June 1892 and March 1893.

Aberystwyth. Under his aegis, education was soon recognized as a first degree subject, at ordinary level in 1905, and honours level in 1911; and by his own research and teaching he showed that it was worthy of both. He wrote voluminously and was soon known in America, Spain, and in other European countries. A recognition of his work was the D. Litt. conferred on him by the university of London in 1912, the first time the degree was awarded in education. His great contribution has been summed up in the following words by Professor Armytage:

"Entering upon a chair with no tradition behind him, Foster Watson built his own."[14]

John William Adamson (1857-1947) belongs to the same rank as F. Watson. When the Kings College started its Day Training Department in 1890, Adamson was appointed as the head of the Department and "normal master". The Department flourished under the leadership of this pioneer of teacher education, and in recognition of his merits he was appointed professsor in 1903. In 1915 there was started the M.A. Education of the Lonodon University, a step forward in the study of Education as an Academic Subject.

Adamson's chief contribution has been in the field of history of education. *Pioneers of English Education, 1600-1700,* published in 1905 and *A Short History of Education (1919)* are among his outstanding contributions to education. He was also associated with the University of Cambridge where he lectured on history of education. After his retirement in 1924, he devoted himself to scholarship. In 1930 was published his *English Education, 1789-1902,* which is still a standard work. In Adamson, scholarship was matched only with his humility. He was almost apologetic when some years after his retirement he took the degree of D. Litt. from the London University.[15]

Sir John Adams (1857-1934) has the distinction of being the first professor of education of an English university, an office which in turn received distinction from him. His career as an educationist started with his appointment as lecturer in education in the Glasgow University and rector in the training college, simultaneously in 1899. Later in 1902 when he was appointed Professor of Education in London University and Principal of the London Day Training College, he was seen to be eminently equipped for both types of work, teaching and administration. While in office in London and after retirement, he lectured in several universities

in the U.S.A. His literary output was prodigious, but his reputation rests mainly on his first published work, *The Herbartian Psychology Applied to Education (1897)* and on *The Evolution of Educational Theory* which came in 1912. The latter was infact an epoch making work and "served as a prototype for a library on this aspect of education, both in Britain and in America, and it added a new examinable subject in the faculties of education."[16]

Sir Percy Nunn (1870-1944) was the second eminent occupant of the chair of education in the London University who promoted with excellence the work started by his illustrious predecessor. Appointed in 1903 to teach and demonstrate the methods of teaching science and mathematics in the London Day Training College, he became professor of education in 1913 and succeeded Sir Adams as principal in 1922. To his students Nunn was an excellent teacher; to the college an excellent guide and leader. Of his several published works, most relate to science. Yet he made a place for himself in the educational world by his well-known work *Education, its Data and First Principles* published in 1920. Through this book he became known as one of the strongest advocates of the individual aims of education. His memorable words: "Nothing good enters the human world except in and through the free activities of individual men and women, and – educational practice must be shaped to accord with that truth," almost became the watchwords for teachers and educators in the English speaking world. In 1936, Nunn was succeeded by Professor Fred Clarke as Director of the Institute of Education into which the Day Training College had by then changed.

Several other names such as those of Godfrey Thomson, Cyril Burt Barnard Boyd, and Susan Issacs could be added to this list. These were personalities who through their inspiring and brilliant work as teachers, administrators, researchers, and writers, built brick by brick the edifice of what many like to call the 'field of study' rather than the discipline of education. To them and their counterparts in other countries had fallen the tremendous task of establishing education as a university study, and of vindicating the very existence of the chairs that they occupied. And in retrospect one can confidently say that they did their job wonderfully well. In the thinking of many of these pioneers there is noticeable a keen sense of their mission, and a clear concept of their function as professors of education. Their anxiety to make the departments of education worthy of the name was a boon to this recent entrant among university studies, and the educational world today can ill afford to give up this

concern and anxiety if education has to emerge from the mist which still surrounds it. As early as in 1918 Sir Fred Clarke had boldly defined the function of a department of education in words which deserve reproduction, and to be remembered by all concerned:

"A university department of education is not justified merely as a training college incorporated within a university; rather it can train teachers because of the special character that belongs to it—as an organization for the scientific study of education. This scientific study is its primary function, its real raison d'etre—"[17]

Of teacher-training itself he had a much broader and more liberal concept than many people tend to have. Universities were meant not to train teachers in mere tricks of the trade or skills of the craft which in any case is best learnt on the job. Their function was rather to endow young men and women with vision,—"to open their minds to the infinite posibilities both of life in general and their own profession in particular."[18] To achieve this much greater importance had to be given to theoretical studies in teacher training, for, as he pointed out, "it is quite possible to be too insistently practical and practice itself may suffer in consequence."[19] In his address at the university of Cape Town in 1918, referred to earlier, he convincingly advocated the propriety of education as a university subject, and later cautioned educators everywhere against 'disregard for precision' in educational matters. He sought for clarity of thought in respect of education which he said had suffered due to the 'persistence in power and influence of an uncritical tradition.'[20] This is a caution to be reckoned with in all tradition-bound countries where many traditions, sound and good in their own times, often tend to contain or defer ideas and practices more modern and vital.

The McNair Report and After

In summarising the position of teacher-training and the study of education as it was till the McNair Report of 1944, the following points stand out :

1. Universities were playing a significant role in the training of teachers through their departments of education, most of which offered a one year professional course for graduates. At least one of them, viz., the London University Institute of Education, also provided for concurrent degree plus certificate course through colleges like the Goldsmith and the Borough Road in London area.

2. The training of secondary school teachers had been accepted in principle, but untrained graduates still enjoyed (and do so now) the status of qualified teachers.

3. Though universities were training graduate teachers and shared in the preparation of a small percentage of undergraduates, they had no overview of teacher education as a whole. The vast majority of teachers received their education in training colleges that worked independently of the universities but for the examination relationship in which the Joint Examination Boards of 1930 had placed them.

4. The most prevalant pattern of training was the 2-year concurrent course for undergraduates during which, as the McNair Report remarked, the students did not mature by living but only "survived by hurrying."

5. Most of the departments of education were offering specialized courses of various types for teachers,and provided for advanced degrees in education. The role of these departments as also the academic status of their discipline (that is, if there was a discipline at all) was however, far from being clearly defined or established. As Professor Clarke pointed out just before the coming out of the McNair Report :

"It may be doubted whether professors of education have even yet received full recognition as being academically respectable. Some of them still know what it is to be greeted by that skeptical and characteristic British smile when they are introduced as such.—It must be acknowledged we fear that the function and scope of departments of education in universities are still undetermined."[21]

This precisely was, and in certain respects is even now,the position when the McNair Report and its recommendations inaugurated a new chapter in the history of teacher education in England. One of the major recommendations of the Report was a constitutional change in organization according to which universities were to comprise of their own departments of education and all the training colleges in their area as their constituent parts, and thus function as Area Training Organizations. This in many cases brought on the shoulders of the professor and head of the department the added responsibility of the Director of the Institute. In some cases, an additional post of Director was created. The first Institutes began working in 1948 and all were functioning by 1951.[22] Another important consequence of the McNair Report was that from 1960, the period of teacher training was extended from 2 years to 3

As can be easily surmised, these changes opened up new opportunities for teachers in training colleges to come closer to the stream of scholarship and research in the universities. Indirectly, they also provided for better development of the theory of education. But apart from organizational changes, the Report had also made some direct references to this subject which, however, do not seem to have received the same attention. Discussing the ways and means of improving the recruitment and supply of teachers, it remarked :

"The standing of education itself must be raised of it teaching as a profession is to become attractive to intelligent and cultured men and women.—The universities obviously have an important role to play. As centres of study and research they ought to give education a high place in their range of studies, and as institutes maintaining high cultural standards they ought to exercise a profound influence upon the education of teachers."[23] The McNair Committee also upheld a broad and liberal view of training itself which, they said, was no longer a matter of giving the intellectually undernourished some tricks of the trade, but rather that of enlightening 'reasonably cultured young people' about the principles and mission of their profession. If this aim is kept in sight, professional education of a teacher need not be il-liberal or narrowly professional. On the contrary, theory of education well planned and taught, could form an important component of the teacher's personal education.[24] In rounding up their suggestions for the improvement of teacher education, the Committee added a note also on the importance of educational research, which they said was essential for preserving the vitality and effectiveness of the training-programme and for its continued enrichment. Looking at things as they are after about 20 years of the McNair Report, it seems clear that these observations of the Committee had little influence on the study of education as such. The next landmark in the history of training colleges and departments of education is now before the nation in the form of the Robbins Report. What the ultimate effect of its recommendations will be can be but roughly surmised now. In any case it belongs to the present, hence to the next chapter. The brief historical account given in these pages, though necessarily very sketchy, should form the backdrop for an appraisal of the present position of educational studies and research in Britain.

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CHAPTER II

THE PRESENT POSITION OF EDUCATIONAL STUDIES AND RESEARCH : IN

A : ENGLAND AND WALES

THE expansion of university education in England and Wales was followed almost on its heels by the expansion in teacher education. It seems rather curious that till the beginning of the 19th century England should have had only its two ancient universities—Oxford and Cambridge, though just north of the border in a much smaller area, there were the four universities of Scotland. London University broke the ice in 1828, and by the end of the century the slow glacier of university education was already changing into a fast flowing stream, so that at the time of writing there are about twentyseven universities. The establishment of seven new universities has been approved in and since 1958,* and by now, i.e., the year 1964-65, all of them are functioning in some measure.

Each one of the existing universities has a Department of Education; Durham and London have two each and the University of Wales has four; one at each of its constituent colleges. The departments of education (with the exception of Keele which offers a four-year concurrent course) do not now provide for the initial training of under-graduates. The course they offer is the one-year professional training for graduates, usually called the Post-Graduate Certificate in Education (PGCE), the equivalent of which in India is largely named the B.Ed. The vast majority of teachers take their training in training colleges where a 3-year concurrent course in which the students pursue their general or academic education along with the professional studies, is the common pattern. Some colleges are of a specialist character and train teachers for particular subjects such as Home Economics, Art, Physical Education, etc. The following figures give a bird's eyeview of the institutions now active in the sphere of education :

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* These are the universities of Sussex, York, East Angila, Kent, Essex, Warwick, and Lancaster.

University Departments of Education	—	24
General Training Colleges	—	121
Specialist Training Colleges	—	42
	Total	187

Each of the training colleges in England and Wales is now a constituent part of a University Institute of Education. Or conversely, each university is responsible academically for all the training colleges within a given geographical area. The Institutes of Education are hence known also as Area Training Organisations, but this term is not commonly used. It is an example of typical English compromise whereby the administrative and financial responsibility for teacher-training lies in the hands of the Ministry of Education and the academic with the universities. Area Training Organizations are representative of the Ministry, the Local Authorities, the universities, and the teachers; and yet work with a wonderful unity of purpose.

Courses offered by the Institutes and Departments of Education

What again seems curious to a foreigner is the way in which the departments of education are parts of the Institutes and yet maintain a separate identity, not just because, as in a few cases, the Head of the Department and the Director of the Institute may be two persons. Even where the two offices are held by the same person, the Department has a certain distinctive character. This is seen in two main respects.The Departments do not directly concern themselves with the 3-year concurrent courses for undergraduates. Secondly, the Handbooks of the Institutes of Education which describe the initial and all other specialised or advanced courses offered for teachers, do not make any mention of the PGCE or the degree courses like the M.Ed., M.A. (Edu.), or Ph.D., for which one has to look up the University Calenders or perhaps the separate department syllabi. It seems reasonable therefore to describe separately the work of the Institutes and Departments of Education.

Institutes of Education

The various types of teacher-training courses offered by the training colleges and the Institutes can be grouped roughly as follows, with slight variations from university to university, which is most natural where institutional autonomy is valued as highly as in this country.

1. Initial Teacher Training (Certificate in Education) for Under-Graduates:—This is the common basic course in teacher training, is of 3

years duration since 1960, and is concurrent in nature. Students are eligible for this course if they have 5 'O' Level passes or its equivalent in the G.C.E. and are 18 years of age. The concurrent course has 3 parts comprising of the main, the basic or curriculum, and the professional subjects. The main subjects (one or two) are pursued for all 3 years, constitute the 'personal education' of the student, and can be academic or non-academic such as physics and history, or, physical education and art. The ideal is to keep the standard in main subjects as close to the degree-standard as possible. The basic or curriculum subjects comprise courses apart from those in education (called professional) which all students must do irrespective of their area of specialization. These usually include English, mathematics, physical education, art & craft, and some religious or moral education. The professional courses are the theory and the practice of education; theory usually including some philosophy, history, psychology and sociology of education; the English educational system; child development; health education; and methodology. Practice-teaching is done in blocks of 4 to 5 weeks each and 12 weeks is considered an essential minimum.

The training colleges are even now largely residential, train teachers for all levels from Infant to Secondary, have excellent facilities for study and work, and usually better staffing ratio than is possible in the Departments of Education (roughly 1 : 10). All these factors contribute to the quality of teacher-training which is indeed good. Assessment is mainly internal, and the number of failures is almost significant. Training colleges and departments of education in India could very well emulate these institutions so far as working conditions and assessment are concerned.

2. Advanced Certificate or Diploma in Education:—This is a broad-based but advanced course in education for trained teachers, whether graduates or non-graduates, is usually taken after a few years' experience in teaching, and comprises a 1-year of full time or 2 to 3 years of part time study. The Academic Diploma of the London University is an example. Though not given the status of a degree by any English university, this advanced course in education, broadly speaking, equals the standard of the M.Ed. degree of Indian Universities. Universities in India have something to learn from their British counterparts in zealously guarding and maintaining the standard and status of their degrees, though in Britain sometimes, anxiety seems to surpass the limits of justification (as in case of a first degree in education which will be discussed later).

From the point of view of theory of education, this course has a special significance. It is here that one can look for prospective scholars and researchers in education; for people who are likely to play the major role in the advancement of the different areas of education. For whether it is a 3-year concurrent course or a 1-year purely professional one, the initial teacher-training only gives a general and rather superficial understanding of the theory of education.

3. Specialized Courses for Teachers:—These again are meant for trained teachers, graduates or non-graduates, and extend to one year of full time or 2 to 3 years of part time study. A variety of such courses are offered by the English Institutes of Education, not all by each, and they go by the name of Certificate, Advanced Certificate, or, Diploma courses. Some of the areas of specialization are : child-development, education of handicapped or backward children, religious education, art, music, physical education, health education, primary or secondary education. etc. etc. These courses serve a very useful purpose, being both a refresher type course for working teachers,and a specialized study which gives them proficiency in the area of their specialization.

In India there is often a discussion whether the M.Ed. should be a broad based course of education, or cater for specialization. Perhaps the solution lies in providing some such specialized courses apart from the M.Ed. Because if the M.Ed. is made into a specialized course, their remains no other broad based course of any advanced nature, and the result might be further attenuation of the source on which depends the advancement of educational studies. In Britain these courses provide for much depth and expansion of knowledge in their own areas, while the general advanced certificates or diplomas described earlier provide opportunity for an extended study in areas like philosophy, sociology, or psychology of education, or in comparative education.

4. Special Courses for Oversea Students:—Some of the Institutes provide one or more special courses for experienced teachers (usually graduates) from overseas, mainly commonwealth countries. Here London ranks first,providing for the largest intake of oversea students.The Institute here provides for the Associateship involving minor research, the Teaching of English as a Foreign Language, and has a regular Department of Education in Tropical Areas. Besides, there are many more students in the other regular courses of this Institute than elsewhere. This gives the London Institute an almost cosmopolitan character. The other Institutes

which provide such courses are those of Birmingham, Cambridge, Exeter, Leeds, Leicester, and Oxford. Besides serving to promote education in the under-developed countries of the Commonwealth, and international understanding in general, such programs are excellent instruments for the enrichment of knowledge and literature in comparative education. Most of the investigations carried out for the Associateship of the London University Institute of Education are thus comparative studies of a particular aspect of education in this country and in the student's own. These have the potential of becoming the nuclii for wider studies in comparative education.

The significance of the work done by an Institute lies further in its being the common forum which provides facilities not only for the inservice education of all teachers in its area, but also for higher study and research. Library facilities are open to all member colleges, and so is the inspiring contact and guidance of the professors in the Department. That these facilities are being used to any great extent is not so evident. One handicap seems to be the rather slender opportunity for the undergraduate teachers to obtain a first degree in education, without which an M.A. or M.Ed. is almost inaccessible. It is true that a few training colleges are doing a 4-year degree plus certificate course, and in fewer cases the three year course is recognized as fulfilling partial requirements of a first university degree. But one has to wait and hope that the effect of the Robbins Report will be to increase opportunities for a first degree in education and thereby give a fillip to further advanced study of the subject.

Departments of Education

Almost all the departments of education with the exception of those in Oxford, Cambridge, and some of the recently started universities provide, besides a one year professional "Certificate in Education" for graduates, higher degree courses like the M.A. (Education), or M.Ed., and Ph.D. These degrees in education, like in other subjects, are known in the English speaking world for their good standard. Assessment for M.A. or M.Ed. is usually made through both, examination and dissertation, but in some cases it is purely by dissertation. For the Ph.D., a viva voce examination is usually an essential requirement. However, in awareness of the hazard of making a generalization, it might be said that the anxiety to maintain the status of university degrees is only balanced by a lack of eagerness to obtain degrees, or to make a degree an essential requirement for members of training faculties. Very few of the teach-

ing staff of the training colleges, including principals, have a degree in education. It should not be surprising if this results in a sort of educational mediocrity so far as the courses in education are concerned. In this one respect, the post-graduate students in the departments of education are much more fortunate, being under the tutelage of a highly qualified staff, some of them eminent professors in their own fields. How much a really scholarly lecture and discussion matters in building ones whole outlook towards a subject is a matter of experience that most students have. If education has to develop as a field of study in its own right, the teachers of teachers will have to have more of it, both in depth and in breadth.

Some Variants in Approach to Education

In some of the newly started civic universities of England, slight variations are noticeable in their approach to education in the sense that education is in a way being introduced as a first degree subject. The break from the more traditional approach where education is taught concurrently but as a professional subject is very slight indeed; perhaps natural for a country so steadfast to its traditions. The universities that deserve to be mentioned separately in this context are those of Keele, York, Sussex, Essex, Sheffield, and Wales.

University of Keele has made a general departure from the prevalent pattern by introducing a 4-year degree course instead of three. The first year is treated as a common foundation year for all students during which they receive some broad general education (which perhaps aims at offsetting the overspecialization of the sixth forms) and discover their own leanings and aptitudes. The Theory and Practice of Education is one of the electives, but only for those wanting to train as teachers. Students who offer this subject do their practice teaching for a month in each of the last 3 years from September to October, i.e., before the starting of the regular university session. Students who complete the course successfully get their degree with certificate in education in four years.

Since other students of this university spend 4 years just for their degree, it is not clear how the Degree plus Certificate Course can have the same status as it would if an additional year were spent on it. Squeezing in education like this would either mean dilution of standards or over-strain on students, and also perhaps lower its claims as an academic study. In fact the Keele experiment seems neither novel nor more aca-

demic than the concurrent degree plus certificate courses which some of the London area training colleges* have been offering for quite a few years. These colleges do the work in 4 years when the general degree course is of 3 years, and Keele by the same analogy ought to spend 5 years. Moreover, it is not treating education as an academic or liberal study, a notion which amusingly enough, seems to be quite current in England.**

The York Approach is a few steps ahead in making education a university subject. Though the university prospectus lays down that the course is designed for under-graduates who are planning "to teach or work with young people", education at the degree level does not involve practice-teaching and what is more, does not obviate the need for a fourth year of professional training to qualify for a certificate. It may be interesting to note that the teaching of educational theory itself has some novelty here. Thus, in the first year, the students start with the social background of school children and schools leading to a study of of the present system of English Education. They study the world of schools mainly through literature and novels, and through school visits. During the second year, focus is on the psychological and philosophical foundations of education which is followed in the third by the theory and methods of teaching, and the teachers' role outside the classroom. The York University plans to break the traditional barriers and work on an inter-departmental basis. Thus the philosophy, psychology, or sociology of education might be taught by teachers of the respective departments. In fact at present, the department of education has only two teachers-including the professor.

The Sussex University has tried to break new ground in its own way. A School of Education and Social Work has been established with the idea of making education central to the life of the university. Far from being subsidiary or peripheral, it is planned to make education a nucleus for the study of other allied subjects. In the words of the Dean :

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* The following colleges have been offering a 4-year degree cum certificate course :

1. Borough Road College.
2. Goldsmiths College.
3. College of St. Marks & St. John.
4. St. Mary's College, and
5. Endsleigh Training College, Hull.

