



TEACHER EDUCATION IN INDIA THROUGH THE LENS OF COMMITTEES AND COMMISSIONS: A COMPARATIVE STUDY

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RESEARCH ARTICLE



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Abstract

Teaching is considered one of the noblest professions in the world. In this world teachers are considered “the backbone of society”. It is one of the ancient and most esteemed professions in the world. A good teacher can change anything in this world. In this context we can say that, if the teacher is proficient, efficient, and skilful then automatically outcomes of the education will be fruitful. In the 21st century, teacher education becomes a crying need of our society. So we must examine it carefully. Through a good teacher we can easily progress any stage of our educational system. But teachers are confronting various challenges in their profession. So we need to upgrade their skills, abilities, competencies, and so on, to overcome these challenges. This progressive method is called teacher education. This paper aims to highlight the concept of teacher education, recommendations of various commissions and committees on teacher education in pre- independence and post-independence India and the similarities and dissimilarities of teacher education in pre and post - independence India.

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Introduction

In India, from the ancient period to the present day, teachers have held the highest dignity in our society. There are several professions existing in our society but teachers' hold the highest respect. They can easily shape the future of any student. As we know that Indian civilization has passed through various stages, so the role of teachers has also differed, such as- in the ancient period the key function of teachers help to self-realization, in the medieval period they help to learner to imparting the knowledge and at present in the 21st century to perform like 'interpreter of knowledge'. Day-by- day in tune with the changes of the society also the need and capacity of the learners, the role and function of the teacher is changing, that's why the pattern of teacher education is also varied gradually. The role of a teacher in a student's life cannot be adequately described in a few words.

Concept of Teacher Education

Among the four factors of education, the teacher is one of the most important. Without a good teacher we cannot complete our education system. It is well-known to all that teachers have a pivotal role in the development of educational system. In general, teacher education is a progressive developmental process that facilitates and upgrades teachers' competency, skills, attitudes, and knowledge to overcome the various challenges they face in their profession. Goods Dictionary of Education explains- “Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively” (Lal, 2016). According to W.H. Killpatrick- “Teacher education encompasses teaching skills, sound pedagogical theory and professional skills” (Roy, 2016). In general, Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teacher Education in Pre-Independence India

Teacher education in Pre-Independence India may be divided as follows:

- Ancient Period (2500 B.C. to 500 B.C.)
- Buddhist Period (500 B.C. to 1200 A.D.)
- Mediaeval Period (1200 A.D. to 1700 A.D.)
- British Period (1700 A.D. to 1947 A.D.)

Ancient Period (2500 B.C. to 500 B.C.)

In the Vedic period the teacher enjoyed a high status and position. The 'Gurukula' system of education was first established during that period. Gurukula system leads an intimate and proximity relationship between the 'Guru'-(teacher) and 'Sishya'-(pupil) (Singh and Pushpanadham, 2023). It is notable that at that time no specific teacher education programme was carried out. These methods transferred by Gurus generation to generation. In this era Monitorial system of education proposed for the very first time. The senior disciples helped in the teaching in the absence of Gurus (Dash, 2004). All Gurus commanded full respect and honour, not only from common people but also from Kings. Teachers were considered equal to Brahma, Vishnu, and Mahesh. All teachers behaved like true parents and took care of their pupils with full kindness. The teacher - disciples" relationship was cordial and favourable. Every disciple, while residing in the Gurukul, was required to serve their teacher (Balwaria and Gupta, 2014).

Buddhist Period (500 B.C.to1200 A.D.)

In this era teacher education got a new momentum. In this period monastic system of education leads the teacher education into a new momentum. It is also notable that conventional system of teacher education is commenced during this time. Basically inductive method is used for teaching. In this period, teachers always tried to provide spiritual guidance and promote learning through religion among the Shramana. Apart from oral methods, several other methods of teaching were used, such as debate, question-answer, exposition, discussion, use of parables and stories. Similar to the Ancient period, teachers here were expected to take full care of their disciples (Chand, 2015).

Mediaeval Period (1200 A.D. to1700 A.D.)

Several kings ruled over India during the mediaeval period. In this period teachers' are also gained highest respect. In this period, new teachers followed the example of experienced ones, attempting to emulate their methods (Bhagat,2025). One of the important methods of teaching was rote learning. But it is important to notice that as learning resources, Muslim scholar has libraries which were a rich source of teacher education. Sometimes in the absence of Ustaad, he appointed tutors to look after and teach the junior students. In addition to this, several other methods were used, such as — Cramming and memorizing, lecture method. For religion, logic, philosophy and politics etc, analytical and inductive methods were also used (Bhattacharjee, 2015).

British Period (1700 A.D. to1947 A.D.)