** For example, see *Education, Today and Tomorrow* (published 1964), p. 160, author—F.T. Willy.

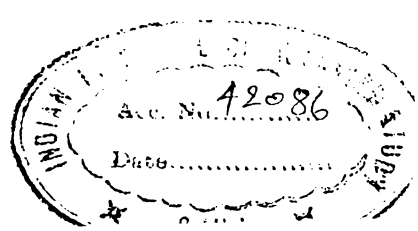
"—if education derives its intellectual strength from drawing on a number of separate disciplines—then it would seem potentially well suited to provide the nucleus of a school of studies in the Sussex sense."[1] And further, "—an independent school would enable the university to do something to rehabilitate the study of education and give such studies a distinct identity and prestige."[2] The under-graduate courses offered by this School will not provide professional training. On the contrary, emphasis would be on the disciplines underlying education and social work. The disciplines that have been grouped together are sociology, psychology, social geography, literature, history, and philosophy. The forms and contents of the 4 papers in education which are common for all students of this School are very unorthodox, somewhat akin in approach to that of York. Education is further proposed to be introduced as a 'major' subject in the School of African and Asian Studies, though at present it is not a major in any of the Schools.

It is hoped also that the School will play an important role in the total life of the University by becoming "something of an educational forum and laboratory" where university's academic and social policies could be discussed and worked out. What really this university will achieve is a open question now.

At the *University of Essex*, education will form a component of their School of Social Studies. It will figure primarily as a program of under-graduate teaching and research, and will have nothing to do with the professional training of teachers which will be part of the Graduate School of Social Sciences.

University of Sheffield is the only one in England which has been, for some years, offering education as a first degree subject, though only for the general degree. In view of the academic freedom of the universities, it is not at all surprising that Sheffield should have been treating education as an academic subject without either influencing or offending the other university departments of education, none of which has shown the same attitude. The closest parallel is the University of Wales which from the start has given education the status of an academic subject. On a closer investigation, however, it seemed clear that as a first degree subject education is not at all popular in Sheffield. The same is not true of Wales.

The University of Wales comprises of its four university colleges; those of Aberyswyth, Bangor, Cardiff, and Swansea. The credit perhaps



goes mainly to late Professor F. Watson, the first head of the training department in Aberyswyth, that education has ever since 1911 been a subject both for the pass and the honours degrees in this college. A high academic standard is maintained, and few students can really qualify for the honours degree. With slight organizational variations, the colleges of Bangor and Cardiff also provide for both pass and honours courses. But here again, the University College of Swansea does not offer education for the first degree.

In conclusion one might say that there is quite some diversity of thought and opinion so far as the academic or liberal study of education is concerned. The ice is cracked no doubt, but whether there is any considerable thaw is open to question. That some major changes are already on the horizon is plain; the future status is still undefined.

The Robbins Report And Teacher-Education

The most recent and influential educational document which is likely to have some far reaching effects in defining the status of educational studies is the Robbins Report on Higher Education. A committee was appointed by the Prime Minister under the chairmanship of Lord Robbins "to review the pattern of full time higher education in Great Britain and in the light of national needs and resources to advice Her Majesty's Government on what principles its long term development should be based." After two years' extensive and thorough study, investigations, and deliberations, the Committee submitted their Report in September 1963. Dealing with the whole sphere of Higher Education, the Report obviously makes direct and indirect references to the training and education of teachers. Its recommendations are at the moment a subject of hot and serious discussions in educational circles, and in view of the weight they carry, merit some detailed consideration.

The Robbins Report is the product of much expert opinion and advice. The section dealing with teacher-education distinctly bears the influence of the report prepared by the National Advisory Council on the Training and Supply of Teachers (NACTST)[3] and submitted to the Robbins Committee for their consideration by the Minister of Education in 1962. Though the recommendations of the NACTST on the future pattern of the education and training of teachers have been largely incorporated in the Robbins, some that were of a more controversial nature, such as making teacher-training obligatory for all teachers, and a total of four years of education and training, whether taken concurrently

or consecutively as the ultimate objective in teacher education—have been dropped out. The wide difference in these respects, north and south of the border, i.e., between Scotland and England & Wales seems quite striking to foreigners. It seems that even after the Robbins this disparity is bound to exist for some years to come. With these points in mind, the cautious and none-too-radical suggestions of Robbins may now be examined.

The important general suggestion that has much relevance here is that universities provide many more "broader" courses rather than the "deep" ones now offered for the Honours, as there are many occupations, including teaching, where "a broader education" can often be more useful. Many students will be willing to take such broad courses provided universities see to it that no stigma of inferiority is attached to them. In this context, the Report says :

"We also think that for some prospective teachers a course involving 3 main subjects, one of them education, may be appropriate."[4] A foot note is added to explain that by this is meant "Education studied as an academic subject," which will not be a substitute for professional training. It seems safe to presume that as and when this suggestion is implemented, the study of education in English universities will enter a new and distinctive stage. It is intersting to note at the same time that the study of education has been deemed appropriate for prospective teachers only. It seems characteristic of the English not to be too radical at any time.

The Report points out that the majority of teachers in this country take the 3-year concurrent course, and are awarded, not a degree, but only a university certificate. It does not agree, however, with the suggestion made by several witnesses that all prospective teachers take a four-year course on the completion of which they should be awarded a degree, and that teaching be made an "all-graduate profession." And yet—

"—It would not be acceptable simply to allow the present situation to continue. As things stand, a student entering a training college—automatically sacrifices the possibility of working for a degree. This barrier stands in the way of the many students who are fully capable of work at degree level, however strictly that might be defined. The opportunity to graduate must be created."[5]

This indeed is a very considered and realistic suggestion looking at the fact that only recently (since 1960) the training period has been extended from two years to three,* and the training colleges have streched to the utmost to train the required number of teachers under the extended program. Another exension of training period, while the shortage of teachers still persists was perhaps nither practical nor essential. What is not very clear is the rather apologetic attitude the Committee have shown towards the proposed degree for the training-college students, which they think should be distinctive and hence called B. Ed. The following sentence deserves notice:

"The provisions we have envisaged should make certain that it is regarded as a degree equivalent in standard to the B. A. But it would be a degree gained in a distinctive way, and characteristically based on the study of education."[6]

Why, one might ask, should the B.Ed. be regarded only as equivalent' and not higher in standard than the B.A.? Does the very fact that it is to be based on or biased towards education tend to make this degree softer? The answer is probably implied in the statement quoted above; and the net result of the Robbins recommendations in this respect falls short of a total vindication of education as a university study. This in spite of their suggesting that Institutes of Educatiou should come closer to the concept of Schools of Education and training colleges be known in future as Colleges of Education. But then it is useless to expect that a comprehensive report on Higher Education should substantially influence the position of a particular subject, which is essentially the province of the related university department. What long-range changes will come in the study of education after Robbins will be mainly incidental to their recommendations.

The Blue Print for the B.Ed.:—The most important immediate effect of the Robbins Report can be seen in the various meetings and discussions which are being held in training colleges as well as in the institutes of education, to work out the courses of the concurrent B.Ed. degree. The experience of some of the London Area Training Colleges that have been offering four-year concurrent courses for several yeas is sure to come in handy here. The general pattern of these courses has been that in the first two years the Certificate and the Degree courses do not

* This reprs to England and Wales only.

differ much and transfer of students from one to the other is possible. The examination for the Certificate comes at the end of the 3rd year and that for the degree at the end of the 4th. The degree awarded is the general 'pass' degree in Arts or Science of the London university. The colleges offering these courses have done an excellent job in providing to the country other educational personnel besides trained graduate teachers. The colleges themselves have appreciated the "tonic effect of degree courses upon both staff and students."[7] The coordination of the two tasks has not been easy though, and it should not be surprising if the demands of the degree-course have not allowed more elbow room for educational studies in the 4 year course than was possible in the 3 year. It is here that the B.Ed. is likely to make a big difference. Education in the B.Ed. will be treated as one of the degree subjects and will lessen the pressure of the other main subjects. Then again, the course will be one homogenous unit, not just Certificate plus Degree. The study of education will spread into all four years. It is to be hoped that it will be studied in greater depth and as a 'coherent subject', not merely bits of psychology sociology, and philosophy. The institution of the B.Ed. therefore augurs well for the growth of education though at the moment the newly proposed scheme has also caused the apprehension that it might lower the prestige of the existing 3-year courses, thus creating "Newsom Students" in the training colleges.[8]

The Emerging Pattern of Teacher Education

It seems plain that the introduction of the B.Ed. will provide a pattern which, in course of time, might replace the present 3-year courses. But for some time to come, the existing patterns are equally certain to hold on. At present there are teachers belonging to three main catagories, viz., the trained non-graduates, the untrained graduates, and the trained graduates. Training has not been made obligatory for some of the historical reasons mentioned earlier, and also because there is even now a diffused feeling that what Nature and nurture have not already given a one year postgraduate certificate in education cannot give.Perhaps inspite of all the researches on teacher-training, there is not any conclusive evidence yet that trained teachers are better teachers. Yet, the usefulness of specialized training for teachers is so widely accepted all the world over that it seems certain that the untrained-graduate category of teachers may soon become microscopic and ultimately disappear. As the NACTST have put it—

"A training requirement must be introduced—there will be serious dangers in delaying this reform beyond 1870"[9]

The second category, viz. that of trained under-graduates, which now claims the majority of teachers will slowly change from the 3 year to the 4-year concurrent course, and then co-exist with the third, viz., the graduates receiving the one year consecutive training. It is both desirable and desired that they should co-exit, because both have merits of their own. The training colleges are known for their "intense practical concern with the educative process, the close relating of theory and practice—and the concern with the whole personality of the student—" just as the University Departments of Education for their "close association of teaching with scholarship and research" and for providing a "multi-disciplinary and multi-vocational setting."[10] It is therefore desired that the two co-exist and cross-fertilize each other to evolve a comprehensive and improved program of teacher-education.

The trends in other industrialized and affluent societies are also bound to influence teacher-education in England. It is now more widely accepted than ever before that for the vital role teachers are bound to play in the present world of 'change and tension' they need a 'rich and full education and a status commensurate with their responsibility'. Moreover, if teachers are to be 'intelligent consumers' of educational research, they will have to be a 'research minded profession'. Thus, though it is difficult to reach consensus on what constitutes the ideal teacher, the trend is towards richer personal education and a more thorough and liberal professional training. Scotland and the USA are the closest examples, and in England most educators agree that

"The explosion of knowledge necessitates increasingly longer periods of training for teachers. The mass media of communication offer another challenge to the teaching profession. It must have at its command esoteric skills and knowledge which insure its need in a fastly mechanising society."[11]

And the fastly mechanising society will require, not merely 'esoteric skills and knowledge' but certain attitudes and values, and an increasing emphasis on the human relations aspects of teacher training. To achieve this the training institutions will have to abandon their trade-school temperament, take a liberal view of their professional training, and to

become 'centres of ideas'. This could be possible only through a broad and thorough study and understanding of the theories of education.

The other noticable tendencies are greater integration of the training of primary and secondary school teachers, and closer academic association of all types of teacher training with universities. As Jean Floud puts it :

"The fact is that the intellectual qualities for teaching are bound both to rise and to become more uniform throughout the profession in the affluent society, and the case seems overwhelming for the acceptance of full responsibility by the university of the education and training of teachers."[12] That these changes are closely bound up with the developing economy of a country is obvious.

Returning from speculations about the shape things are likely to take, it is perhaps important to examine the basic determinants. The single most influential factor to determine the future status of teacher education and advanced educational studies is likely to be the work now being done to advance the frontiers of education. This leads to an assessment of the present position of educational research and the production of educational literature in England and Wales.

Educational Research and Literature

For the purpose of this discussion, research has been broadly conceived to include all educational literature that has a scientific basis, an element of originality and initiative, or a certain quality which assures it a place in the history of educational thought. Taken in this broad meaning educational research started in this country from the beginning of the present century when some of the first principals of the Day Training Colleges and the first professors of education made their own contributions to the meagre educational literature at their disposal. This trend has continued more or less regularly so that in each decade of the 20th century, one could pick out perhaps half a dozen good books written by English authors that have made a lasting place for themselves in one or the other branch of education.

Educational research in its more precise form was naturally a later development, and perhaps did not receive sufficient attention till recently. Writing in early 1950s, R.F. Goodings of the London University Institute of Education said :

"—during this period from 1902* till now,research in education has failed to attract any substantial financial provision. Funds have come neither from state nor from public or private charity or endowment."[13] And analysing the reasons of this apathy he points out that very little has yet been done to convince the public of the 'moral worth' and 'practical value' of educational research, or to impress on them its great financial need. This lacuna throws great responsibility on the shoulders of the teacher-educators who again are unable to contribute adequately either due to insufficient 'competence and ability' in education or due to overwork. This state of affairs could be allowed to continue only at the risk of further decline in the prestige of the subject which already is not high. The author therefore suggests that to make the best of the limited resources and to attract more, some 'strategic subjects' ought to be chosen for research and their results widely publicised. A coordinating machinary he points out, is indispensable to avoid duplication and promote faster growth of the subject matter.[14]

Luckily for this country, the above suggestions have now been largely implemented. They have, however, great relevance for India which stands on the threshold with strictly limited resourses and a long, long distance to go.

The National Foundation for Educational Research (NFER) :

The need for educational research and a coodinating machinary had been strongly felt for some time when the Education Act of 1944 gave both the Ministry of Education and the LEAs the power to assist educational research. In this situation the NFER developed along the lines of the Scottish Council for Research in Education which was in existence since 1928.The NF grew out of the Foundation for Educational Research which had been set up in 1943 under the aegis of the London University Institute of Education. In 1947, it was separated from the Institute and since then has functioned as an independent national organization.

The specific purpose of the NFER is to promote the scientific study of education by the application of research methods and techniques, by collecting and disseminating information and by providing liason and advisory services for its members.[15] Its role, however, is much more active and dynamic than would appear from the above statement of its purpose.

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* The year of the first professorship of education in England.

The NF conducts its own investigations, surveys, and researches; undertakes and aids test-construction, and besides bringing out its own research publications, publishes regularly its "Lists of Researches in Education and Educational Psychology" which enable all concerned to avoid duplication of research. The Foundation brings out an excellent journal, *Educational Research*, for the benefit of all concerned with the progress of education, and since 1961,the *Technical Education Abstracts*—useful for those involved in "Technical and further education including education and training for industry, commerce, and agriculture at all levels."[16]

Cooperation with other Agencies and Organization : One of the best features of the NFER is the cooperation it extends to and receives from the various educational organizations in this country. Its membership is entirely corporate, consisting of the LEAs, the National Association of Teachers, University Departments and Institutes of Education, Colleges of Advanced Technology, H. M. Forces, and associated educational organizations. Hence, "It is not too much to say that the work of the Foundation would be impossible to carry out did not the essentially cooperative concept which underlies its constitution find a full embodiment in the day to day job."[17] In fact the key to the success of the NFER lies in its corporate character.

Researches of an international character are also undertaken and cooperation sought and established with research organizations in other countries. In conclusion it can be said that the NF has succeeded in creating a great educational ferment, and increased awareness of the need for educational research. What is most hopeful is it own modest realization that it still has much headway to make :

"In terms of organization, quality and quantity of trained staff and resources for analysis, we are at present in the position of a man sweeping a sandy beach with a small vacuum cleaner : what we have is highly efficient—but just not big enough."[18]

Other Contributors to Educational Research and Literature

As indicated above, though the role of the NFER as a central, coordinating agency is extremely important, the bulk of work is being done by various other agencies, the chief among them being the Departments and Institutes of Education. The Faculties of Education have contributed mainly in the form of educational literature : books, papers,

and reviews of which those related to psychology and allied subjects have a scientific basis. Their contribution in pure research is perhaps mainly through their students, and not as adequate as one would like it to be. The claims of their primary duties of teaching, supervision, and guidance, it seems, leave little time for concentrated and prolonged researches, and in any case the vitality of the tree ought to be judged from its fruit. Speaking of the existing position of educational research in 1959, Professor Lauwerys said :

"A vast and growing amount of objective research is being done in Britain. As a rough guess it might be said that perhaps hundred research theses are being produced every year, each of them representing between 2 to 4 years work by a qualified specialist. Possibly a quarter of these may be considered as being genuine and valuable contributions to our understanding of educational theory and practice."[19]

If the above observation is even largely accurate, the faculties of education could make a great contribution by seeing to it that a larger percentage of the M.A. and Ph.D. theses produced by their students are 'genuine and valuable contributions.'

A very hopeful phenomenon is the general awareness which results in the educational contributions of several other agencies such as the national and local education authorities, professional groups like the teachers unions, and the educational press. University teachers of allied disciplines also sometimes make valuable contributions by studying educational problems from the view point of their own discipline.

Conclusion : Research in education has received increasing attention in recent years and the indications are that provision for the same will persistently increase both in terms of money and personnel. The Ministry of Education research fund for 1963-64 was £ 70,000/-, compared with £ 20,000/- for 1962-63, and was expected to be well over £100,000/- in 1964-65.[20] What is still more significant is that the Ministry does not stop short of providing funds, but is equally aware of the need for training research personnel and creating attractive career prospects for them. The following extract from one of their recent reports on the subject deserves reproduction here :

"Educational research is expanding and the scope is considerable. Further development will depend as much on the availability of staff as of funds and greater opportunities are needed for the training of research

workers. A suitable forum of training would be a higher degree in, say, Advanced Psychology, Sociology, Psychometrics or Statics; or as a beginning, a one year course in research techniques. A background of teaching and lecturing is often essential but people trained in different, perhaps allied disciplines with no teaching experience might join research teams—an approach well suited to an interdisciplinary field of this kind.

—"Recruitment depends in turn on career possibilities—At present there are too few posts with substantial opportunities for educational research to attract able and ambitious young men and women into such a career. In mid-1963, the UGC offered a number of universities additional grants with which to strengthen staff and equipment for educational research and so help to build up a few research centres with a strong nucleus of permanent staff. One of the effects of the use of the Ministry's funds will, it is hoped, be to enable those centres and other organizations to create additional research posts and provide both much-needed training facilities and attractive career prospects. Only by these means can first class people be attracted to a career in educational research."[21]

The writers of this Report are to be congratulated on their clear and profound understanding of the problem, and for the bold suggestion that educational research can benefit from an inter-disciplinary approach. Their suggestions should meet warm welcome and prompt implementation by the faculties of education. With growing awareness on the part of all concerned, the stage seems better set than ever before for the production of scientific literature by teachers and students of education.

B: SCOTLAND

The history of education as an academic subject is somewhat different in Scotland in as much as education started and developed there as a separate stream and not merely as an offshoot of teacher-training. With the long academic traditions of Scotland, its fairly widespread network of schools since the 18th century, and the general 'school-friendly' attitude of its people, it seems quite in the fitness of things that Scotland should have taken the lead both in teacher-training and in the university study of education. The work of Andrew Bell and David Stow, referred to earlier*, resulted in the first beginings of teacher-training in the early

* See pp. 2-3.

19th century and in the first regular training colleges* in 1837. H.C. Dent has taken the view that teacher-training began somewhat later in Scotland than in England though on 'much more enlightened lines'. Why he thinks so is not quite clear unless he means that the Monitorial System first spread in England and only later in Scotland. Without going into this controversy which is of no particular significance here, it is reasonable to agree with Mr. Dent in that the pattern of Scottish teacher-training was until 1872** broadly similar to that in England, the principal difference being that in Scotland the training colleges were largely non-residential and mixed. Certain other differences, which would seem to have their roots in Scottish traditions, cropped up in course of time.

Teacher-Training And The Universities

Whereas in England and Wales the Cross Commission brought teacher-training closer to the universities, in Scotland the conviction grew that teacher-training was too integral a part of the whole educational system to be delegated to the universities. Regional Committees for the training of teachers were established in 1905, which took over the work of the former university local committees and in 1907, assumed responsibility for the management of the six church training colleges in Edinburgh, Glasgow, and Aberdeen. "The practical effect of these changes was—to concentrate teacher-training around the four universities and yet to diminish their share in the professional training of teachers."[22] The tendency in Scotland for a stricter central control on education is easily reflected in this move. It seems possible that mainly as a result of this and allied policies of the Scottish Education Department***, universities in Scotland have no official responsibility and take no corporate part in the training of teachers. Even their academic responsibility seems to be meagre and much more indirect as compared to that of the English universities since the formation of the Institutes of Education. The relationship, if any, between teacher-training and the universities in Scotland has been erratic. Thus, we are told that in 1925, the two Bell Chairs of Education were linked with the posts of Directors of Studies to the Edinburgh and St. Andrews Provincial Committees which helped in raising teacher-training to university level. And at Aberdeen, for a number of

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* The Dundas Vale Training College of the Church of Scotland.

** The year when the Scottish Education Department came into existence.

*** From 1939, the functions of the Scottish Education Dept. have been vested in the Secretary of State for Scotland.

years the same staff in education and psychology conducted courses both at the training colleges and in the Departments.[23] Obviously, however, this kinship later ended in divorce instead of matrimony.

Responsibility for teacher-education is delegated by the Secretary of State for Scotland to the Scottish Council for the Training of Teachers, a body largely representative of the Board of Governers of the seven Colleges of Education.* Each Board of Governers includes Education Committee members, teachers of various categories, members of the Church, and a few representatives from the adjacent universities, which curiously enough, could not come from tne Departments of Education. Only recently, under Teachers Regulations 1963,—"the disqualification from holding office as governer was removed from members of the staffs of university departments of education and psychology, and the number of university representatives—was increased from 3 to 4."[24]

Subject to the general supervision of the Scottish Council for the Training of Teachers, the Colleges of Education are quite autonomous. But whether this autonomy and near-complete separation between teacher-training and university departments of education has been an unmixed boon to either party is open to doubt. Even without taking full responsibility for teacher-training, the universities could have assumed a more significant role with results more beneficial to the whole educational system besides of course, to the study of education itself.