In the British period, we can see the modern look of education system as well as teacher education. In the colonial period various education commissions was held on for various levels of education and also not beyond the teacher education. The recommendations of British period regarding teacher education are as follows-

- **Teacher's Training Schools (1793)** – Carey, Marshman and Ward (Srirampur Trio) in 1793 in India, carried out many significant activities, one of which was the establishment of a 'Normal School' for training teachers in Bengal. The Calcutta School Society did pioneering works for indigenous schools to train the teachers. Calcutta Central School the Ladies Society of Calcutta, they started to give training class for women teachers. In the first half of the nineteenth century, a number of government training schools were also established.
- **Wood's Despatch (1854)**–Wood's Despatch recommended that the establishment of adequate number of training schools in every province of India. In 1856, as a result the Government was started Normal School in Madras. Governor-General (former) Lord Dalhousie has supported this Despatch's recommendations. This Despatch suggests that willing persons for teaching profession will be providing some allowance. It was also suggest that who will complete the training programme they can gain certificates and job.
- **Lord Stanley's Despatch (1859)** - In 1859, Lord Stanley, (Secretary of State for India) highly emphasized on teacher training. This despatch announced that only local teachers are enough for vernacular schools. So we have to give training of all teachers educators. On that time teacher training classes were added to the following school: Government Normal School, Madras (1856) Central Training School, Lahore (1877).
- **The Indian Education Commission or Hunter commission (1882)** - On that time, this commission put emphasis on the establishment of a number of 'Normal Schools' throughout the country for secondary teachers' training. It is also suggested only successful candidates should be recruited as teachers in any secondary school government or aided (Balwaria & Gupta, 2014).
- **Government of India Resolution on Educational Policy (1904)** – This resolution is one of the most significant policies to develop teacher education in the history of Indian education system. Curzon (former Viceroy) felts that India needs a good training for teachers. That's why he suggested some Training school and some training colleges. For Training School, Lord Curzon laid emphasize on 'Normal School'. As Curzon knows that in Bengal, maximum learners came from vernacular background so he set up boarding school and agree to provide some allowances to the learners. For Training Colleges, Curzon realized that the secondary stage was also a crucial phase, that's why he wants to improve these teacher. There was five training centre available, these are- Madras, Kurseong, Allahabad, Lahore and Jabalpur.
- **The Government of India Second Resolution on Education Policy (1913)** –This resolution clearly mentioned that without training certificate (for one year) and not passed the middle school examination (vernacular system) teachers not allowed to teach pupil.

- **Calcutta University Commission or Sadler Commission (1917-19)** – Although this commission reviewed entire education system, but it gives focus mainly on the role of university in the professional training of educational researches and secondary school teachers. This commission helps to develop the quality of teacher training institution and it gives salutary effect on it. On that time in 1925, faculty of Education is commenced by Mysore University.
- **The Hartog Committee (1929)** - This committee felt that teachers should get the training for his teaching. This committee suggested that various types of journals for teacher, conferences, meetings and refresher courses for primary and secondary level of teachers that, of teacher associations can progress their work efficiency. Agree with Sadler commission, 13 out of 18 universities set up for faculties of education. As a result, The Lady Irwin College (New Delhi), B.Ed. in 1932 (Andhra University), M.Ed. in 1936 (Bombay University) etc. that time C.A.B.E. was reviewed, and also Gandhiji's Basic education came into context. It leads the teachers' training programs. As a result, The Vidyamandir Training School and Allahabad were started at Wardha in 1938 (Chand, 2018).
- **The Abbott - Wood Report (1937)** – This committee recommended that teacher training should be 3 years because it helps to continue with professional training. There is some improvement in number of teachers training institutions from 56.8% in 1937 to 61.3% in 1942. Normal school provides 2 years' training. Its number also increased, in 1941; out of 612 normal schools, 376 were (Men) and 236 (Women). In 1941, also Tilak College of Education in (Poona) Vidya Bhawan teacher's College (Rajasthan) and started their journey (Chatterjee and Paul, 2023).
- **The Sargent Report (1944)** - This was the last educational plan of the colonial period. This plan gives valuable recommendations for teacher education. Such as- Only through quality, teachers can improve the education system. So commission felt that- we should train our teachers for quality education. Graduate teachers (one year) and Non- graduate teachers (two years) should be trained in teacher training colleges. The college may be govt. or university department. This commission suggests 3 types of training schools these are – a. Training schools for pre-primary level. b. Training schools for primary level. c. Training schools for junior level. This plan also emphasize on refresher course for teachers (Bhattacharya and Bhattacharya, 2018).

Teacher Education in Post –Independence India (1947 Up to Date)

After 1947 to till date so many committees and commissions were established and they provided valuable recommendations and suggestions for teacher education. These were as follows-