Academic And Professional Standards In Teaching :

Apart from this rather unhappy disconnection of teacher-training from the universities, there has always been a healthy anxiety for maintaining high standards in the teaching profession. According to the observations of a recent Report :

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* These seven Colleges are :

1. Aberdeen College of Education, Aberdeen.
2. Dundee College of Education, Dundee.
3. Craiglockhart College of Education, Edinburgh.
4. Moray House College of Education, Edin.
5. Dunfirmline College of Education, Glasgow.
6. Jordanhill College of Education, Glasgow.
7. Notre Dame College of Education, Glasgow.

To cope with increasing enrolments, two new colleges are being started at Ayr and Falkirk, each with an intake capacity upto 600.

"In Scotland the desirability of ensuring that the teachers in schools are competent to teach has long been recognized.—From the 17th century, the Church of Scotland had certain powers in relation to the attestation of teachers qualifications.—Colleges for professional teacher-training were established in the earlier half of the 19th century.—Soon after its foundation in 1847, the Educational Institute of Scotland began an attempt to secure certification of all teachers.—the sole right to licence teachers was eventually assumed by the Government which has exercised it from 1872 onwards."[25]

And this right has been exercised to ensure high academic and professional standards in which Scotland seems to be somewhat ahead of England and Wales. Thus, since 1926, graduation or the possession of an equivalent diploma of a central institution has been obligatory for all men aiming to qualify for the Teachers General Certificate. Though all women need not be graduates, a considerable proportion do infact take a university degree either before or concurrently with teacher-training.[26] Then again, the duration of the non-graduate course of training which is taken after the Senior Leaving Certificate by women only has long been 3 years, and that of the graduate course (degree plus certificate) 4 years—an ideal attained only recently by English Training Colleges. And last but not least, all intending teachers in the public system of education in Scotland, whether university graduates or not, must take a course of professional training.[27] In actual practice, however, and mainly due to the shortage of teachers, exceptions to this rule are often made.

As early as in 1946, a Report of the Advisory Council on Education in Scotland (prepared under the chairmanship of W.H. Fyfe to consider the 'long range problems of training') recommended further improvement in professinal qualifications by extending the duration of non-degree and degree training courses to 4 and 5 years respectively. It also suggested that the post-graduate professional course be of two years' duration instead of one.[28] In making these recommendations, members of the Council have shown keen awareness of the professional and cultural value of education :

"Educational theory and the sciences that are basic to it are in a state of ferment—There is now so much knowledge of a professional character that the modern teacher must have, knowledge that will not evolve of itself in some mysterious way from the academic culture

obtained in a degree course, that we need a complete rescaling of our values.—Incidentally it may be pointed out that these professional studies are cultural in themselves."[29] The emphasis in teacher-training which has already shifted from classroom techniques to 'wide general education', the Report adds, must now centre on a more through and extensive professional knowledge.

Though the courses of training could not be extended as stipulated here, it is significant that the need was felt when Scotland already had a more generous provision for the training of teachers. On the whole, thus, Scotland would seem to be much nearer the goal of an all-graduate and trained teaching profession. The anxiety to raise the prestige of the teaching profession and make it more autonomous is evinced clearly in the Wheatley Report of 1963.* After making a critical assessment of the present position, the Report observes :

"From the evidence before us it would seem that the influence which the teaching profession has in Scotland in matters of teacher-training is already substantial in relation to the influence which the profession in major countries elsewhere exercises in this field. Nevertheless one may ask if this influence is great enough; whether the profession should not have a larger voice in determining its own standards; whether in fact it ought not—to have major or even the sole right to say who are to become members of the profession—"[30]

To give the profession such influence and authority, the Report goes on to add that though the present arrangements for certification are not defective,—"a change should now be made and—control of entry to the profession should be vested in a new body broadly similar in nature, powers and function to the general Medical Council and other professional councils."[31]

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* A committee was appointed by the Secretary of State for Scotland in 1961 under the Chairmanship of Lord Wheatley, to report and make recommendations on the 'Arrangement for the Award and Withdrawl of Certificates of Competency to Teach', both in view of the requirements of the educational service and the practice existing in other professions. The central issue before the Committee was to consider whether any changes should be made in the direction of giving the teaching profession in Scotland greater control over entry to the profession and other kindred matters.

These recommendations, indirectly reinforced by those of the Robbins Committee, are now under consideration. The chances are very fair that Scotland may emerge as the first country in the English-speaking world to give teaching a professional status in the real sense of the word. A question that arises at this stage is whether in view of the above goal, the disparity that now exist in the educational requirements for men and women should not be removed i.e. graduation made obligatory for women also. Moreover, to promote greater unity in the profession, and to lessen the gulf between Primary and Secondary school teachers, the regulations regarding the General and Special Teaching Certificates* could perhaps be modified. The trend of events would indicate that such and other modifications may not be far from coming. Yet, at least two factors stand in the way now. Firstly, in view of the shortage of teachers and the finances involved, it does not seem practical that teaching can immediately be made an all-graduate profession. Secondly, there is no scientific evidence yet that any graduate is a better teacher of children than any non-graduate.

Education As A University Subject

As pointed out in the begining, the study of education in Scotland has had a more independent course than in most other countries. It seems that in this educationally minded country, the need for a study of 'pedagogy' or 'didactics' had made itself felt even before the institution of teacher-training came into its own. Mrs. Mackintosh of the Glasgow University narrates how the demand for a Chair of Education (more precisely, a professorship in the Art of Teaching) was voiced in an article that appeared in 'The Scotsman' in 1829; and how Professor Pillans pressed for the institution of lecturerships in Didactics in the Scottish Universities during the years 1833-'34.[32]

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* At present, on satisfactory completion of an approved course, the Secretary of State issues 3 types of Certificates :

1. Teachers General Certificate, which entitles for teaching in Primary Schools, endorsements on this are awarded to qualify the holder to teach in the younger classes of secondary schools.

2: Teachers Special Certificate, which entitles to teach an academic subject throughout the full range of the Secondary School.

3. Teachers Technical Certificate, which qualifies for the teaching of technical subjects.

These demands must have gained strength with the development of teacher-training, when the Education Act of 1872 indirectly made circumstances more propitious. This Act made statutory provisions in educational fields which were earlier assissted by a residue fund left over from the State of Dr. Andrews Bell. This fund had now to be used for some other useful educational purpose. The Bell Trustees decided to set up Chairs of Education in the universities of Edinburgh and St. Andrews 'as a means of perpetuating the founder's educational theories'. These were established in 1876.

Reference has already been made* to the exceptional abilities and imagination of these first professors of education who heralded a new era by establishing education as a subject worthy of university study. It has been noted also that the efforts of Professor Laurie of Edinburgh succeeded in making education a first-degree subject in all Scottish universities in the year 1892. This practice continued for several years, and there are reasons to believe that it influenced other English-speaking countries. New Zealand is one example. In this country, both teacher-training and the study of education in universities have long been on the Scottish pattern. It is likely also that the example set by the Scottish universities has been instrumental in making education a B.A. subject in some of the Indian Universities in the 1940s.

It seems, however, that the professional aspects of the subject, and the importance of education as a profession soon made themselves felt. The result was that sometimes the academic, and at others the professional demands gained the upper hand. Thus, it is told that in 1886, the Edinburgh University started a post-graduate diploma which for some years remained merely an academic distinction but was in 1896 recognized by the Department for purposes of certification, and led to similar provisions at Glasgow and Aberdeen.[33] That this recognition ceased at some future stage and the pattern of the Diploma Course changed is obvious from a study of the situation as it exists now. It is also clear that the Scottish Universities either did not, or could not ever take upon themselves the provision of the professional training of teachers.

What is perhaps more revealing and significant to the present study is that at some stage, education started losing its hold as a first-degree

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* See pp.

subject. Consequently, while the post-graduate study of education has expanded, at the undergraduate level where it was regarded by many as "a study of great cultural and educational value", education now has a nominal existence. For an ordinary M.A. degree* in Scotland, a student has to take at least seven one-year courses over a period of three years. Education is one of the many one-year courses offered, *but* Aberdeen is the only university which now allows this course to be counted towards the Ordinary M.A. The other Scottish universities allow students to attend such a class, but do not count it towards their degree; and consequently, few students ever ask for it.**

Present Status of Educational Studies and Research

The development reported above seems a clear indication of the view held by many people that a first degree in education without any professional bias serves little useful purpose. The pattern of the post-graduate work now done in the Scottish universities also reflects the faith in professional training or teaching experience as pre-requisite to and a component part of all advanced study of education. In the universities of Aberdeen and St. Andrews the post-graduate degree in education is called the Ed.B. and is of two years duration.*** In Edinburgh and Glasgow it is called the B. Ed. and is of three years duration. But in all the four universities, this degree is divided into two distinct stages: the Diploma Stage (which in all cases is of one year) and the Final or Degree Stage. Only graduates are eligible, and they are required to have initial teacher training or 3 years' teaching experience. The Diploma can be taken concurrently with the professional training at one of the Colleges of Education, but its award is conditional to having obtained the professional qualification. Students who do the two courses together do not have to attend the courses in education and psychology at the College. The coordination thus brought about between the Departments of Education and Colleges is likely to keep the standards of educational studies in teacher training fairly high.

On the whole these Ed. B. and B. Ed. courses are broadly based and advanced, and well known for their high standard. They involve both,

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* M. A. is the Ist university degree in Scotland.

** My grateful thanks are due to Professor John Nisbet, Head of the Dept. of Education in Aberdeen University, who through his letter dated. the 16th Feb. '65, very kindly provided this information.

*** The B. Ed. degree of the Queens University of Belfast is in most respects similar to these.

the advanced study of certain aspects of educational theory, and research. Generally speaking, the three year B.Ed. degrees of Edinburgh and Glasgow would perhaps be of higher academic value as compared to the M.A. (Education) or M.Ed. of some of the English universities, which in some cases are open also to non-graduates with advanced certificates in education and are only of one years duration. In cases where the M.A. is purely by research (as in London), the difference in the nature of the Scottish and the English degrees becomes rather wide for any comparison.

In view of the B.Ed. degree proposed by the Robbins Committee which is likely to be instituted by several British universities with effect from the academic year 1965-66, the name of the existing degree in the Scottish universities is to be changed to M.Ed. Besides this post-graduate degree, the universities provide also for research at the Ph.D. level. However, as in case of England and Wales, educational research in Scotland is not confined merely to the Departments of Education. On the contrary, all educational interests in the country join hands in this enterprise and function through the Scottish Council for Research in Education (SCRE).

The Scottish Council for Research in Education: The SCRE was formed in 1928, several years before its English counterpart came into existence. Its members are drawn from all educational organizations and institutions in Scotland, as also from the County Councils and Counties of Cities. The following are thus represented in the unified forum that is the SCRE:—

1. Association of County Councils.
2. Association of Counties of Cities.
3. The Educational Institute of Scotland.
4. Association of Directors of Education in Scotland.
5. Scottish Council for the Training of Teachers.
6. Colleges of Education.
7. University Departments of Education.
8. British Psychological Society (Scottish Branch).
9. Association of School Medical Officers, and
10. Some coopted members.

With such wide representation, the SCRE is bound to stimulate a general interest in educational matters which should be beneficial both to the profession and the discipline of education. This also ensures the

cooperation and coordination which are invaluable parts of bigger research projects. The finances of the Council come from all the above-mentioned sources, and for special investigations, bodies like the Nuffield Foundation give ad hoc grants.

Most of the work is however, undertaken by the Council on a voluntary basis. Its principal aim is to encourage educational research and to make the results of researches known to all concerned. Help is given to individuals engaged in independent research, and a forum is provided for the discussion of educational problems. The Council maintains a library of its own which is open to all members for consultation and also extends lending service. Annual Reports show the projects and investigations being undertaken at any particular time.

The organization and functioning of these national research-bodies in England and Scotland should offer helpful suggestions for the formation of similar corporate bodies in each of the States in India. Education by its very nature, cannot be the exclusive concern of university departments of education. The more it can muster the cooperation of all concerned, the better the chances of its growth. A widely spread network of educational research is also likely to attract more talent and competence into the sphere of this young discipline.

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CHAPTER III

EDUCATION AS AN ACADEMIC DISCIPLINE : THE CURRENT TREND OF THOUGHT IN THE UNITED KINGDOM

TO understand the present thinking of British educationists regarding the academic status of education it might be well to note a few unrelated but relevent points.The traditional character of this country makes changes hard, both in practice and in attitudes. Innovations and new ideas are looked upon with skepticism; their assimilation, if any, is critical and slow. In a way this saves the educational system from too many fads, frills, and new-fangled ideas. Conversely, it results in a certain lack of experimental spirit,and allows many uncritical traditions to persist. This character of the British is perhaps one of the reasons why education is not yet established as an academic study, and teacher-training is not held in high esteem. Britain has long had a two-tier system of education where "members of the elite were taught by scholars who received no professional training, while the artisans—were taught by master craftsmen or more experienced workers". The tradition lives even now—though in a weaker and modified form with two obvious results : 1. Training is not considered indispensable for graduates, 2. In the training program itself, the theory of education holds a rather dubious position—both for the students and the teachers. Practice-teaching and methodology are often considered the most important parts of the training course.

That on the one hand education should be considered a professional study and on the other its position should be dubious even in the professional training of teachers is a double tragedy for a newly emerging subject. Or perhaps it is a challenge that education must face bravely and successfully to establish its position.

As seen in the previous chapters,in Scotland as well as in England, education is largely being treated as a professional subject. For any higher degrees in education teacher-training and/or teaching experience is considered essential. The inclusion of education as a liberal and academic subject in university curricula (as in Wales and to a lesser extent in Sheffield and Aberdeen) is an exception rather than the rule and is at the

moment on the decline. Though this organization of educational studies speaks for itself, effort was made further to explore the thinking of British educators and educationists regarding education as an academic study. Three devices were employed, viz., 1. the study of current literature, 2. informal interviews with a cross-section of teachers in the faculties of education, and 3. questionnaire issued to a larger number. The procedures and the results of these investigations are briefly recorded in the following pages.

Study of Current Literature

The academic standing of education is closely related to the place accorded to educational theory in the training program, the obvious reason being that teachers will always be the largest single group to study education. The task for teacher-educators is to see that whatever educational theory is given to the prospective teacher within the limited period of training is neither superficial nor unrelated to the task of teaching. There is need of coherence between the different theoretical foundations of education so that they do not seem mere unrelated fragments of psychology, sociology, and philosophy; and at the same time there is need for a certain depth if these courses in education have to make a sound base for higher studies. In the study of the current educational literature, attention was hence focussed on both aspects, viz. (i) Place of educational theory in teacher-training, and (ii) Education as an academic study in its own right. No claims can be made for this study being thorough, and it is realised that much relevant literature may have remained unnoticed. Impressions of what has come to notice are briefly as follows.

Place of Educational Theory in Teacher-training : Though the role of education courses in the training of teachers is far from being undisputed yet there are signs that the importance of theory is being increasingly understood. The exclusive importance of that which must have a direct bearing on class-room situation, as Professor Pilley observes, is the legacy of the old training colleges on which the work of the education-departments was originally modelled. There are some who still think that educational theory contributes little to the making of teachers—but the number of these skeptics is decreasing.[1]

As far as the students are concerned, their opinion is invariably based on how well or badly the theory papers are taught to them. When the teaching is good and not too much above their heads,whether it is educational psychology, sociology, philosophy or problems of education,they

see the relevance of theory.But more often the graduate students have felt that the theory papers are "badly taught or not worth teaching." Some think the work in education scrappy, intellectually unstimulating, and lacking in rigour. One reason for such criticism is the short training period which does not allow enough time for deeper study and for the 'meeting of minds' between teachers and the taught.[2]

As Professor Tibble has pointed out the departments of education have to face double criticism. The universities think that their courses 'lack the vigour and depth of university degree courses', and the schools think they do 'cloudy theorising'while they could work for better practical preparation. His answer to the second criticism is that the departments do not and should not aim simply to turn out 'efficient practitioners'. In answer to the first he points out that the training period is too short to attain high standards in the various disciplines involved in the study of education. The Heads of Education Departments had therefore submitted to the Robbins Committee that the post-graduate training course be extended to 2 years. "This would involve including within the course and making more effective the present probationary year."[3] The Robbins probably had financial and other reasons for not accepting this submission. But the very fact that such a suggestion was made by the Heads indicates their anxiety to improve the education component of the training courses.

About the same time when Professor Tibble's article was published, Professor Peters of the London University Institute of Education was also examining the Role of Theory in the Training on Teachers* with special reference to initial post-graduate training courses. He stressed that in the present age of changing aims,skills, and techniques, mere 'apprenticeship' could not provide adequate training. "The question—is not whether a modern teacher indulges in philosophical reflection about what he is doing; it is rather whether he does it in a sloppy or in a rigorous manner." And he adds "Education is becoming increasingly a matter of public concern and public scrutiny. Unless teachers are well-versed in—sciences which are ancillary to their task, there is little hope of their establishing themselves as a profession"—He goes on to emphasise that the educational sciences do not only prepare the teacher for his task, but are part of his personal education and "play a vital role in what may be called a liberal education under modern conditions."[4] On the whole this paper makes an

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* Unpublished Paper, written May '63.

excellent case for the rigorous study of theory during the period of initial teacher-training, and also offers suggestions how this can be done.

If views such as the above are indicative of the general thinking, the future of educational theory in teacher-training should be bright. The same cannot perhaps be said of the second aspect of the study of education.

Education as an Academic Study : It seems that in the beginning of this century when education was a new entrant in the university-circle, there was greater concern to establish it as an academic study than there is now. The reason might be that education has come to stay as a university-study, departments of education are providing for higher degrees, and everything appears to be alright even without introducing education as a first degree subject. Little concern is noticed now for attracting brighter students or for increasing the catchment-area by making education a regular university subject. Whether the teacher-training course provides a sufficiently strong foundation for excellence in the advanced study of education is not often discussed. However, an occasional plea can be heard for making the departments of education 'centres of ideas' that ought to be free from the 'trade-school mentality'. And at least a section of educational thinkers express the need for the academic pursuit of education. Professor Stewart of the Keele University said in 1955—

"I look forward to the day when education will be studied in the departments of education more than is the case at present by those who are not going to teach—I want us to teach education in the liberal spirit—"[5] That this was a weak sentiment is obvious from the fact that education was introduced in the Keele university at the under-graduate level, but only for prospective teachers.*

Sometimes the attitudes expressed even by the most eminent educationists seem non-committal. Thus, the Director of the London University Institute of Education makes the following observations :

"We are not going to argue whether education is a discipline. It is certainly a professional discipline. Academically considered we can call it a field of study if that is preferred, since it relies on more basic disciplines such as psychology, philosophy and sociology. This raises the

* Refer to p. 19

question whether education should be a first degree study. Adams said he would prefer people to take a degree first and then go on to professional training. We have stuck on the whole to this procedure in England.But this has not been so in the U.S. where education can be taken as one subject in a several subjects first degree. And in England circumstances are changing. We now have a 3-year course in our training colleges and in these colleges education as a study is taken concurrently with the students' general education. A high proportion of the students in fact have university qualifications.—Why not such a degree, taken in whole or in part, in our training colleges ?"[6]

The latter part of the observation is an endorsement of the Robbins suggestion for the B.Ed. But on the whole the statement does not answer the question whether education is an academic study, and fit for study at under-graduate level by non-teachers. This, however, is perhaps the most characteristic British way of attacking problems.Thought and action is guided here more by intuition than by logic.

Interviews

Visits were made to nine Institutes and Departments of Education (in England, Wales, and Scotland) and seven Colleges of Education, 3 in the London Area and 2 each in Glasgow and Edinburgh.* Effort was made to elicit the views of at least two senior teachers (including if possible, professors and principals) in each institution. Though the interviews had to be unstructured, a few key questions were used to get the required material. The questions used in the departments of education were different from those used in the training colleges in view of the somewhat different functions of these institutions. For the same reason, it seems better to discuss the findings separately.

Departments and Institutes of Education : In all, twenty senior teachers including eight professors were interviewed. The following key questions were put to each one :

Questions

1. Is education an exclusively professional subject ?

2. Could education be usefully introduced as a first degree subject ?

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* For the names of these sixteen institutions, please see Appendix-A.

3. Would you insist that all teacher-educators must be trained or experienced teachers ?

4. What steps would you suggest for the advancement of the different areas of education ?

Views Expressed

In answer to the first two questions, only four teachers out of the twenty said with some strength that they thought education was also an academic subject and there was a case for introducing it at the undergraduate level. These were also the ones who would not insist on training as a must for all teacher-educators (Question no. 3). They thought it possible to attract brighter and younger people from allied disciplines into the faculties of education by waiving the training requirement in some cases. When teacher-training and/or teaching experience is made an essential qualification for all teacher-educators, it is not often possible to get first rate people to teach philosophy, history, psychology, or sociology of education. It was, however, realised that only a big and strong faculty like in London University Institute of Education could hope to procure and enlist the services of such specialists.

With respect to the third question, the other sixteen teachers also held broadly similar views. They conceded that a few exceptions could be made,but were quite certain that the vast majority of teacher-educators must always be trained and/or experienced teachers. Those who educate prospective teachers must be able to speak from their own experience of teaching. Teaching philosophy of education without ever having been a teacher, remarked one of the professors, was like being a literary critic without ever having written a single essay. Another professor thought teaching to be the most important aspect of the study of education, and himself insisted on teaching at least one period a week in a school, to keep closer contact with the practical problems of education. This, however, seemed an extreme view which did not find much support elsewhere.

As regards the development of different areas of education, these teachers were inclined to think that scholarship in education requires mature experience. For being a good educational thinker, able to make some significant contribution, one must have a wide experience in teaching and in other fields. Serious study of education can best be done after graduation in other basic disciplines, and practical experience in educational services. The solution did not therefore lie in making education

a first degree subject. Some teachers thought that education stands to gain by inter-departmental teaching; hence the departments of education should not stand as isolated units. When circumstances did not allow to have specialists from various areas in the faculty of education, it was best in the teaching of history, psychology, or sociology of education to seek cooperation of the respective departments.

In respect of the nature of education this majority group held a very different view. One of the sixteen showed an ambivalent attitude and answered in "yes and no". The others seemed quite certain that education was not an academic discipline. At best, it could be called a 'professional discipline'; 'a field of study'. Many of them thought that education was 'amorphous', 'hazy', or 'patchy'; did not have much content of its own and depended very much on the 'basic' disciplines. What one senior professor said seemed symptomatic of the majority opinion, though not many would put it as strongly as he did :

"I don't think education is an academic subject, or a subject at all. —What after all, is theory of education? Methodology is the most important part of teacher-training. Departments of education are doing a socially very useful job by training teachers."

If this is how some professors of education think about their subject, it should be no wonder if the academic standing of education remains questionable for many more years to come.

To the introduction of education as a first degree subject there were several objections. Some felt that education was not yet rich and nourishing enough to be a subject of under-graduate study. Students should much rather study some 'basic' and 'real' disciplines at this level. If prospective teachers studied education as their main subject for B.A., what subject would they teach in a secondary school ? What careers could be suitable for people who studied education only as an academic subject? Perhaps a few could go into faculties of education or in research, but most types of educational services required practical experience. With the coming of the B.Ed. suggested by Robbins, education was going to get more attention anyway.

The above arguments do make a lot of sense when placed in proper perspective. Britain has a long and strong tradition of honours degrees and general degrees do not yet command the same esteem. There is great

concern not to let educational standards be diluted, and university education is closely geared to career prospects. These factors stand in the way of education being made a full-fledged university subject. Another reason, not given as such by any teacher, but emerging from this survey, seemed to be that as it is, education is to be studied by all teachers and educational service personnel—which together make the largest single professional group. Why then try to extend it to many more ? After all, there are many other important university subjects.

On the other hand there are arguments for making education a first degree subject. It was learnt in the interview with the Professor of Education, Glasgow University, that there is a move afoot to re-instate education, which was from 1894 to 1946 'a full qualifying subject' for graduation in Arts, but was relegated to supernumerary status after 1946. In the memorandum the Professor prepared for the re-instatement of education, he made the following arguments :

1. Study of education involves never-ending scrutiny and criticism of fundamental principles and values. Opportunity for such scrutiny is better when education is studied as a first degree subject.

2. The corpus of educational literature has an instrinsic value which would justify its inclusion in a liberal curriculum.

3. Through the study of education, in case of prospective teachers it should be possible to "harness vocational interest in a liberal cause." However, there need not be any formal overlap in the education courses for the first degree and for teacher-training.

Thinking along lines such as these gives the hope that Scotland might again give the lead in the study of education which it lost more recently.

Colleges of Education : The three questions used in the Colleges of Education were designed to elicit teachers' views regarding (i) the usefulness of educational theory for teacher-trainees, (ii) the 4-year degree course (B.Ed.) suggested by Robbins, and (iii) the need for all teacher-educators to be trained or experienced teachers.

The teachers in training colleges showed much unanimity and perhaps equal complacency as regards the place of educational theory. They thought it was good and useful, and seemed quite satisfied with the existing provision. There was much interest and concern about the

proposed B.Ed., but not specially in its education-component. It was taken for granted that the B.Ed. would allow a little more time for educational studies. The general concern was that it should be a teaching-oriented degree but not in any way inferior. All teachers ought to have training and/or experience to be able to supervise practice-teaching and relate theory to practice. No concern was evinced anywhere about having better qualified specialists to teach different areas of education, or for making their study more rigorous.

Questionnaire

Though the main purpose was the same as in interviews, the questionnaire was designed to elicit opinion also about some minor details which are often discussed within the faculties of education in India, e.g. whether teacher-training is an essential function of departments of education, and whether educational research is best pursued when there is no distraction of teaching-supervision. It is now realised that due to different situations, the questions that seem important in India may not make much sense in the U.K. The questionnaire has hence not been as useful as one should like. It must be admitted also that the questionnaire was designed rather hastily and was inadequate in certain ways. Statements were to be answered in 'yes', 'no', or 'uncertain', but some of them could not adequately be answered in this way. The 'uncertain' for instance, did not always make clear of what the respondent was uncertain; it could be the meaning of the statement or his own reaction to it, or it might indicate inability to answer in catagorical 'yes' or 'no'. Some of the statements were double-barrelled or a bit ambiguous. These limitations have definitely detracted from the usefulness of the questionnaire. Interpretation could not be foolproof. Hence, instead of a detailed and statistical analysis, only a broad and general one has been attempted.

In all, 260 questionnaires were issued; 3 each to the 34 Departments and Institutes of Education (including the 4 University Colleges of Wales) and 6 Scottish Colleges of Education; and 2 each to 68 Colleges in England. Four more were distributed in the London University Institute of Education. Of these 260 questionnaires, 110 were received duly filled in, which is just about 42% of the total.

Questionnaires were sent to the heads of the institutions with a forwarding letter, requesting them to answer one and pass the others on to be answered by other senior colleagues.* Majority of the respondents

* A copy of the letter and the questionnaire is attached (Appendix-B)

are thus the senior members of the faculties of education, with high educational qualifications and considerable teaching and administrative experience. Most of them also have a variety of publications to their credit.

Analysis and Interpretation

Part B : The main body of the questionnaire—Part B—had 15 statements, to be answered in 'yes' or 'no' or 'uncertain' (?). Item-wise analysis of the responses is as follows. Numbers 1 to 15 indicate the statements or items.

1. On this item*, 80 responses were in the negative; and 15 each in 'yes' and 'uncertain'. One reason for this overwhelmingly negative answer may be the word 'only' in the statement. Education is perhaps thought useful for many more categories of positions or services than those mentioned here. It does not, however, establish that the majority think education an academic subject rather than professional. A direct and simple statement such as "Education is a professional subject" might have been better.

2 & 11. Positive and negative answers to 2** are almost equal. 'No' on this would imply that education could also be studied as an academic subject, hence normally a 'yes' on 11*** and vice-versa. But this is not so in most cases. Though on 11 again, 'yes' and 'no' responses are equal, there is no consistent relation between the responses to 2 and 11. This might indicate that these statements have not quite conveyed the idea they were designed to convey. Item 11 was perhaps too hypothetical for the respondents, fifteen of whom have answered it in '?'. On the whole, the responses on these two items together indicate that a recognizable section of the respondents thinks that teacher training is not an essential pre-requisite to all advanced study in education. This opinion does not, however, conform to the existing practice which is significant.

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*1. Education is a professional subject, useful for teachers, teacher-educators and educational administrators only.

**2. Teacher-training is an essential pre-requisite to all advanced study and research in education.

***11. Post-graduate courses in education should be open to graduates in education even without teacher-training.

3. Seventy positive answers on 3* would indicate that majority are in agreement that teacher-training is an essential function of the Colleges, Departments, and Institutes of Education. The 22 'no' and 18 'uncertain' answers show that not every one subscribes to this view. This might be the influence of the departments of education in Scotland and Wales which do not directly undertake any teacher-training.

4,5 & 6. These three statements were designed to elicit views on how far educational research and teaching supervision could go profitably together. On 4**, the main bulk of answers is in the positive; on 5*** positive and negative answers are nearly equal; and on item 6****, there is almost complete agreement (101 'yes' out of 110 answers). This shows beyond doubt that a reasonable combination of research with supervision is considered to be by far the most desirable arrangement.

7,8,13 & 14. A very substantial number of 'yes' responses on these four items***** (102, 93, 93, and 95 respectively) indicate a general agreement with the views that education is an important study, has a great potential for growth, greater provision needs to be made for the growth of its different areas and that it deserves the status of an academic subject or learned profession. In a way, all these statements are mere platitudes and there was perhaps little reason for disagreement.

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*3. The training of teachers is a laboratory for higher studies in education and hence indispensable to any College/Department/Institute of education.

**4. Teacher educators who are occupied exclusively with educational theory and have no contact with practice-teaching are living in ivory-towers.

***5. For the advancement of educational theory it is profitable that some teachers engage exclusively in teaching and research and are exempt from the supervision of practice-teaching.

****6. Within reasonable limits, the supervision of practice teaching and the pursuit of research can go profitably together.

*****7. Education has grown into an important social science and its study has a vital role in society, now and in future.

8. As an inter-disciplinary subject, education has a great potential for growth and should not be regarded exclusively as part of teacher-training.

13. Far more adequate provision needs to be made for the growth of the different branches or areas of education than at present exists in this country.

14. Education deserves to have the same status as any other academic subject/learned profession.

9. On this statement@, there are 52 'yes', 33 'no' and 25 'uncertain' answers. These show considerable division of opinion. Yet, a substantial majority would seem to agree that being too closely geared to teacher-training has not been to the benefit of education as an academic pursuit.

10.* Here again the 'yes' responses (71) far out number the 'no' and 'uncertain' put together. Pooled with the responses on items 2 and 11, these answers difinitely indicate that the majority of respondents favour the introduction of education as a university study, apart from teacher-training. It is to be noticed that this is quite contrary to the impression gathered from the interviews. Results of the two devices together would then seem to indicate an almost equal division of opinion on the issue of education as an academic subject.

15.** On this statement there are 17 'no' and another 18 'uncertain' answers. Seventy-five 'yes' responses, however, indicate a substantial consensus of opinion regarding a close link between the academic status of education and the professional status of teaching.

Part C : This part of the questionnaire presented seven alternatives regarding ways and means which could be 'most effective' in promoting the growth of education as an academic study. There was provision for mentioning 'any other' suggestions if so desired. It was requested that the suggestions be ranked from 1 to 5 to indicate their degree of effectiveness in the respondents' view; 1 standing for 'most effective'. On scrutiny, the following three emerged 1st, 2nd, and 3rd in order of importance :

I. More fundamental and functional research in education.

II. Making teacher-training compulsory for all teachers (including graduates) and educational administrators.

III. Closer links between training colleges and the universities.

At least 18 respondents gave a 1st rank to "Introduction of education as a subject of undergraduate study in the universities."

@ 9. Education as a subject of academic pursuit has suffered due to remaining mainly teacher-training oriented.

*10. Education should be introduced as one among the other subjects of under-graduate study in the universities.

**15. There is a close link between the academic status of education and the status of teaching as a profession.

These results thus indicate the lines along which educators and educational policy-makers might proceed to ensure the development of education.

Besides the above-mentioned suggestions to which the respondents have generally subscribed, about a third of them (35 out of 110) have given a suggestion on their own. These suggestions are the outcomes of strongly held views, thoughts, or sentiments, and throw much light on the subject of this study. Though the expressions of one or a few individuals, they most probably represent more widely held views and deserve serious consideration. The more important ones are therefore listed below.

Further Suggestions for the Development of Education as an Academic Study :

1. More generous staff-student ratio which would lighten the load of teachers and give them more time for reading, thought and research.

2. Improving the quality of what is written in the field of education so that academic colleagues can come to take education seriously.

3. Clear definition of the nature of education (two persons stressed this point).

4. Greater autonomy for the teaching profession and need to raise the educational and professional status of teachers.

Four persons stressed this point. One went on to add "Far too many are at present being awarded teaching certificates who do not fully deserve them. Their presence in the teaching profession lowers its status."

5. Better and more "genuinely qualified" staff in training colleges to improve quality of work. At least four people expressed this view.

In this context, a professor made observations which deserve special notice : "Practice of transfer from subject-teaching to Education without any formal study of the subject is to be deplored. Too often it almost implies semi-retirement or an empty status symbol." Another teacher remarked : "Higher quality recruits needed; if necessary, people of academic promise or distinction who have never taught in schools."

6. Better inter-disciplinary communication between education and allied disciplines. Lecturers in education should teach part-time in another academic department of the university. Three teachers expressed such views.

7. Implementation of Robbins' suggestions for the B.Ed. (At least one person expressed hope and faith in Robbins for the advancement of education).

In concluding the analysis of Section 'C' it seems enough to say that the above-mentioned suggestions made by experienced teacher-educators deserve serious thought. In implementing them perhaps lies the hope not only of the advancement of education- but of the improvement of teacher-training and thereby of the educational system. What is true for the U.K. is many more times true for India.

Part D : This part of the questionnaire was meant just to invite comments, if any, on the subject of this study. Less than a third of the respondents have made any comment. But those made are again worthy of attention, for the same reasons as given above.

About 10 teachers have just pointed out the inadequacy of a 'yes' 'no' questionnaire for a study like this. (They deserve grateful thanks for having answered the questionnaire in spite of its inadequacy.) An equal number have made a complimentary remark by rating the study as 'useful', 'very much worth while' or 'interesting'; and have added that they look forward to reading its published results. Some more serious comments are the following.

1. "Study of education by one who has never taught is futile."

2. "Education as a separate academic discipline is a myth."

3. "I favour the development of education as an academic study as part of every teacher's/educator's professional training. I fear it as a purely theoretical field of study."

4. "I wonder whether this narcissist self-examination that education goes in for is not a symptom that it hasn't got much academic status yet- and perhaps doesn't deserve it."

5. "I regard education as an activity which goes on in schools and colleges, and the study of education as being inter-disciplinary. I believe that the notion of education as an academic discipline—in its own right arises from misguided desire for status."

This respondent has also subscribed to the view, expressed in slightly different words by at least 3 others, that—

6. For some aspects of educational study (such as history, philosophy, economics of education) there is less disadvantage in their aloofness from the business of the school. But generally, since so much in educational studies concerns children and adolescents, some points of contact with the school ought to be maintained.

7. Any study which will emphasise the unitary nature of education as a discipline in its own right is to be welcomed.

8. "Politics is now well-established as an academic study without recruiting ex-councillors, ex-M.P.s, or ex-ministers to lecturerships or chairs—The only hope for education is to do likewise i.e. select clever people regardless of their practical competence—".

As is obvious from these interesting comments, views on 'Education as an Academic Study' range all the way from wholesale condemnation to full support. Few would disagree that the truth perhaps lies somewhere between the two extremes. The views expressed under '6' above seem among the most realistic and therefore commendable. If a sufficiently large sample were taken and frequencies plotted from one end to the other, the result would be a 'normal probability curve' with a high peak, showing the majority taking a more sensible stand than denoted by either extreme.

Conclusions

The existing pattern and organization of educational studies in Britain as well as the impressions of the interviews indicated that teacher-training is very largely considered essential to all study of education. In fact one professor said that at least 80% people in this country held this view. Responses on the questionnaire however indicate that opinion was perhaps more divided and not as one-sided as appeared on the surface. This inference was partly based on the fact that about 65% of the teachers (71 out of 110) contacted through the questionnaire showed themselves in favour of making education a first degree subject.

The questionnaire also brought out that a sizable section of the faculties of education felt that education has not benefitted by being too closely geared to teacher-training. This indirectly supported the view that education could be treated to a greater extent as a liberal and

academic study. The very original suggestions given by about a third of the respondents for the advancement of education seemed indicative of some vital interest in the subject; —perhaps also a real concern. In any case it can be safely concluded that opinion in Britain is not as terribly unfavourable to 'education as an academic study' as would seem from the interviews alone. Like any new enterprise, the study of education has waxed and waned with personalities in British Universities. It might be just a matter of some strong enthusiasts getting to the helm of affairs for this study to establish, or re-establish itself as a regular university subject.

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CHAPTER IV

THE STUDY OF EDUCATION IN INDIA

THE development of educational studies and research in India, as elsewhere, is so closely connected with that of teacher-training that the one cannot be described or assessed without taking into account the other Again, there is extreme dearth, if not total absence of any upto date account of the history and development of teacher training in India. Information on the subject has to be culled from various governmental and non-governmental reports, articles, and occasional references made here and there in other educational literature. It is felt. therefore, that in attempting to describe the present position of teacher-education, it will not be out of place to go briefly into its history. On the contrary, it may prove quite helpful in understanding the situation as it is now.

Teacher-training in India,as in England,started and developed from the monitorial and pupil-teacher plans, for obvious reasons. Though the use of monitors (senior students) as teachers was perhaps quite common in India before the introduction of the British system of education, the concept of training teachers through such apprenticeship was first evolved by Dr.Bell and Mr. Lancaster, and then imported into India.The first beginnings were made in the Presidency towns of Bombay, Calcutta and Madras in the early 19th century, but the "success of these early measures was scanty" and any real advance can be seen only after the Woods Despatch of 1854. This Despatch, which in many ways is a landmark in the history of education in India, stressed among other things the training of teachers for the new schools set up by the government. Normal schools grew considerably soon after; the Government Normal School of Madras (1856) being the best known among the pioneers which soon became a training institution for secondary school teachers. Another one was started in Lahore in 1880. Until this time, the training of teachers for secondary schools was a controversial point in Britain, and repercussions in India were inevitable. In this situation, the suggestion of the Indian Education Commission of 1882 that one-year professional training be given to graduates to prepare them for teaching in secondary schools seems particularly significant. In Britain, the common pattern of training at this time was the two or (in a few cases) three year course

of general plus professional education given to students who had had little more than elementary education. The training of graduates was as yet almost unknown. It is curious that the Indian Education Commission popularly known as the Hunter Commission, should have suggested a pattern which did not have its roots in the ruling country but was bound to make most profound and lasting impact on teacher-training in India. Over-whelming evidence of this impact is that to this date a one-year professional training for graduates, prospective teachers in secondary schools, has been the common pattern all over India and the concept of concurrent courses prevalent in the U. K., the U.S.A.and several other countries has remained, at best, a theoretical proposition.*

The Commission certainly influenced the growth of training facilities for secondary school teachers, so that by 1902, there were six training colleges and more were added in the following decades. These were all government institutions, and it was left to the Calcutta University Commission** of 1919 to emphasise the role of universities in the professional training of secondary teachers and in educational research. This was the period of the growth of the Day Training Colleges in England in association with the new civic universities and university colleges. Naturally therefore, the training colleges in India also,from 1920s onwards tended to be affiliated with the existing universities. The Sadler Commission also recommended that Departments of Education be started in the Calcutta and Dacca universities. That this suggestion did not go far is seen from the fact that till after India's Independence in 1947, only three Indian universities had distinct departments of education.[1] The number of graduate training colleges by this time was about 43, majority of which were affiliated to universities.[2] In many cases the affiliated training colleges or the training departments of the universities later became departments of education. In assessing the work of these departments the fact of their comparatively very recent growth should not be overlooked.

In the development of teacher-education at least two more points stand out which have had a strong but unhappy influence in determining its whole future. The first is the total separation from each other of the training of primary and secondary school teachers. The separation started in the 1880s, and the relation between the two since then has only been

* Some diversion in that direction has only just started and will be referred to in the coming pages.

** Also called the Sadler Commission.

one of complete divorce. The result is that there is a great disparity in the educational and professional qualifications of the two sets of teachers. Their disunity has harmed the cause of education in general, and of the growth of educational theory and the professional status of teachers in particular. Whereas in the U.K., broadly speaking, the majority of teachers have the same basic educational qualifications,* and receive the same professional training** irrespective of whether they will teach in an infant, junior, or secondary school, in India these different categories of teachers exist in separate water-tight compartments, and their academic background may vary from mere elementary education to a post-graduate degree. One baneful result of this has been that the educational qualifications and status of primary school teachers have remained lamentably low.

Perhaps as a consequence of the extremely low educational status the salaries of teachers have also remained low. This is the second factor which has lowered the status of the teaching profession to an extent where it becomes the last resort of those who fail to find any better job. Though specially true in case of primary school teachers, the bane has cast its shadow on all other stages so that with comparable educational and professional preparation, teaching remains the least remunerative job. It therefore fails to attract the best or even the second best studends. Standards once lowered have been extremely difficult to retrieve as is evident from the fact that some of the criticisms levelled against the training and service conditions of teachers in the 1940s are true even today.

The first comprehensive assessment of the situation ever made in India was through the Committee appointed by the Central Advisory Board of Education (CABE) in 1942, to consider the question of the 'Training, Recruitment and Conditions of Service of Teachers.' The Committee submitted its report in 1943, making observations which were broadly endorsed by the Sargent Plan of 1944, and are largely relevant now.

The Committee observed, in unequivocal terms that--"the whole condition of the teaching service—is so unsatisfactory that no real progress can be looked for unless and until the position of teachers is radi-

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* Five 'O' level passess in the GCE or its equivalent.

** A three year concurrent course of general plus professional education.

cally improved."[2] Some of the important recommendations it made for such improvement are briefly reproduced here for the simple reason that they largely remain unimplemented to this date though several committees and commissions have in the intervening period reinforced them. The recommendations are as follows:

1. All teachers, whether in government, aided or recognized schools must be trained; and before long, this requirement must extend to all other schools.
2. In no case should the minimum educational background of a person who enters for training be less than matriculation certificate or its equivalent.
3. For high school (secondary) teachers, the minimum educational qualification should be graduation.
4. The minimum period of training for primary and junior basic (lower secondary) teachers should be two years, and for secondary teachers-one year, though a 18 month course was much to be preferred.
5. Refresher courses for all teachers must be provided at "reasonably frequent intervals." And lastly, though not least, that
6. Drastic improvements be made in the service conditions including salaries. "If India wants her children to be taught properly, she must be prepared to pay her teachers properly or face the alternative which is permanent inferiority in the society of civilized nations."[3]

It is unfortunate but true that India now faces this alternative due to her failure to effect these fundamental improvements in teaching service. And sadly enough, this is only one of the many instances when useful suggestions are made in all seriousness and sincerety but for one reason or another, allowed to remain on paper so that at best they are indicative of India's aspirations but not achievements.

There was little that the Sargent Plan could add to these recommendations However, being the first systematic and comprehensive plan of educational development, dealing with all stages from pre-primary to university, the Plan re-emphasised the vital role of teachers in any

educational system and observed that the existing arrangements for teacher-training were "utterly insufficient" and "open to serious criticism." In the year 1940-41, the total number of teacher training institutions was just over 640 out of which only 28 were training colleges for graduates, with an average enrolment of only 50 students, "These institutions" the Plan points out "as a rule are affiliated to universities but are usually situated as separate units so that their trainees are almost completely divorced from university life."[4] To overcome this segregation of prospective secondary school teachers from universities, it went on to suggest that "when arrangements are being made to satisfy the need for more trained graduate teachers, universities should establish Education Departments."[5] This suggestion, as noted earlier, did not work immediately but surely promoted the coming up of university departments of education in the next decade.

The one-year professional training of graduates entitled them to a B.T., L.T., D.T. or equivalent diploma or certificate, nomenclature varying from university to university. Some of the universities also provided facilities for research and advanced study. A number of Indian teachers took their professional training abroad, a practice that was deemed fit to be encouraged.[6] Before ending its observations on teacher-training, the Sargent Plan also emphasised the "importance of providing ample facilities for research" so that teaching methods can remain upto date and their suitability in Indian conditions can be continuously reviewed.

As is clear from the preceding paragraphs, the Sargent Plan was the first important educational document in India to emphasise the need for closer association of teacher-training with universities, and thus by implication, for bringing education within the orbit of the universities. It was also the first to make any mention of educational research and cannot be blamed if its horizon was limited to the advancement of methodology.

That Indian educationists had not yet given much thought to education as an academic study in its own right is evident also from the next important educational document, the University Education Commission Report which came soon after Independence in 1949. In this Report, education does not yet figure as one of the electives provided for the first university degree and has been discussed only as a branch of professional education. For the first time, however, education came

to be mentioned as a university study though not without some peculiarities of its own which the Commission described in these words.

"Education as a study at university level is peculiar in this respect that in which ever direction it is studied to an advanced level, the study tends to become something other than education. e.g. it turns into a study of philosophy, or psychology, or history, or sociology. While this fact makes it easy for the pedantically minded to deny that education is a real subject, it remains true that education is an essential focal point for the various studies and skills necessary for the tending teachers."[7] Lucky for education that it was at least deemed an "essential focal point" and that the Commission themselves did not side with the "pedantically minded" in denying it the status of a subject.

"A second peculiarity", the Commission point out—"is that it cannot possibly consist of theoretical instruction alone. Theory and practice must go hand in hand and each must support and throw light upon the other."[8] This insistence on the practical aspects is easy to understand where education is being discussed as a professional subject. Practical experience has been considered essential not only for the preparation of teachers, but also for those who might engage in research and aspire to 'produce original work of value in the field of education.' The Commission, however, were not altogether unaware of the fact that educational theory stands to benefit by enlisting the cooperation of specialists from other allied disciplines, and have conceded that "— there is room on the staff of a training department for a few specialists who have not been school teachers."[9] This was in a way conceding to the reality of the situation where training or education departments were in most cases parts of the departments of psychology or philosophy.

By this time the McNair Report of England had made its impact on the thinking of some of the educationists in India, and the idea of Institutes of Education seemed to them so attractive that they were ready to advocate its adoption without sufficient critical thought regarding its feasibility in Indian conditions. Thus, in 1951, Mrs. Hansa Mehta, Vice-Chancellor of the Baroda University, deprecated the University Education Commission's failure to emphasise the responsibility of universities towards teacher-training and made suggestions for improvement which were clearly influenced by the McNair Report.[10] On the same occassion, Mr. M. T. Vyas, Chairman of the Indian Institute of Education, Bombay, proposed that Institutes of Education be established in

India on regional or linguistic basis and after these had been established 'it would be time to organize a central organization on an all-India basis.'[11] Those who made these suggestions do not seem to have given sufficient thought to the great disparity which existed, and exists now, in the education and training of elementary and secondary school teachers in India, a disparity which would make it impossible to integrate all teacher-training and bring it under the orbit of the universities as had been done in England. This suggestion for having Institutes of Education or Area Training Organizations (ATOs) as they were named from the administrative angle was again made and worked out at some length by an international team of experts in 1954. The report of this team is of significance in the present context and merits consideration.

A comprehensive survey of Secondary Education in India was made by the Secondary Education Commission* which presented its report in 1953. Since the Report surveyed the whole field and was bound to be general, it was decided to appoint "specialized groups to study in greater detail the recommendations of the Commission." Under this plan, an international team of experts was appointed to examine "the problem of recruitment, selection, and training of teachers and the structure and content of the curriculums in secondary schools." Unlike the Committee of 1943, this Team** was concerned mainly with the training of secondary school teachers, and some of its suggestions were bound to influence the future development of education as a study.

The team reiterated the pivotal role of teachers in any scheme of educational reconstruction and lamented the socio-economic and professional status of Indian teachers which they felt was 'intolerably low.' Such expressions had already become mere platitudes in India and by themselves carried little weight. The report of the Team, however, went further and broke some new ground. In respect of recruitment, the Team made it clear that both economic and professional status had to be radically improved to attract suitable persons. Another device suggested was the introduction of an elective course in education in the High

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* Popularly known as the Mudaliar Commission.

** Members of the Team included four from India, two from the U.S.A., one from England (Mr. H. C. Dent, now Asstt. Dean of the London Univ. Institute of Edu.) and one from Scandinavia. The Team travelled extensively in India and the other countries which its members represented, and worked from Sep.' 53 to March' 56

School curriculum, as also at the Intermediate and University levels "as is already being offered in some Indian colleges and universities".[12]

This idea was almost alien to the English mind and certainly bore the stamp of American practice on it. Whether this device made any success in attracting better persons to teaching is extremely doubtful, but it surely succeeded in making education an academic study in a few more universities. At least in the U. P. it was introduced even at the Intermediate (Higher Secondary) level. Hence perhaps the question whether education can be studied as an academic subject in its own right has assumed greater importance in the Indian situation than elsewhere.

Besides 'inadequate provision', the main defects pointed out in the existing system of training were :

1. Lack of integration in programs of training teachers for different levels,

2. Insufficient coordination between work done in training institutions and in schools,

3. Inadequate conception of the role of training institutions for different levels and the consequent inadequate staffing and equipment,

4. The domination of an external examination and its cramping effect on training programs, and

5. Inadequate provision for the training of teachers for certain special subjects.[13]

How glaring these defects must seem to the members of the Team is easy to comprehend even on a brief acquaintance with the English or American scene; the recommendations made to improve the situation are not at all too radical from that view point.

The Team suggested that efforts be made to establish articulation in the training of teachers for the different school stages* and all training of teachers be brought under the same authority 'which will deal with it as an integral process.' Also, active cooperation be established between universities, training colleges, the State Departments of Education and the schools. To achieve these desirable ends, it seemed

* In India, teachers for secondary schools are trained mainly by the universities, and those for primary schools, by the State Departments of Education. There is no link between the two systems.

obvious to the Team that—"a machinery like the ATOs of England and Wales would be a practical solution."[14]

The reasons why the idea of the ATOs failed to make much headway in spite of repeated suggestions in its favour have already been briefly indicated. Not only that the trainees for primary schools have a much lesser educational background. Their training usually involves a modicum of general education besides professional, their medium of instruction is the regional language, and their teaching-staff is largely composed of graduates and under-graduates with primary teachers' training. The training of graduates for secondary schools, on the other hand, is purely professional, the medium is English, and the training staff is required to hold a post-graduate degree in education and in another academic subject. So far as libraries and other equipments are concerned, both types of institutions compare very unfavourably with the existing training colleges in the U.K., but the lot of the primary teacher training schools is much worse. The proposal to orient all these training schools towards the basic pattern is likely to do more harm to academic standards and widen the gulf between the two systems. India is paying the penality of not recognizing early enough that well educated teachers are as important for younger children as for older, and until this blunder is rectified and the level of primary teacher training raised much higher, it seems impossible to achieve any real integration or articulation between the different stages of teacher-training. Nor can teaching achieve professional status as long as its biggest segment remains so inefficient. So far as the educational system is concerned, India must give up the tendency of looking for models and learn to devise her own machinery. To the author of these lines, the idea of 'Institutes of Education' on the English pattern seems redundant in the present Indian situation.

The Present Position of Teacher Training and Advanced Study in Education

As emerges from the discussion in previous pages, the principle of training as an essential preparation for all teachers upto the higher secondary stages has been accepted in India and suggestions for the integration of all teacher training have been made time and again. The achievement in both respects, however, leaves much to be desired.

The percentage of trained teachers at both levels, primary and secondary, in the year 1960-61 was around 65; it is hoped that by the

end of the 3rd Five Year Plan (i.e. 1965-66) it will rise to 75.* These figures do not take into account the shortage of teachers that exists now, for rural areas and for certain special subjects such as the physical sciences, home sciences, physical education etc. The demand for teachers is bound to increase continuously and at a fairly high rate both because of the growing population and in the effort to achieve the target of universal elementary education for all children from 6 to 14 years of age. The need for expansion of the training facilities that now exist can hardly be over-emphasised. This is proposed to be done by expanding the existing institutions many of which are too small and un-economical, as well as by starting new ones.

As regards the organization of teacher-training, it remains divided into two compartments in spite of repeated suggestions for the contrary. The target of at least two years of concurrent training after matriculation for all primary and junior-secondary teachers is far from being achieved yet, though some of the educationally more advanced States** are fairly near the goal. In case of graduate teachers for secondary schools, one year of purely professional training is the common pattern and only very recently a start has been made to train teachers for technical, science, and other special subjects through 4-year concurrent courses.***

Scope for the Development of Educational Theory: This existing pattern of teacher-training in India is far from being conducive to the advancement of education. As regards the trainees for primary schools, their general educational background is too poor for anything more than an elementary acquaintance with the basic educational principles. In case of graduates the training period of one academic year (during which the claims of practice-teaching on the time and energy of the students are fairly heavy) is so short that the study of educational theory in any depth is just not possible. Though a few of these students (beween 5% to 10%) may already have a fair background of education****, psychology, philosophy, or sociology, the majority need not have any, and the post-graduate teacher-training coure—usually called the B.Ed.now—is to be geared to the needs of this majority.

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* The Third Five Year Plan, p. 575, Manager of Publications, Delhi—1961.

** Such as the States of Kerala. Madras, Mysore, Andhra, and the Centrally administered area of Delhi.

*** In the university of Kurukshetra (Punjab) and in the four regional colleges started by the Central Ministry of Education in Ajmer, Bhopal, Bhubaneshwar, and Mysore.

**** Which is a first degree subject in some of the Indian universities.

Both these situations are unfavourable to the growth of education whether in its liberal or professional aspect. The total separation of the two systems of training has prevented the growth of any educational agencies that could carry out comprehensive and sustained programs for the development of the various areas of education. What the university departments are able to do now is, to say the least, far from adequate. The only opportunity for some advanced study of education now is during the one year M.Ed. course for which the basic qualification is graduation plus B.Ed. or its equivalent training, but to which many students come with an M.A. and some teaching experience. The M.Ed. used to be, and in many cases is now, a broad based course comprising of papers on (') philosophy and sociology of education, (2) advanced educational psychology, (3) comparative education and such other areas as (4) tests and experiments, (5) administration and supervision, (6) educational and vocational guidance, etc. Variations are found from university to university in the total number of papers to be taken, in the contents, and in respect of compulsory and elective papers. Most universities now require a small research-project in part fulfilment of the course and the number of theory-papers may vary from three to six.

With judicious planning and teaching the M.Ed. can thus provide a broad based, advanced course in education* which in case of the few who might go on to a Ph.D., could be followed by intensive, specialized and some original work in a particular area. There is at present almost a complete absence of any programs of specialized teacher-training to come after the initial (B.Ed.) such as the various diploma or certificate courses of the British universities. As a result, suggestions have often been made to gear the M.Ed. to more specialized work. The writer of these lines is strongly convinced that the solution lies not in damaging and distorting the little advanced work that is now being done through the M.Ed. but in providing separately for such additional specialized courses as be considered essential in the present situation. On the contrary, the M.Ed course to be of real value, must be extended to two years. Or else, our educational standards are bound to remain diluted and our degrees of much less weight than their British counterparts. The one virtue that

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* Some what similar in standard to the Academic Diploma of the London University, but certainly less advanced than the M.Ed. or M.A. (Edu.) of English universities or the present Ed.B. or B.Ed. of Scottish universities which require 2 to 3 years of study.

Indian educational system ought to learn from the British is the zealous anxiety to keep up the standard of the university degrees.

If the M.Ed. is adequately developed into a broad and advanced degree the chances of the advancement of the different areas of education should be much brighter. At present the university departments of education in India have only one professorship of education each, in which the duties of the head and administrator tend to deflect a lot from those of the professor. Professorships in any special branches such as philosophy, educational psychology, history of education or comparative education do not yet exist. A more advanced M.Ed. course is bound to require a stronger and more specialized faculty of education.

Education as an Academic Study: Another direction which might prove propitious for advanced work in education is the inclusion of education, in some Indian universities, as one of the electives for the B.A. degree. Thirteen universities at present provide for education at the B.A. level. These are the universities of Agra, Aligarh, Allahabad, Baroda, Bombay, Calcutta, Gauhati, Gorakhpur, Jammu & Kashmir, Lucknow, Poona, Shivaji, and Utkal. The Aligarh university was the first to introduce education as a degree subject in 1937. In the other universities, it was introduced as such only after Independence. Calcutta, Gauhati, and Shivaji universities provide also for B.A. Honours in Education. In no university can education be taken as part of the B.Sc. degree.*

The first university degree in India is largely of the general type and comprises of 3 main subjects, of which education, studied as an academic subject with no professional bias, may be one. At present the study of education at the B.A. level is, however, like a blind alley for no higher degree in education may be obtained except through teacher-training (the B.Ed.)** whereas any of the other two subjects taken for the B.A. can be pursued at the M.A. or M.Sc. level. This anomaly in respect of education has hindered its growth as an academic subject. Some

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* This information has been collected from a manuscript paper received from the U.G.C.along with their forwarding letter dated March 2,1965. A Committee appointed by the U.G C.is currently examining the suitability of education as an academic study. It has met twice, on May 4, 1964 and again on Feb. 3, 1965. The final observations of this Committee will certainly influence the future pattern of the study of education in India.

(N.B. The recommendations of this Committee have been briefly published in The Hindustan Times dated Feb. 28, 1966, and discussed towards the end of this chapter.)

** An exception now is the M. A. (Ed.) started by the Aligarh Muslim University. since the year 1967.

of the brighter students who might get genuinely interested in education during their first-degree years connot go ahead simply because they do not want to be school teachers and find professional training both unattaractive and irrelevant to their purpose.

The question of starting M.A. Education as an academic course has hence been under consideration for some time. That it has not yet been started anywhere is due perhaps as much to the lack of initiative and enterprise, as to nsufficient support for a purely academic degree in education, by the faculties of education themelves. The Central Institute of Education in Delhi, which is a constituent part of the National Council of Educational Research and Training (NCERT), is now examining the feasibility of introducing such a course.[15] And there are indications that M.A. Education may soon be started by at least a couple of Indian universities.* If carried out with efficiency and imagination, there is little reason why this move should not make a success. The existing facilities for the M.Ed. are too inadequate to meet the need for all teacher-educators and higher educational personnel in India. Moreover, The M.Ed. does not often attract the best students, and is not a very effective instrument for the development of the liberal aspects of educational sciences. There is great need for rigour as well as range in the study of education. The proposed M.A. should be able to co-exist with the M.Ed. and answer the need to a big extent. With efficient planning and good career-prospects for those who take it, this academic course can be very useful in the Indian context.

Research in Education

As a university study, education has a short history of just about 20 years. It is not surprising, therefore, that its contributions in research and literature are meagre. The first significant reference to the need for educational research is seen in the University Education Commission Report of 1949. It pointed out that not much 'systematic research' was being done but added that some original work by professors and lecturers in education was 'of high quality'. It suffered, however, from "isolation and lack of inter-university planning"[16] which spotlighted the need for a central, coordinating agency.

The significance of research was again very effectively brought out in 1951 by Professor K.G. Saiyidain, the then educational adviser to the Government of Bombay, in the followiog words:

* Vide letter dated 15.2.1965 from Dr. A. Mujib. Prof. of Education, Aligarh Muslim University, Aligarh, U.P.

> "Education in India is still—virgin soil for research.—You can borrow is science and technology without much difficulty, but in the social and philosophical studies this is much more difficult and risky. In this field a nation must pass through its own travail of creative thinking and experience.—It is therefore the business of our training colleges to assume the role of educational leadership and to carry on research and experimental field work."[17]

On the same occassion Professor Naidu of the Department of Education, Allahabad University, emphasised the intimate relationship between the professional status of the teacher and his expert knowledge which comes only through research, and reiterated the need for an all-India body for coordinating and guiding research.[18]

The need for an all-India agency in the sphere of educational research cannot be overemphasised. With strictly limited resources both in finances and personnel, India could ill afford either duplication of effort, or the non-utilization of whatever research was being done in different parts of India. Till very recently, there existed no educational journal or literature of any kind through which a student could apprise himself of what researches had been or were being done in the other university departments of education, and allied institutions. Any proper utilization of the results of research was out of question in these circumstances.

To overcome these serious handicaps, and meet a long felt need, the National Council of Educational Research and Training (NCERT) was constituted in 1961. It is the sincere hope of all concerned that its birth will prove a landmark in the development of educational studies.

The Organization, Scope, and Functions of NCERT : This Council is an autonomous body. The management, direction and control of its affairs is vested in a 12 member Governing Body whose chairman is the Union Education Minister. The main agency for working out the objectives of the Council is the National Institute of Education which has been created by bringing together in some administrative relationship a number of important, independent national institutions[19] which had been functioning for some time in their own spheres. A special Unit has been established in 1964 specifically for the study of Teacher-Education. It is hoped that it may become the nucleus for a National Council of Teacher-Education, need for which is being strongly felt. The special significance of the NCERT lies in its being a single common forum for the collection

and dissemination of information related to educational research and training of higher educational personnel on an all-India basis. The scope of its activities is, however, much more extensive. Thus, the Council "undertakes, aids, promotes and coordinates research in education; organizes preservice and inservice training of educational workers mainly at an advanced level, as well as educational extension work; disseminates information about improved educational techniques and practices, and undertakes, sponsors or organizes studies, investigations, and national surveys relating to educational matters or the appraisal of educational programs."[20] The Council has and is keen to extend its international contacts. Nine of its research projects have been included in the International Cooperation Research Program which is being jointly supported by the Government of India and the United States Office of Health, Education and Welfare.

Much will depend on how efficiently these various educational and administrative functions are carried out, and to what extent the Council is able to enlist the cooperation of actual workers in the field of education. In India, a national agency of this nature has a task of immense magnitude which offers a challenge to her best educational thinkers and administrators.

The work of the National agencies and institutions apart, the University Departments of Education still have the major role to play in the advancement of their discipline. The teachers and professors of education have a moral obligation (which many feel but few have tried to fulfil) to contribute something to educational literature that will stand the test of time, and be specially relevent to Indian conditions. They must also see to it that nothing passes by the name of 'reasearch' either at the M.Ed. or the Ph.D. level that has no direct or indirect contribution to make. Much more needs to be done to encourage cooperative and coordinated research where students and staff, and school-teachers can work jointly in important educational investigations and projects. Such coordinated research could also be tried out by engaging groups of M.Ed. students together to work on different facets of a single problems. The result of such coordinated research could perhaps be better than that achieved now in many of the frivolous attempts of individual students. For improving the quality of M.Ed. research, it would be wiser also to make the writing of a dissertation optional rather than compulsory, so that only those who have some real interest and inclination would attempt

it. Others could more profitably engage in studying other education courses in lieu thereof.

In view of the limited resourses, it has been suggested by many educational thinkers that research work should be undertaken "according to certain well defined priorities", and a list of educational problems was actually drawn up by a working group during the 6th Conference of All India Association of Training Colleges (AIATC) in 1961. The need for 'action' or 'operational' research rather than pure or basic has also been repeatedly emphasised. To be of real benefit, it is suggested, research must 'attack' practical problems. After studying the Indian situation, Dr.Corey of Teachers College, Columbia University strongly felt that :

> "No educational research project should be undertaken unless its consequences give promise of improving significantly an important educational practice or operation" in some direct or remote manner.

These are suggestions well worth bearing in mind if our scanty resources are to be fully utilized. A substantial part of the resources could well be used for giving proper publicity to the research work now being done.There is a great paucity of good educational journals and periodicals to serve as forums for research and even for communication and exchange of educational information and thought. Effective communication media are essentially required for encouraging the use as well as the production of educational literature in India.

Shape of Things to Come : As in other spheres of educational development, so in teacher-education, India is at least fifty years behind many of the other advanced countries. New ideas and suggestions pour in, specially from U.S.A and the U.K., but often the circumstances are so difficult and problems so complex that not many of these can be put into practice. This has caused great ferment, and a change for the better is striving to emerge. Some recent developments are indicative of the future pattern.

The NCERT, in collaboration with the AIATC recently sponsored a study group to examine the existing organization and programs for the training of Secondary Teachers and to formulate measures for reorganization in view of the needs of the 4th and subsequent five-year plans. The Group comprising of a number of distinguished educationists[22] met in Baroda in the Ist week of March, 1964, and submitted a Report which

it suggested should be discussed at the 7th Conference of AIATC to be held at Mysore in June, 1964. The recommendations of this Study Group were later endorsed by the Conference. This Report is likely to be very important for the future of educational studies in general and of teacher-education in particular. Some of its more important recommendations may hence be discussed here.

Recommendations of the Study Group on the Education of Secondary Teachers in India

These could be summed up, for convenience, under 3 broad heads, viz., Administration, Organization, and Other Programs.

Administration : The Group have expressed the opinion that the Central Government must assume greater financial responsibility for the development of teacher-training, which holds a pivotal position in any system of education. Early steps should be taken for the setting up of a National Council for Teacher Education and State Councils for Teacher Education which should be responsible for the planning, coordination and improvement of all teacher-education in their respective spheres. In the mean time, master plans of teacher education should be prepared by each State Department of Education and these together be consolidated into a master plan for the country as a whole. All teacher-education should be free and the entire cost be borne by the governments.

The significance of these recommendations for the improvement of teacher-education is undisputed, and it is hoped that the outstanding need for a National Council and its State-branches will soon be met. Making teacher-education entirely free may not be possible in view of the already exorbitant financial committments that the major educational schemes involve.

Organization : The Study Group have emphasised again that the teacher-education program be regarded as an integrated whole and not compartmentalised into different stages. A plan for organizing "Comprehensive Colleges" has been worked out as a first step to amend the existing situation. It has been pointed out that one of the main weaknesses of the existing training institutions* is their small size. The Comprehensive Colleges should have a minimum strength of 300 students; should train both primary and secondary school teachers; and offer

* At present there are 250 for secondry and 1300 for primary teachers.

concurrent as well as post-graduate training courses. The Group are convinced that four-year integrated Degree-courses can be useful in many ways and recommed that a beginning be made in this direction in 'selected centres' where facilities exist for both academic and professional training. Some of the comprehensive colleges might also undertake the training of special educational personnel, and post-graduate work in education.

This idea of starting some comprehensive colleges to integrate all teacher-education and serve as models for others is clearly inspired by the example of American Teachers Colleges.* In many ways this seems to be a better solution than the one made earlier by several groups and individuals for starting Institutes of Education on the English pattern. Instead of bringing all training schools and colleges, of different standards and levels of efficiency into a loose and perhaps nominal relationship under Institutes or A.T.Os,it could be much more helpful if the proposed comprehensive colleges gave a lead in the desired direction, by taking students, say, after the higher secondary stage and training them through concurrent courses for teaching at pre-primary, primary and lower secondary levels. Graduates might still be considered more suitable for the higher secondary stage; and some special emphasis could always be given for teachers of different stages. With improved facilities for work and a well qualified staff, these colleges should prove suitable ground for the development of different areas of education.

Other Programs : Besides suggesting improvements in the existing B.Ed.and M.Ed. programs,the Group recommended the institution of one-year diploma courses for training specialized personnel such as counsellors, audio-visual experts, specialists in library science etc. A special Diploma course at post-B.Ed. level has been suggested for preparing teacher-educators for primary teacher-training institutions.

The details of such courses have to be worked out carefully, but their need is undisputed. Much guidance can be had in this respect from the various certificate and diploma courses now being offered by the English Institutes of Education, specially the London University Institute of Education which offers the biggest variety.

In view of the specific task entrusted to this Study Group, it is not surprising that the more academic types of courses in education have

* A paper on "Comprehensive Colleges of Education" was presented to the Group by Dr. Leonard and Dr. Bell of the Teachers College, Columbia University.

not been mentioned in its report. And yet, the recommendations of this Study Group, along with the plans for M.A. (Education) which are now in the process of maturing, should be able to herald a new chapter in the development of education in India.

Another more recent, and most important educational document which is bound to influence the course of teacher-education and eduea-tional studies is the now unpublished Report of the Indian Educational Commission.* The Report is going to be published soon. But in the mean time, it has been possible to study the "Draft Report of the Task Force on Teacher-Education and Teacher-Status and to examine such important observations of this Task Force as have special relevance to the present study.

Observations of the Task Force (of the Indian Education Commission) on Teacher-Education and Teacher-Status :

In the rather long and detailed Report of this Task Force, the sections which have special significance here are those on (1) Improvement and maintenance of standards in Teacher-Education, (2) Post-Graduate Studies and Educational Research, and (3) Education as a Discipline. The basic recommendations and suggestions of each one of these three sections may hence be outlined here :

Improvement and Maintenance of Standards in Teacher-Education : In view of improving standards in teacher-education it is recommended that the ultimate objective should be to bring all teacher-education under the jurisdiction of the universities. The difficulties involved are not over-looked. But it is hoped that this can be done through a suitable and phased—program within 15 to 20 years—provided the program is given due priority and adequate funds are made available.[23]

It is suggested that the U.G.C. can help the attainment of this objective by establishing Schools of Education in selected universities, which should develop research and training programs in collaboration with other disciplines. To coordinate teacher-education at the national evel, the U.G.C. should also set up a Standing Committee for Teacher-Education.

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* The Education Commission was set up by the Ministry of Education, Government of India in July, 1964. The report of this Commission was scheduled to be submitted in March, 1966. Its term has now been extended by three months (vide The Hindustan Times dated March 31, 1966 page 11).

Another important observation that the authors of this section have made is that teacher-education programs have to be viewed in the context of the total program of university education. Teacher-preparation cannot be the sole responsibility of the faculties of education which take the candidate as he comes from the other general faculties,and impart him only a brief training. The faculties of education cannot make 'silk purses out of sow's ears'.[24]

The idea is not new, but surely it has much relevance in the Indian situation. The need for a strong and sound base of general education for all teachers has long been granted in the educationally advanced countries. So also. the desirability of inter-departmental approach for effective teacher-education. It is high time that in India we set about implementing the idea and not stop at paying lip-service to it.

Post Graduate Study and Research in Education : It is pointed out in this paper that among the other deterrents in the way of the advanced study of education, one is that even the existing post-graduate degree i.e. the M.Ed., has little market-value. In suggesting remedial measures to this situation, it is remarked that :

> —"no half way measures would solve the problem. This has rather to be tackled in a fundamental manner. The problem would be effectively met only when the whole field of educational work is made sufficiently attractive in terms of prospects of material advancement and social status, comparable to other learned professions requiring similar preparation."[25]

The question of career-prospects is so closely interlocked with that of attracting bright students to education that the above point cannot infact be overemphasised. However, the other suggestion made in view of drawing a better and brighter clientele to the advanced study of education is the starting of a 2-year M.A. course where education can be studied as an academic subject. An inter-disciplinary approach is required for the success of this program. It is suggested, therefore, that this may be tried out only by universities having a strong faculty of education and social-sciences.[26]

Need for both fundamental and applied research has been emphasised. In this connection, it is suggested that some 'Advanced Centres of Study in Education' should be developed in appropriate universities— which should draw up coordinated programs of research on a priority

basis. Problems of research may be referred to these centres by any agency of education.

Whether the Advanced Centres should be set up in selected universities or as corporate bodies on the pattern of the Scottish Council for Research in Education is a question open to deliberation. The need for coordination and priority--programs in educational research is, however, undisputed and has been pointed out time and again.

Education as a Discipline : This paper included in the Draft Report of the Task-Force presents a strong case for treating education as an academic discipline and for rectifying the error of equating it with teacher-training or pedagogy. It is pointed out that during the course of time education "—has built up a structure of knowledge, a field of study, and an area of investigation which is typically its own. It has branched out into fields of specialized study and research.—It has contributed significantly to practically all the fields it has drawn upon."[27] On these and allied grounds, education may be called a discipline and classed as a social science.

The paper further makes the significant point that though the parent disciplines may have a universal character, once they converge into the social enterprise that is education, they take a national colour. For this reason, education is not a discipline that can be imported from abroad. It must grow in native soil. "The task, therefore, is to start building up an edifice of knowledge pertaining to education taken in its comprehensive meaning—an edifice of thought and practice which will be grounded in our national aspirations and can vitalise and rejuvenate our thinking in all fields of educational effort."[28]

That this 'edifice of knowledge' can only be built by making much better provisions for the academic pursuit of education is obvious from the context. The author*of this paper had in fact set the ball rolling by publishing a paper earlier under the title "Education as a University Discipline."** The subject aroused much animated deliberation among faculties of education in Indian Universities, and arguments were presented for and against treating education as an academic, apart from a professional study.*** A very favourable climate has been created for

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* Professor A. Mujib of the Department of Education, Aligarh Muslim University, Aligarh.

** See the Journal of University Education, } Federation of Central Universities

*** See the Journal of University Education, } Teachers Association, INDIA

the academic study of education by educationists subscribing to this view point. But for the fact that in India there always tends to exist a big gulf between thought and practice, sound ideas and their efficient implementation, the stage seems all set for promoting the academic pursuit of education. The recommendations of the Committee set up by the U.G.C.* to investigate this issue have come out very recently and are so favourable as to provide a happy climax.

Education as a University Discipline: Recommendations of The Committee set up by the U.G.C.

A brief report of these recommendations has come out in *The Hindustan Times, dated February 28, 1966* and runs as follows:

"A Committee set up by the University Grants Commission has recommended the study of education as an elective subject at the undergraduate level to induce a better class of students to take to teaching.

"At present education as a discipline and a profession is generally confined to second and third class students. Its study at the undergraduate level will promote a more imaginative consideration of various principles underlying teaching. The Committee feels that though this course will not be an adequate preparation for teaching in higher-secondary schools, and will therefore, not be able to meet the shortage of trained teachers, such a course will promote cultural and liberal educational values.

"The course would also be found useful by women candidates who intend to take up social work and home economics. Besides, *it will prepare students interested in taking up a two-year master's degree in education.***—"At present, only 13 universities have education as an elective subject at the B.A. level and only Calcutta and Gauhati have facilities for a B.A. Honours course. *If slowly, even a master's degree course is instituted in this subject students with better academic and intellectual merit would be attracted to the subject.*"**

It is hoped that these recommendations of a special committee of the U.G,C. will serve as a mandate for popularizing the academic study of education at the under graduate level as also for instituting a post-graduate academic degree in some of the universities. There is need for

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* See page 69.

** Italics mine

caution and imagination for the efficient implementation of these recommendations. On the one hand, care must be taken that M.A. Education in no way becomes a softer degree; on the other, that it promotes some original thinking and writing in the different spheres of education. It is high time that in areas like sociology, psychology, administration and supervision etc., we stop depending wholly on books by American and English authors, and learn more about our own situation. To attract students who will be able to make some original contribution, much brighter career prospects will have to be provided than are available now to those doing the M.Ed. The success and usefulness of this move towards the academic study of education will thus depend on how efficiently it is executed.

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CHAPTER V

THE STUDY OF EDUCATION IN THE U.S.A.

BEFORE embarking on a discussion of the system of teacher-training and advanced educational studies in U.S.A.,it seems essential to note a few basic features of the educational system of this country. Local autonomy is highly priced here which accounts for great variations from State to State, and perhaps even within each State. Yet there are certain common characteristics which set the pattern for the variegated hues of which the educational system is composed. Thus, there is provision for universal, compulsory and free education from 6 to 16 years of age; the upper limit often extending upto 18. The elementary stage is organized in 2 or 3 units such as 8+4, or 6+4+3. In some parts this is followed by another 2 years of free education in "public junior colleges". But normally the liberal arts colleges and the State colleges admit selected High School graduates and offer them at least 4 years of instruction leading to the award of a bachelor's degree. A few under-graduate institutions call themselves universities, and some graduate divisions of universities call themselves colleges.

Curricula in American schools show exceptional breadth and variation,the idea being that if education is to be extended to all children, individual differences must be catered for. Emphasis on democratic citizenship has influenced the methods as well as the content and accounts for the importance attached to discussion techniques and 'direct learning' experiences. Co-education is almost universal at all levels. The dominant American philosophy is that it is desirable for all children of all people to go to school together where they can learn the art of living as Americans.[1] This, as will be seen, results in common requirements educational and professional—of all teachers, unlike in England where the public and the grammar schools may willingly dispense with the teacher-training requirement in a graduate they think otherwise well qualified.

Brief History of Teacher Education in the U.S.A.

As in most other parts of the world so in America, teacher education is a 19th century development.The earliest effort to prepare teachers

appear to have been made in 1806 "when the Lancastrian method of teaching with its model schools for demonstration purposes was brought to New York and applied in the schools operated by the Free School Society."[2] Travellers to European countries brought news of experiments made there, and the 1st normal schools started in the U.S. in the 4th decade of the 19th century. The development, however, was slow. By 1861, just prior to the Civil War, there were only 11 State normal schools.[3]

The years after the Civil War witnessed a vast expansion of every phase of American education including the education of teachers. But till this time, the demand to train teachers referred only to elementary school teachers. Gradually, the 2-year programs of the normal schools were extended to 4-years, and these were later redesigned to prepare teachers for high sehools. Only towards the end of the 19th century came some general agreement that a body of professional knowledge existed which ought to be communicated to all prospective teachers. But even at this stage, the "content, method controversy" had come to the surface. Many people believed that a good and sound education was the best preparation for teaching.The function of a normal school as expressed in a report of a N.E.A. Committee in 1899 throws some light on the prevailing attitude. This function was :

—"the teaching of subjects that they in turn may be taught—the development of character—a preparation for life that it in turn may prepare others to enter fully, readily, and righteously into their environment."[4] It would seem from this statement that pedagogy and the theories of education had not yet made sufficient impact to merit attention. In countries like Germany, Switzerland and France this was a period of new development in educational philosophy, psychology and in methodology. The currents were slowly but certainly finding their way into the teacher-training institutions in America.

By the turn of the century the interst in the training of secondary school teachers had grown to such extent that universities and liberal arts colleges could no longer persist with their hand-off policy. One result of this growing interest was the introduction of education as a subject of study in its own right. Though some stray efforts had been made much earlier to bring education into the university, the first permanent chair in education was founded by the University of Iowa in 1873.* This chair was

* Snyder, H.E. (Ed.) : *Education of Teachers in England, France and U.S.A.* pp. 234-35.

built on a normal department which had exited there since 1855. The purpose was specifically to prepare teachers for advanced schools. A number of universities followed suit, setting up either normal departments or regular professorships in education. Soon some of these like Columbia (through its Teachers College) and Chicago became flourshing centres for graduate study of education. The movement advanced so rapidly that by 1890, over 100 colleges and universities out of a total of 400 were offering teacher-education courses* of one type or another. The trend continued in the 20th century so that by the year 1960, more than 12 hundred institutions were engaged in the training of teachers. The followlng table makes it clear that the task of teacher-education in the U.S. is being undertaken by a variety of institutions and is no longer the concern of any exclusive agency :

Institutions of Teacher Education**

Junior and 2-year Colleges	—	168
Teachers Colleges	—	95
Liberal Arts Colleges	—	45
Multipurpose Colleges and Universities	—	920
Total		1228

As is natural, this diversity results in widely varying standards of achievement. The facilities for work, the number and qualifications of the faculty, and the State certificate requirements differ from place to place. The formation of a National Accrediting Association is hence considered a very hopeful step for raising the standards of teacher-preparation to "defensible heights"

It is pointed out that during 1930-50, the Junior and 2-year Colleges were active mainly due to the shortage of teachers in elementary schools and the demise of normal schools. If only the 4-year institutions are considered, it is clearly seen that universities and multipurpose colleges form the bulk, representing almost 86% of the total 1060 institutions. From this it is easy to infer that universities in America are playing a much more important role in teacher-education than universities

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* *Ibid.*

** Stiles & Others: Teacher-Education in the (U. S.), p. 96, The Ronald Press Company, New York, 1960.

elsewhere. This also partly accounts for the growing inter-departmental approach to teacher-training which definitely is an American innovation, and therefore more characteristic of that country than of any other.

Post War Development in Teacher-Education in America

One of the major developments has been an increased emphasis on liberal education as against pedagogy,With a view to raising standards, almost all the States now require a bachelor's degree for any initial teaching certificate. There is a growing tendency to require a 5th (and even 6th) year of college preparation for high school teachers during which they can take a Master's degree in Teaching or in Education. Fifth and 6th year programs for converting graduates of liberal arts colleges into teachers are becoming quite common but even these, curiously enough, are not purely prefessional. Among the professional parts of teacher education practice-teaching, by common consent, gets most importance. The trend is towards making it a full time experience.

Since 1950, the terms 'inter-departmental approach' and 'all institution approach' have become quite common in relation to teacher-education. What these signify precisely is that teacher-preparation is not the sole responsibility of the faculty of education. There is usually a 'council on teacher-education' representative of the various faculties, which formulates and works out the policies and programs; the faculty of education obviously playing the main role. Here again, there are many variations, ranging from complete inter-departmental teaching of prospective teachers to having a few members of other related faculties as consultants in the faculty of education. Another variant is that of joint-appointments, where a member of the education faculty is simultaneously appointed and works also in the department of his basic discipline—whether philosophy, sociology or even history or mathematics. This is done to ensure a continuous flow of ideas and knowledge from other departments into education, to promote inter-departmental cooperation, and to attract some of the first rate people into education. It is to be hoped that these approaches will promote the enrichment of different areas of education. Yet at the same time they might make the skeptics more skeptical whether anything like a discipline of education exists at all.

Team-teaching is another new development. A student-teacher may be attached with one or more senior teachers of his subject with whom he or she will work jointly for some time, thereby learning from

their experiences. With the ever increasing number of new technological devices of teaching, use of such devices also forms an important part of the training programs. Programs giving special attention to mental health, international-understanding and comparative education are becoming more popular. The Russian advances in sputniks and space-travel have resulted in special attention towards the training of teachers for mathematics and physical sciences.

In conclusion, it might be said that although there is little co-ordination and little common-ground in these new developments, some general trends can be identified. Thus :

"Programs of teacher-education are becoming longer. There are attempts to make them more challenging and effective. There is increased emphasis on preparation in liberal arts and a correspondingly deeper involvement of faculty members other than professors of education. More attention is being given to practical experience and to relating theory and practice. Adaptations are being made to new school curricula, new forms of school-staff organization and new technological devices for teaching."[5]

What the long range impact of these revisions will be it is hard to estimate. There is a fairly wide spread feeling that "American educators have been much more prone to act and describe their activities than to do careful evaluative research concerning their effectiveness."[6]

Professional Preparation of Teachers; Impact on the Development of Education

Controversies about teacher-education have often centred on the professional phase. The professional program has been criticised for 'superficiality of treatment, redundance of content, overemphasis on theory' and its failure to challenge intellectual curiosity of the student. In fact, of all professional preparation, it is the courses in education that have come most under fire. It has been pointed out that there is lots of duplication, and lack of content in education courses. Unsound and untested theories abound in the sphere, teaching of education courses is poor in quality and students majoring in education evince lower academic ability.[7] To say the least, it should be a matter of the greatest concern for all faculties of education if there is any amount of truth in this criticism. One of the main reasons for this state of affairs, as some American educationists see it, is that during the first half of the 20th

century, courses in education have been instituted in State after State by legislative measures, without sufficient research and experimentation to validate their worth.[8] Why the faculties of education should allow this to happen is not so clear, unless one concludes that academic freedom either does not exist or is not asserted.

Emphasis in professional programs ranges now from limited attempts to develop skill in teaching to broad efforts to influence attitudes and personality, to develop qualities of leadership, and to provide background for scholarship in the foundation areas of education. On the one hand, the number of education courses from which to choose has multiplied greatly, on the other, attempts are being made to standardize the entire curriculum in education. Student-teaching, methods, and educational psychology are fairly common. A course in 'School and Society' or one dealing with 'the organization and functions of the school system' is typically required. Some institutions offer a course in 'Human development' apart from one in 'psychology of learning'. Only a few still require separate courses in philosophy or history of education. Fused courses like 'foundations of education' are often included to give the prospective teacher a general orientation towards the theory of education.[9] It is possible that as research provides evidence that certain programs are better than others, the courses in education will become more 'set'. It is acknowledged at the same time that the professional program has yet to win general approval by proving that such study can be rigorous and disciplined.[10]

It appears from the above mentioned details that in spite of closer association of teacher-training with universities education courses in the U.S.A. fare no better than in other countries where universities do not shoulder the same responsibility. In fact the whole concept of university education is so different in the U.S.A. from what it is in the U.K. that the association of teacher-education with universities could, in itself, be no guarantee for better work in the U.S.A. The 'explosion of knowledge' is perhaps greater and faster in America which, coupled with the tradition of local autonomy, makes it terribly difficult to separate the wheat from the chaff. Yet, if the study of education and its advancement as a discipline has to have any bright future, the start must be made by improving the quality of education courses at teacher-training level. No strong edifice has ever been built on weak foundations. The task of distinguishing the central and basic from the peripheral and the epheme-

ral should hence be a challenge to America's best educational thinkers. There is evidence to indicate that at least some of them are fully aware of this challenge.

Prevalent thinking regarding the importance of education and teacher-training : Those aware of the challenge and competent to take it must strive hard if education has to be rescued from its present unenviable position. If Dr. Conant's portrayal is some indication of the situation as it exists, teacher-education in America ranks very low in prestige. In *The Education of American Teachers*, he starts by pointing out that many academicians (professors of Arts and Science) do not see any reason for the existence of a school or faculty of education. "Many academic professors believe that the courses given by the professors of education are worthless and the degrees granted—of little value. —And unfortunately what some professors of education have written about education can be labelled anti-intellectual. —As for the attitude of the students taking State required courses, I must report that I have heard time and again complaints about their quality."[1] He further points out that virtually no recent cases of 'certification reform' have increased the number of education courses; most have, instead, required increase in academic courses. According to a former president of the university of Chicago "All there is to teaching can be learned through a good education and being a teacher". Some such thinkers exist in all countries and may always exist. Yet, if education has to stand on any strong footing, scientific evidence must be produced to show that a body of professional knowledge exists which if properly conveyed can definitely add to teaching-efficiency and competence, and make an educated person a better teacher.

This attitude of inferiority towards education courses also reflects in the continued hostility of Liberal Arts Colleges towards the study of education. As another professor* has pointed out, most teachers do not yet have a respectable amount of esoteric professional knowledge to give teaching any real professional status. The familiarity with the teachers' *modus operandi*, he says, has not in many cases added to their professional prestige. The issue, therefore, becomes two-pronged. On the one hand, it must be clearly established that education has content that is useful and perhaps indispensable for good teaching, and secondly that

* Dr. Willard S. Elsbree, Professor and Head, Department of Educational Administration, Teachers College, Columbia University.

if such knowledge exists, all teachers must have it. The need for a "Theory of Education", if education-courses may be so termed for convenience, can be fulfilled neither by added academic content, nor increased practice-teaching. It is a pity that as late as in 1960s, education should still stand in need of vindicating its position both in teacher-education and as an academic subject. Why is this so, specially in America, can be best understood only through the analysis of American educationists :

"The problem arises because the profession itself has been slow in formulating a sound, longterm program and in place of the expert, lay influences have assumed the leadership.—Without doubt the weakest point in the current situation is the relatively low standards which obtain in many of the 1,200 institutions which prepare teachers. The staffing problem has been extremely difficult due to low salaries and low prestige. The ablest men and women have been reluctant to accept positions in teacher-training institutions."[12]

How can this situation be remedied ? The auther of the above lines gives indications which seem as useful and relevant for other countries as for America :

"The solution would seem to lie in two direction. One, to eliminate through accreditation procedures which give little promise of high quality and raise the level of efficiency—In a country where local autonomy and decentralization of authority are highly priced, the achievement of this objective will be difficult.

"A second problem, not specially unique to the U.S. is the confusion regarding the qualities and traits which make for success in teaching. Research has contributed little to our knowledge of the ingredients of good teaching. This is partly due to the differences in philosophy on part of educators, and partly due to the absence of reliable measuring devices— But it is imperative if real gains are to be made in education that we indentify the characteristics that are inherent in good teaching."[13]

It is to be hoped that as teaching as a profession and education as a discipline come to maturity, most of the existent problems will be solved and confusions resolved.

Graduate Programs in Education

Though the graduate (or post graduate, as termed in India) programs are likely to suffer from some of the same weaknesses as the undergraduate, the fact remains that a lot of work is being done in America at this level, and the hope for the advancement of education lies in that part of it which is of really good quality.

Till the end of the last century, universities in America followed the practice of conferring higher degrees on their own graduates of 3 years standing and good moral character, just on the payment of fees for the degree. A resolution in 1893 to prepare a list of American universities qualified to confer the Ph.D. resulted in the organization of fourteen leading higher institutions into the "Association of American Universities". This was a big step forward in weeding out the socalled 'earned' degrees from the ones actually earned. To wards the turn of the century many universities started establishing graduate programs in education. The National Society for the Study of Education was formed about the same time. During the last 64 years of the 20th century, the development of graduate work in education has been phenomenal. Only a brief outline of the organization and working of these programs can be given here. In view of the immense variety which exists from institution to institution, it is impossible to make any unqualified generalizations. The program of a single institution (University of California) is therefore specially being referred to indicate the lines on which the advanced study of education is proceeding in America. This example may be taken as typical of the smaller graduate departments of education. An institntion like the Teachers College, Columbia University which offers more than hundred and fifty types of programs is quite beyond the limited canvas presented here.*

Graduate-programs normally constitute 'professional preparation beyond the first teaching positions'. Since all teachers in the U.S. are required to be graduates, these programs are of a postgraduate nature and come after the B.A. or A.B. plus, perhaps in most cases, the teaching-certificate. Some differentiation is made between professional and academic degrees at both the Master's and Doctor's levels, but the difference is not always marked or clear. Normally the

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* The following observations are based on Chapters X and XXXVIII of the 50th Year Book of the N.S.S.E., Part I—*Graduate Study in Education*, 1951.

M.A., M.S. and Ph.D. degree, are academic while the M.Ed. (M.A.Ed., M.S.Ed., etc.) and Ed. D. denote advanced professional training. In the University of California, the committee incharge of the students work is normally drawn from within the faculty of the School of Education in case of the Ed.D., and includes representatives of other departments in case of the Ph.D. Study of two foreign languages is required for Ph.D. in most universities, but not for the Ed. D. Apart from this requirement, programs for the two degrees can often be very similar. Both involve examination as well as dissertation, and are broadbased.

In California again, programs in the filed of education are carried on by two units-a School and a Department. The Department of Education is composed of teachers who teach the courses in education proper. The faculty of the School of Education includes the Department plus one representative of each academic department which offers a teaching major for Secondary Schools. The School has jurisdiction over teaching certificates and theoretically, over professional degrees, 'though its relation to the latter is nebulous'. When it comes to higher academic degrees (viz. M.A., M.S. and Ph.D.) the Department of Education functions independently like any other graduate department. Many other institutions have similar two or more units of organization.

The graduate courses provide for the preparation of any number and variety of educational personnel, depending on how big the faculty is and how many specializations can be offered. The positions for which provision is often made may be grouped under a few main heads such as supervisory, administrative, teaching (in schools or in Schools and Departments of Education), research, guidance and counselling, etc. An immense variety in specializations exists of which the Teachers College, Columbia is the most glaring example—one of its courses leading to the position of "professor of education for marriage and family life."

In conclusion it might be said that in the U.S.A. advanced degrees in education can be academic as well as professional.There is so much flexibility and variability in admission requirements that almost any type of graduate can come out with a Master's degree after one or two years, and with a Doctor's degree after three or more years of graduate study in education.

Implications for India: The above description of graduate work in education in the U.S., though extremely sketchy and inadequate, brings out at least one point of special relevance to the present study.

A country which can provide university degrees in almost any conceivable subject because of her affluence and too liberal concept of university education can offer little suggestion for India where conditions are very different and higher education is within the reach of very few. The academic status of education, as shown earlier, is far from high though it can be studied both at undergraduate and post-graduate levels with or without any professional bias. The American situation does not therefore answer for India the basic question whether or not education is a liberal and academic discipline which should be studied at university level in its own right, and whether a purely academic degree in education makes enough sense. However, the academic aspect of the subject has been often considered and discussed in the U.S.A. and some of the ideas and views expressed in this connection are excellent, deserving particular mention. A brilef historical perspective will provide the backdrop for the present thinking in this matter.

Education as an Academic Discipline

It is hard to separate the professional and the academic aspects of the study of education anywhere; this is specially so in case of the U.S.A. with their immense variety in educational practices and programs. However, to begin from the beginning, it seems fair to say that education became a subject of university study in the U.S.A. much earlier than in England and Wales. Before the turn of the century many of the States started requiring education courses for secondary teachers, and consequently many colleges and universities had to give up their reluctance and introduce such courses. As pointed out earleir.* the fiirst chair in education was founded in the Iowa Universities in 1873, just three years before the first professorships in education came in the Scottish universities of St.Andrews and Edinburgh.

With the growth of new forms of teacher-education, the content of education as a subject of study also expanded. Pioneering work in the history and philosophy of education was done by Henry Bernard, Horace Mann, William Payne, Paul Monroe, Ellwood P. Cubberly and Elmer Ellsworth Brown. These pioneers were significantly influenced by the writings of their European counterparts such as Gabriel Compayre, Karl Schmid, and Karl von Ranmer. Similarly, Thorndike, Cattell and others were beginning to lay foundations of educational psychology

* See page 81.

building on the work of Wertheimer and Max Wundt; while F.W. Parker, W.T.Harris, G.S. Hall, Frank and Charles McMurray and others were building on educational methodology as well as a new child study movement on the foundations of Pestalozzi, Herbart, Froebel, Rein and Ziller. At some of the new graduate centres like Columbia (Teachers College) Chicago and Leland Stanford, "These scholars were beginning to apply the latest scientific techniques to the study of education, and constructing a new academic discipline through their efforts."[14]

In the 20th century, the role of universities became increasingly more important. Graduate school professors made many substantial contributions to the theory and practice of education. In the early years of the century, the 'educational-psychology', the 'child-study' and the 'educational-measurement' movements combined to give the study of education a scientific basis. On the other hand, the writings and work of men like John Dewey, W.H· Kilpatric, and others of the same school revived interest in the values and ends of education. And gradually, the overemphasis on techniques yielded to new interests in educational sociology, philosophy, history and comparative education.[15]

Graduate schools also advanced the frontiers of education on the practical side. The training of school administrators and supervisors, and of higher educational personnel became an important part of their programs, and more and more the Ph.D. in Education was held by public school educators as well as by university professors themselves. When, after 1930, the new Ed.D. degree became more widespread, signifying broad professional competence in education rather than research skill, many more practitioners undertook and completed the doctoral work.[16]

One feature of the graduate work in education which holds special promise of its growth is the conviction that a subject grows 'by subdivisions into specialities'. More provision exists in the U.S.A. for specializations than anywhere else. This does help in extending the sphere of education. Another and perhaps a more valuable feature is the interdisciplinary or inter-university approach, which facilitates and encourages the study of one or more allied disciplines by graduate stu dents in education. These students may enrol simultaneously for courses in such fields as anthropology, sociology, economics, history, philosophy psychology, biology or public health. It is firmly believed that the progress of education depends on successful and efficient exploitation of allied disciplines by students of education.

Functions of Graduate Departments and Schools of Education

The graduate departments of education in the U.S. are being called upon to fulfil a number and variety of functions. They offer the 5th and 6th year programs for high-school and 'master'-teachers, and the Ed.D, and Ph.D. degrees for higher educational personnel. Increasing demands are made on them for the training of professional personnel in various specialized educational fields such as administration, supervision, educational and vocational guidance etc. etc. They are also called upon to give advice and assistance in educational matters to the nation, the states, and to their particular regions. Research and scholarly publications are undisputedly considered to be among their major functions, as also the preparation of a continuous stream of researchers who will be devoted to the advancement of their discipline. It is sometimes felt that the graduate faculties are spread too thin in meeting all these demands. This gives rise to the question of priorities. What really are or should be, the primary functions of a graduate department of education? In the 50th Year-Book of the National Society for the Study of Education (NSSE), Part I, Professor Tyler of the university of Chicago provides an excellent exposition of this question, well worth a study by any faculty of education.

Professor Tyler sets three criteria to examine if a task is worthy of being the function of a graduate department. First, that it should be important in promoting the improvement of man; 2nd, that it should provide major opportunity for the free pursuit of understanding by trained intelligence, and 3rd, that it should capitalize of the special intellectual competence of the faculty.[17] The study of basic educational problems, and the training of higher educational personnel who in their turn will be capable of independent study and research, are tasks which meet the above criteria.

The departments are further held responsible for maintaining contacts with schools and other educational agencies whereby they can inentify the problems that are important and must be attacked by university scholars -whether in education or in any other discipline. In a nutshell, the idea is that the scarce resources of these departments should be utilized most effectively and efficiently for tasks which no one else is better or equally suited to undertake. Their primary function then, would seem to be "the study of basic educational problems" and the preparation of students who are able to study such problems independently.[2] These observations should serve as a beacon to any university

department of education, specially to those engrossed so much in teacher-training that they fail to make any contribution to their own discipline.

Education Both a Profession and a Subject of Scientific Study

To those who doubt that education is or can be an academic discipline, parts of this year-book provide stimulating food for thought. Education is often compared to medicine that depends for its advance on the basic sciences of bacteriology, physiology, biophysics, biochemistry etc. What appears to be overlooked is that while in medicine it may be possible to separate the practitioner completely from the researcher, in education the two cannot be so separated. Faculties of education must make it their own business to exploit continuously the disciplines basic to education, and extend its frontiers through scientific research. Even though their main concern be the turning out of teachers proficient in the art of teaching, it cannot be denied that the technology itself will lways depend on the science of education. In fact good professional study itself has to be scientific study.

It is hence considered important by many American educators that within an institution, education should be closely related with its basic disciplines. Instead of working in isolation, it should be identified as a division of social sciences "where, presumably would also be found sociology, economics. political science, anthropology, geography, history, and psychology." This conviction reflects itself in the ever-growing tendency to organize educational studies on an inter-departmental basis. Work in the parent disciplines is considered extremely important for all advanced students of education. But that in itself is not enough. The other disciplines must be geared to answering problems that are essentially educational. To this end, faculties of education must also have specialists and scholars from other allied studies.

Professor Freeman has pointed out that real professional preparation must go beyond practice itself.[19] This is perhaps more true of education than of any other profession. An insight into the theoretical bases is essential if the future practitioner is to act intelligently and not by rule of thumb. And if theory is to be sound, there must be scientific workers who will steadily pursue educational research. To be intelligent consumers of research, teachers in their turn must be research-minded. This is not to deny that theory is as much dependent on intelligent practice as practice on sound theory. Creative scholarship often grows

out of a concern for practical problems, and "real advances in sciences are made when someone sees a problem where before there was bland acceptance of traditional belief,"[20] In the sphere of education there are any number of such problems. The more the faculties of education devote themselves to solving such problems, the more they will be building what must sooner or later be recognized as the discipline of education.

The Professional Aspect and the Academic: To the assertion that education is a profession rather than a discipline, some educational thinkers in America provide a rejoinder It is not within the scope of this report to discuss the implications of education or teaching as a profession. Yet it seems relevant to point out that education can truly become a profession only through the advancement of educational sciences. Various long and detailed criteria have been set to define what a profession is. More precisely, however, a profession is defined as—

—"an occupation usually involving relatively long and specialized preparation on the level of higher education, and governed by its own code of ethics."[21] Judged even by these simple criteria, education has not yet attained the status of a fullfledged profession in America or in any other country. 'Why not ?'and 'How can education be a profession ?' are questions to answer which the writer of these lines can do no better than refer the reader to the masterly exposition of this subject by Lieberman in *Education as a Profession.* The gist of Lieberman's analysis would seem to be that to become a profession teachers must have the autonomy, the moral and intellectual authority which comes on the one hand, from the recognition by the society of the teachers' vital role, and on the other and more intrinsically, from their possession of a specialized body of knowledge, skills, and attitudes. He asserts therefore that-

"A profession can advance no faster than the scientific and institutional theories upon which it must rely. If these theories lack coherence, reliability and applicability in classroom situation, then criticising teachers is comparable to criticising doctors for not curing ailments for which no remedy has been found."[22]

Educational thinkers in America are thus aware that a science of education exists which must be developed and enriched in loyalty to the science as well as to the profession of education. Education is much, much younger to the other disciplines which are hoary with age. Yet, it has a great potential for growth, and the work done in the last century and a half in the field of education is by no standards ignoble or small.

If this work is properly organized, structured and consolidated, the result may be quite convincing that education 'can be' if it already 'is' not a discipline. A more detailed discussion of this controversial issue follows in the next chapter.

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CHAPTER VI

IS OR CAN EDUCATION BE A DISCIPLINE ?

THE title of this chapter might suggest, first of all, a definition of the two very broad, general and vague words used here. It is proposed to define neither, and it is hoped that the previous chapters have already shown in what sense the two words are being used. What is proposed to be done is to examine questions like the following :

What is the unique content of education ? What are the questions that only the discipline of education can answer ? Does it provide nourishing food for thought. and is it fit to be part of a liberal arts curriculum like any of the more established university subjects ? Is not its value cultural as well as professional ? It is not an academic study in the sense that it lends itself to scientific and philosophical inquiry at high intellectual levels ?

The Content of Education

Time and again the assertion is made that education does not have much content of its own. As soon as one tries to answer a socalled educational problem one gets into the realm of some other discipline such as philosophy, psychology, or sociology.

But what if one does ? Is not man the common denominator of all these social sciences, some of which, till recently had as dubious an existence as education seems to have now ? Is not all knowledge so related that more often than not subject boundaries seem arbitrary and one subject imperceptibly merges into another ? If one must look for the 'unique' content of education, there certainly is some. Indeed the very fact that education poses questions which no earlier disciplines ever posed should be convincing proof that a new discipline is emerging or has emerged. That some of these questions are much too vital (for the individual as well as the society) to be ignored or answered in any slipshod way shows that education has come to play an extremely significant role. "To study education is to study both ends and means, what to do and how to do it."[1] The questions of education can neither be answered once for all, for the answer will change with time, place, and situation. Some of the major problems unique to the discipline of education are, e.g. :

1. Who shall be educated ? 2. How shall those to be educated be selected ? 3. What should be the aims and objectives of education ? 4. What curricula and methods can best be used to achieve these ends ? 5. How shall effectiveness of education be appraised ? 6. How should education be administered and organised ? 7. What makes a good teacher? 8. What education and training must teachers receive to be good teachers ?

The list of problems such as these could be much longer. These questions are being asked now as never before; and to answer any of them wisely and correctly is a challenge to the best trained intellects of the time. If for answering them one has to delve deep into a number of other subjects it only shows that education is more focal than any of the others. To be a good student of education one must know a number of other ancilliary subjects in some depth. Does not education then require that rigour and discipline which make a study worthy of academic pursuit ?

Academic Versus Professional

It is high time that the notions regarding subjects being 'academic', 'liberal', 'professional', or 'vocational' should be thrashed out afresh. Academic should not mean something divorced from practical, or that which has no practical applications and implications. If it did, not even mathematics and philosophy would pass the test. Similarly, liberal education can no longer mean 'education of free men' through subjects which refuse to be harnessed to any practical or utilitarian ends. It seems then that if a subject is worthy of sustained intellectual pursuit, if it has content of cultural worth, if its study whets reason and thought, gives breadth of vision and generosity of outlook, it is both academic and liberal. A glance at all the educational literature from Plato's time to the present should convince anyone with an open mind that education is such a subject. And then, all the educational literature which has grown during the last century and a half. It is likely that much of it may not stand the test of time. But that which will alone shows how much potentiality for growth this subject has.

Coming to the word 'professional' : If professional study means study relevent to a particular profession or 'type of important social service', most university subjects now studied in view of career prospects could be termed professional. If a subject is not so narrowly or specifically vocational that its study does no more than prepare for a particular

job, by being vocational it need not cease to be liberal. That education has special relevance for teachers is no argument that it has little relevance for others. A teacher of geography or French needs as much, or more of these subjects as of his professional training. This does not make geography or French exclusively professional subjects. Professional training itself can be liberally or illiberally conceived. If teachers have to fulfil their vital role in society, even their professional training will have to be liberal. As Professor Tibble puts it :

"An education need not be any less liberal because it is vocational, specially if that vocation is the education of other people."[2]

Can Education be an Academic and Liberal Study ?

One could start by conceding that what goes by the name of educational theory is an extremely important part of the professional preparation of teachers and allied personnel. As seen earlier, in this fast moving age the professional training of teachers cannot be mere training in skills or tricks of the trade. It must aim to give the teacher an insight into the 'why and wherefore' of his expertise, an understanding of the broad educational problems and how they might be attacked. It must also help him see the scope and importance of his mission, and help in developing the right attitudes for this mission to be fulfilled. Now, if educational theory has to achieve these aims,it must be vital and seminal in itself. This can be ensured only by sustained and rigorous study of the different areas of education in their own right. Some people hold an arm-chair attitude and believe that education will be enriched only by psychologists, sociologists, historians, and philosophers who might happen to say something relevant to education. Is education really as impotent as that ? Must it sit and wait with a beggers' bowl in hand ? How any one having anything to do with education, whether as student or as teacher, can tolerate this situation—it is difficult to imagine. Why not rather have a band of scholars who will make education their real business and employ one or more of the relevant subjects to the enrichment of their own discipline ?

Surely the pioneers who strived to establish education as a university study saw clearly that it was capable of self-feeding and growth, and lent itself to scientific treatment. Early in 1918 Professor Fred Clarke said with the full strength of his conviction :

"There is one ground and one ground only upon which the inclusion of education among university studies can be justified. That ground is simply the possibility of a scientific treatment of it.—However important education may be as a social necessity, the study of it has no place in a university if it is a study that does not call for, or is not susceptible of scientific methods of investigation and exposition."[3]

The point might be made that it has been made a university study in many English speaking countries and its right to scientific treatment has thus been conceded. What more ? This brings the discussion to its 2nd stage. Cannot education be studied as an academic and liberal subject, like history, philosophy, economics, or political science, both at under-graduate and graduate levels? Does or does not an academic degree (as distinct from the professional) in education make some sense ?

The strongest arguement in favour of making education an under-graduate subject (for the first university degree) is that in no other way can its study be made really deep and profound. If a student devotes himself to the study of education when he comes to university fresh and full of vigour and zeal at the age of 17 or 18, studies it for 3 years, and continues this study at the post-graduate level for another 2 to 4 years, surely, education will be studied in more thoroughness and depth than is possible when its foundation is the teacher-training course. British universities are known for the high standard of their first degrees. If they do not make education a 1st degree subject and insist that it is not fit to be, this amounts to starving a study and then accusing it of having no meat. Again, though the teaching profession in Britain is much better off than in India or even in America, even here teaching does not often attract the best brains. Why then let education suffer by making teacher-training a must for all advanced study of this subject?

And surely the academic degree in education can be useful for a variety of services. Education will need many more university teachers when it becomes a first degree subject,—that will be one career prospect. Then, a broad and liberal education in the discipline of education should prepare a man broadly for facing many of the situations involved in civil-services, administration, politics, business, and in social-services in general. The insistence that only classics, literature, history or philosophy are capable of producing a 'cultivated' person is like harping on a string which is a little out of tune with the realities of the times. In America,

where the Ph.D. in Education is an academic degree, the following types of services are contemplated by it:[4]

1. Directorship of research-work in public school systems or specialized institutions, 2. Teaching education in colleges or universities and research in connection with such teaching, and 3. A career in scholarship rather than in teaching and administration.

These catagories are suggestive but not exhaustive. Even in faculties of education mainly geared to teacher-training (as is the case with the departments of education in English universities), there is place for scholars with academic education-degrees. A balanced faculty of education requires persons with different competencies. To insist that they all be trained teachers is to lower the academic ceilings of these faculties.

A third angle of the academic study of education might be to allow bright and interested graduates of allied disciplines to do post-graduate work in education without requiring them to take teacher-training. As a developing subject education only stands to gain if people from allied spheres can gear their basic disciplines to the enhancement of education. As a professor of education aptly remarks :

"It is part of professional ideology to insist that those who practice a profession are the only true and legitimate students of the branches of knowledge applied in it. Educationists do not believe it more than other professionals.—(yet) there are problems which can be studied only by outsiders."[5]

Is or can Education be a Discipline ?

If not much hair-splitting is done regarding the meaning of 'discipline' itself, and the word is understood in its widely used sense, in a way all the foregoing points made in this chapter are efforts to throw light on this subject, viz., Is or can education be a discipline ? To decide a controversial and yet important matter like this no single person may be considered competent enough, and least so an ordinary student of education who wields no authority. Luckily, however, the issue has at least once called upon the attention of some big guns, whose views have both weight and authority. These can be very usefully employed for concluding the present study.

In May 1961, on the campus of the Johns Hopkins University, a conference was held to thrash out this particular question. Eight papers were read by eminent professors of education who looked at the issue from various angles. Critical comments on each paper were provided by equally competent people. The deliberations of the conference have been published in book form* and should be read in extenso by any one interested in looking at the two sides of the issue from the view-point of experts. Some of the stronger and more significant observations only are being reproduced here, with as little personal comment as is possible.

Before talking about a discipline of education John Walton** thought it important to clarify what he meant by discipline and by education: "By Discipline I mean a body of subject matter made up of concepts, facts and theories, so ordered that it can be deliberately and systematically taught.—By education I mean the whole enterprise of schooling."[6] And he went on to say :

"The question therefore comes to this: 'Is there or can there be a body of systematic knowledge about the phenomenon of schooling that resembles other subjects in the curriculum of institutions of higher learning?' My answer is: Such a subject exists now only in a most unsatisfactory form; it is however not only possible but also highly desirable that it be improved. The empirical subject matter, methods of inquiry, and organized reflections necessary to create such a discipline do exist, it only remains to bring them together and to give them some organization and structure. —The fact that the subject matter of education is widely dispersed is no argument that it should remain so."[7] Many new disciplines are formed by the combination of related phenomenon from different disciplines, e.g. biophysics and social psychology, and there is bound to be overlapping between disciplines. These characteristics need not therefore cast doubt on the efficacy of education as a discipline.

In a rejoinder to these views Professor Peters of London University Institute of Education said :

"I just cannot grasp the thesis that education could ever be a discipline (italics his) in any ordinary sense; it is rather a focus or a meeting place of disciplines.—It is absurd to think that the various disciplines

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* See the reference mentioned above.

** Professor and Chairman, Departmet of Education, Johns Hopkins Univ.

that have bearing on education could ever be coordinated into one discipline—

"My positive suggestion is that though education could never be a discipline, an approach to education which draws more on the established disciplines would not only benefit education but would also benefit the disciplines themselves. There is a further positive point too, that education provides a very fruitful field where workers in different disciplines can meet.—Education, like medicine, is a profession, not a discipline. But it can be an effective one if it draws on the disciplines which lean on its problems."[8]

Professor Peter's views on the role of theory in teacher-training have been studied earlier.* Those and the two 'positive' points he has made here are all on the side of developing the areas of education because he thinks education is important. His stress on a shows that he perhaps thinks a strict unity and complete coherence to be the hallmarks of a discipline, and his criterion is that provided by his own discipline, viz., philosophy. However, if such strict criteria are used, none of the socalled 'social sciences' would stand the test.

Examining the same issue, Israel Scheffler (Professor of Education, Graduate School of Education, Harvard University) observed :

"Granted that we do not now have a discipline of education, is there not necessarily such a discipline to be developed or discovered by investigation? Doesn't the hope of real educational progress depend—upon the success with which such investigation is carried forward ?[9]

"The problem it seems to me is thus to advance the state of inquiry in particular of all those studies which seem likely to yield explanatory principles relevant to the concerns of education. Whether, however, it turns out that one or several theoretical disciplines develop, and whether any of these is a discipline of education specifically, seem to me quite unimportant issues."[10]

As James E. McClellan (Professor and Director, Dept. of Foundations of Education, Temple University) remarks in his comments on the above, the term discipline has such a 'variety of meanings' that it is perhaps best not to ask the question whether education is a discipline.

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* See p.

There are sure to be as many answers as there are interpretations of the word 'discipline.'

The central idea of the paper presented by James L. Keuthe (Associate Professor of Education, Johns Hopkins University) is indicated by its title: "Education—The Discipline that Concern Built". He points out that never before has there been so much concern about the ends and means of education as now. These basic questions can be answered only through the study of education in its own right. Therefore—

"Education can be and should be studied in the same sense that the disciplines of physics and history are studied and are in turn developed through such study—Education is a discipline in the sense that there is a body of facts & principles organized in a framework of a unique concern.—This concern is about the transmittal of human knowledge and culture from generation to generation—A specific concern is a basis for the organization of principles and ideas in a unique way."[11]

In comment, Edward J. Shoben (Professor of Education, Teachers College, Columbia University) starts by defining discipline as—"an intellectual venture that derives its value from adding to knowledge, resynthesising knowledge, or developing new methods of studying and interpreting some definable domain of inquiry."[12] Then regarding education he says:

"As an object of study, education lies across a number of disciplines and may be profitably examined from many disciplinary angles of regard. Just as one may legitimately and usefully investigate the ethics of the business community, the sociology of medicine, the history of football or the psychology of prostitution, so one may legitimately and usefully study the ethics, the sociology, the history or the psychology of education. This fact does not in itself—make business, medicine, football prostitution or education into a discipline.—But what does it matter? Why should any one care whether we call education a discipline, a profession, or something else?"[13]

Perhaps it does matter after all how people label a thing, specially in case of things that have not yet established their positions. And to say the least, education does suffer in prestige when professors of education make unfortunate comparisons as above.

These arguments and counter-arguments made in the conference provide just a sample and should suffice to indicate how those on whose

shoulders rests the task of developing education are themselves quiet divided on many of the basic issues. New knowledge always has to fight hard to find a place alongside old learning. It seems possible that the insecure position which education now holds becomes a matter of trepidation rather than challenge to some of those who owe it their loyalty.

The hope for the discipline of education, however, lies in endeavours whereby sound concepts and theories will evolve, which can guide and illumine all educational practice. This is an age when every single nation depends on the soundness of her educational system for the progress and prosperity of her people. International peace and even the existence of human civilization and culture depends at least remotely on the education that each generation gives to the next. If education has to play successfully the vital role that is universally assigned to it, its study cannot be relegated to second-rate minds or to secondary positions. Whether or not education is a discipline does not perhaps matter much, but it certainly matters that the thinking about education be more disciplined than it often is. What Fred Clarke said more than twenty years ago is no less true today :

—"that if we conducted our medical or engineering services and our industrial production with the same disregard for precision of thought and language, the same wild and reckless play of sentimentality—with which we carry on our public discussions about education, most patients would die, most bridges would fall down, and most manufacturing concerns would go bankrupt."[14]

Education, luckily or unluckily, is a subject that everyone thinks he knows about. It may not be possible to discipline every one who speaks but surely the students and teachers of education could do better. Specially those who make it their business to train teachers will have to have not only discipline but imagination, ideas, and a sense of values. Few will dispute the role Harold Rugg assigns to "teacher of teachers" when he says :

"In a dynamic society he is the chosen change agent, the clear guide for the culture moulding process. Potentially I say he is one of the true creatives of the people."[15] And he goes on to add :

—"Where shall the teacher of teachers take hold of his task ? He begins where he has the greatest competence and where his influence will

radiate most widely. He works at the reconstruction of teacher-education.—Our teacher-education institutions must rid themselves of their traditional trade-school temperament and become centres of ideas."[16]

The implications for the study of education are too obvious to need elaboration.

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CHAPTER VII

SUMMARY AND CONCLUSIONS

THE academic respectability of education appears dubious in all the three countries under study. Though some brilliant discourses on and pertaining to education have appeared from time to time ever since Plato's Republic, in its present form education is the offspring of pedagogy; and in most cases, its entry into the university campus has been through the backdoor of teacher-training,—itself an area of doubtful prestige. Neither the fact of its origin nor its mode of entrance into the university has proved favourable to the academic prestige of education. Most people consider education a profession rather than an academic and liberal study in its own right. But what is perhaps more unfortunate is the fact that even among professions education receives a low rank. It is no where doubted that lawyers, engineers, and doctors require a fairly long and rigorous training in the professions of law, engineering and medicine respectively. But there are educational thinkers who are still unconvinced that training is absolutely necessary for a teacher. Some feel that good personal education is itself the best preparation for teaching; and some hold the view that what nature and nurture have not already given a brief course of teacher-training cannot give.

There is perhaps some reason behind the views held, and an element of truth in the assertions made. But the conviction derived from the present study is that these views and assertions are just a challenge to the young discipline of education and not a decree for despair.

The challenge has to be met atleast on two fronts. On the one hand education has to establish and stabilise its position as a profession, on the other it has to be clearly brought out that the continuous development of the educational science or sciences is a precondition to education becoming a full-fledged profession. The indications are that this is happening in a slow way.

During the last quarter of the 19th century, and in the beginning of the 20th, there was considerable ferment in the field of education in Britain. The first professorships in education came in Scotland in the

year 1876, and in England the first chair of education was established in the London University in 1902. Many of the first professors of education and the principals of Day Training Colleges worked with a deep sense of mission and exemplary zeal to build up their discipline. There is evidence to show that the work of these pioneers went a long way in establishing education as a university study. About the same time in America, psychologists, historians, philosophers, and sociologists, under inspiration from their European counterparts, were building the areas which converged in the educational enterprise, and of which education had now become the focal point. In India, for historical reasons, the movement was much slower. Here the first few departments of education came late in the 1930s, and the majority of the existing ones only in the years after Independence.

As regards the present state of affairs, in Britain education is mainly a professional study. Teacher-training and/or teaching experience is prerequisite to all advanced study of education; and education as a subject for the first university degree is an exception rather than a rule. However, the standards in teaching-training as in all university education are fairly high, and hold fair promise of the advancement of education. In the U.S.A. education presents the widest variety of specializations and can be studied as liberal or a professional subject. The inter-departmental or inter-disciplinary approach is being increasingly used for the development of education. Yet, in academic respectability education does not compare favourably with the older disciplines, and the status of teaching as a profession is comparatively low.

In India education as a university study is far less mature. There has been little original work in any of the areas of education; and an unfortunate tendency has been the uncritical adoption of educational ideas and practices from abroad. This has retarded the development of education as an academic subject, and has contributed to weakening it as a profession. Lately, however, there is evinced much concern to improve this state of affairs. Programs of teacher education are being critically assessed, and measures are being devised to vitalize these as also advanced study and research in education. The suggestions for instituting a post-graduate academic degree in education (M.A. Education) in some of the Indian Universities is gaining strength—both in view of attracting brighter people to the study of education and of raising the intellectual ceiling of the faculties of education which may in turn vitalize the teacher-training programs. The fact that the professional status of education

cannot be raised without simultaneously enhancing the socio-economic status of teachers is also now being reckoned with.

To the question whether education has the status of an academic and liberal study, this investigation does not perhaps provide a categorical answer. That education is being studied at the highest levels and its various areas are growing rapidly is quite obvious. It is obvious also that education is an inter-disciplinary subject; and to be of maximum benefit its study has to have a professional or rather a practical bias. Neither of these peculiarities, however, detracts from the usefulness and importance of education as a liberal and academic study in its own right. There is always much common ground among the social as well as the natural sciences, and subject boundries in many cases cannot be rigidly laid down. That education is a focal point where several disciplines converge only proves its significance. Nor is there any contradiction in an academic subject having a practical bias. Just this notion has to be modified that practice-teaching or classroom-experience is the only sacrosanct laboratory for education. The field of education is so widespread that it warrants a first-hand study of both man and society in many more settings besides that of classroom-teaching.

As an independent study education is so recent that it should be neither surprising nor disheartening if its credentials are sometimes called to question. What is required is just such disciplined and scientific thinking in matters educational as will remove some of the misgivings that now exist. What is imperative is to create opportunities for more rigour and depth in the study of education by some of the ablest minds. If this is done, the time is not far when this young discipline will have proved its credentials.

APPENDIX—A

List of Institutions Visited in the United Kingdom

A. Colleges, Institutes and Departments of Education

(Visited for Interviews)

1. Borough Road Training College, London
2. Furzdown Training College, —do—
3. College of All Saints, —do—
4. Notre Dame College of Education, Glasgow
5. Jordanhill College of Education, —do—
6. Craiglockhart College of Education, Edinburgh
7. Moray House College of Education, —do—
8. University of York, Department of Education
9. University of Sheffield, Department of Education
10. University of Sheffield, Institute of Education
11. University of Leeds, Department of Education
12. University of Leeds, Institute of Education
13. Glasgow University Department of Education
14. Edinburgh University Department of Education
15. Kings College, London
16. London University Institute of Education

B. Schools

1. Park Country Primary Junior School, Eleanor Road, London
2. Park Country Primary Infant School —do— —do—
3. Modern Secondary School, West Ham, Essex
4. Technical Secondary School, —do—
5. Stratford Grammar School, —do—
6. Eton Public School
7. Northland Secondary School (for mentally handicapped), Glasgow
8. Cleddans Primary School, Glasgow
9. Balquhiddar School, Perthshire, Scotland
10. Perth High School, Perth, Scotland
11. Grandtully School, Perthshire, Scotland
12. Royal School of Dunkeld, Scotland

APPENDIX B

From :

Dr. Miss S. Saxena,
Lecturer, Dept. of Education
Aligarh Muslim University
Aligarh, U.P., India.
(On leave)

201, John Adams Hall
16-23, Endsleigh Street
London W.C. 1.

28th November, 1964.

To :

Dear Madam/Sir,

As a oversea student for the Associateship Course of the London University Institute of Education, I am trying to study the present status and future possibilities of Education as an academic subject in the colleges and universities in the U.K. This necessitates some first hand knowledge of the thinking of the educationists of this country. Hence, for the completion of my project I depend very much on your kind co-operation.

I am enclosing herewith...opinionnaires on the above subject. I should be most grateful if you would answer one of these yourself and ask one/two other member/members of your teaching staff to complete one also. after completion the opinionnaires may be returned to me jointly through you, or individually, whichever is more convenient. For this help and co-operation I shall ever be grateful to you and to the members of your faculty. Thanking you in anticipation of an early response.

Your sincerely,
S. Saxena

Education as an Academic Subject

Opinionnaire issued in pursuance of the Associateship Course of the London University Institute of Education, Year 1964-65.

(Note : The identity of the persons answering this check-list will be kept strictly confidential. Your personal and frank opinion is humbly solicited)

A

1. Name of the Institution
2. Title of your post
3. Educational qualifications
4. Teaching experience (no. of years)
   - (i) In Schools
   - (ii) In other institutions
   - (iii) In this institution
5. Administrative experience (no. of years)
6. Number of your publications
   - (i) Books
   - (ii) Papers & articles
   - (iii) Reviews

B

[Kindly answer the following statements in Yes (√), No (×), or uncertain (?)].

1. Education is a professional subject useful for teachers, teacher-educators and educational administrators only.
2. Teacher-training is an essential prerequisite to all advanced study and research in Education.
3. The training of teachers is a laboratory for higher studies in Education and hence indispensable to any College/Dept./Institute of Education.
4. Teacher-educators who are occupied exclusively with educational theory and have no contact with practice-teaching are living in ivory-towers.

5. For the advancement of educational theory it is profitable that some teachers engage exclusively in teaching and research and are exempt from the supervision of practice-teaching.

6. Within reasonable limits, the supervision of practice-teaching and the pursuit of research can go profitably together.

7. Education has grown into an important social-science and its study has a vital role in society, now and in future.

8. As an interdisciplinary subject, Education has a great potential for growth and should not be regarded exclusively as part of teacher-training.

9. Education as a subject of academic pursuit has suffered due to remaining mainly teacher-training oriented.

10. Education should be introduced as one among the other subjects of undergraduate study in the universities.

11. Post-graduate courses in Education should be open to graduates in Education even without teacher-training.

12. In view of the inter-disciplinary nature of this subject, post-graduate courses in Education could be profitably thrown open to graduates in allied subjects, such as psychology, philosophy, sociology or history.

13. Far more adequate provision needs to be made for the growth of the different branches or areas of Education than at present exists in this country.

14. Education deserves to have the same status as any other academic subject/learned profession.

15. There is a close link between the academic status of Education and the status of teaching as a profession.

C

(Suggest ways and means which you think can be most effective in promoting the growth and development of Education as an academic study. Indicate effectiveness

by putting nos. 1 to 5 against the relevant suggestions, 1 standing for highest).

Suggestions	
1. More fundamental and functional research in Education.	
2. Introduction of Education as a subject of undergraduate study in the universities.	
3. Improved salaries and conditions of service for teachers.	
4. More and better career prospects for people with post-graduate degree in Education.	
5. Making teacher-training compulsory for all teachers (including graduates) and educational administrators.	
6. Closer links between training colleges and the universities.	
7. Setting up a certain standard of adequate educational qualification for teacher-educator.	
8. Any other (please write)	

D

Kindly give below your comments, if any, on the subject of this study.

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