- **University Education Commission (1948-49)** – This commission realized that teacher education courses will be flexible and should fulfill their local needs. They felt that practice work of the training should be increased. For the improvement of teacher training institutions, in 1950 at Baroda, first teachers training conference was held. One of the important things is that 'Teacher Training' was converted a new nomenclature to 'Teacher Education'.
- **Secondary Education Commission (1952-53)** – This commission deeply analyzes the necessity of teacher education. This commission recommends three types of teacher training institutions, such as- a. Basic teacher training, b. Secondary teacher training, c. Training Colleges. This commission also recommended that who got school leaving certificate they will trained for two years and for graduate one year academic but extended as a long-term program to 2 academic years. For M.Ed degree, research work, refresher course and various co-curricular activities will comprise (Rahi and Sen, 2023).
- **Ford Foundation Term (1954)** – In 1954, an International team of eight experts was appointed by Ford Foundation with the collaboration of Government of India. They recommended that training institutions organized experimental or laboratory schools where curriculum construction and various new teaching methods will be used.
- **The Second Five Year Plan (1955-56)** – This plan also gives some valuable suggestions for teacher education. They contemplate that around 68% of teacher would be trained in 1960 and the cost will be apportioned 17 crores.
- **Pires Committee (1956)** – This committee also gives some recommendations towards teacher education. They realized that teacher education institutions should given more emphasize on practical work rather than theoretical work (Akhter and Mir, 2018).
- **Indian Education Commission (1964-66)** – According to this commission experience or quality teachers are needed for qualitative improvement of education. At that time, teacher training institutions were isolated from universities, colleges and other boards but this commission shed light on it and sought to remove this gap. This commission also suggests that improvement of teacher educators and advises the State Govt. to plan a better facility for them. As a result they modify some context of teacher education, after that some universities introduced M.A in Education. It was also noticeable that some universities arrange summer school and correspondence course for untrained teachers (Parimala, 2023).
- **National Policy on Education (1968)** – According to this policy teachers' are the crucial factor for national development. They emphasized on teachers' enrolments and they need better training. They are also focusing on in-service teacher education programme.
- **The Fourth Five Year Plan (1969-74)** – This plan also suggests for quality teacher education, with special reference of Tribal, Women and Science and Mathematics teachers. It highlights the correspondence course for teacher education. This plan recommends coordination between NCERT and SIEs for quality improvement of school education.
- **First Asian Conference on Teacher Education (1971)** – This is the First Asian Conference on teacher education which was held on Bangalore from 14th to 19th June on 1971 with the jointly sponsored by The International Council on Education for Teaching (ICET) & Indian Association of Teacher Educators (IATE). Various issues are discussed regarding teacher education.

- **NCTE and UGC panel on teacher education (1976)** – In 1976, NCTE and UGC's members jointly session an approach paper on teacher education. At that time NCERT develop a programs for in-service teachers.
- **ITEP (Intensive Teacher Education Program) Plan of NCERT** – For improvement of current teacher education scenario NCERT launches a plan named 'Intensive Teacher Education Program' which main function was work with cooperatively with training colleges.
- **National Commission on Teachers-I (1983-85)** – This commission was the first commission which was directly established for teachers. This commission also suggests some valuable recommendations for teacher education. The key recommendations are- Two years training for elementary teachers after XII, Four years for senior secondary and five years for leading the graduation degree. For elementary teachers in training curriculum giving emphasize on mastery on language and communication skills. Post-graduate degree was the least qualification for a teacher educator and a B.Ed., preferably a M.Ed. degree. For the elementary training institutes the minimum qualification of the teacher- educator should be PG degree with B.Ed. training.
- **The National Policy of Education (NPE- 1986)** – The NPE (1986) recommended that Pre-service and In-service teacher education is continuous and inseparable process. Various changes were done by this policy, such as- Training school is promoted to DIETs (District Institutes of Education and Training), training colleges are promoted to CTEs (Colleges of Teacher Education) and IASEs (Institutes of Advanced Studies in Education). To look after carefully in every state this policy wants to establish National Council for Teacher Education (NCTE).
- **Review Committee of NPE (1992)** – After NPE (1986), the Review Committee of NPE came into effect in 1992. This committee recommended that teacher education should be recognised as continuing education. They also suggested that selected secondary training colleges receive complementary support and collaborate with SCERT. It was also recommended that NCERT provides the adequate resources and guidance for constructing curricula and methods of teaching (Chakma, 2022).
- **Yashpal Committee (1993)** – This committee gives some valuable recommendations regarding teacher education, which are- For all levels of school education, preparation of teacher is responsibilities of Higher education. It was also suggested that school level training has been restricted to secondary school and higher secondary school teachers' pre-service training under B.Ed degree programme. They also said that we should enhance the quality of teacher education with higher education. They mentioned that at this time ASC (Academic Staff College) has provided Refresher course for promotion. At that time they laid emphasize on Orientation programme for college and universities teachers. They expected that through the teachers training, trainees' will be benefited by acquiring self learning and independent learning (Das, 2023).
- **National Curriculum Framework (NCF 2005)** – They felt that teacher training should be modernization. As a result it becomes very fruitful to students and training for teachers. As NCF shed light on teacher education, NCERT conducting 3 days training programme in NCF for Master Trainers. For school education they emphasized on initial and continuing teacher education.
- **National Knowledge Commission (2007)** – This commission not directly recommends regarding the development of teacher education but highlights all aspects of education since after independence and shows the development of school education eventually all levels of education.
- **Right to Education (RTE 2009)** – This act laid emphasize on quality teacher education for introducing competent school teachers. Govt. wants to reorganizing and reconstructing the existing sponsored teachers training institutions. Although, the scheme was first introduced on NPE 1986.
- **National Curriculum Framework for Teacher Education (NCFTE 2009)** – Many initiatives are taken to improve the quality of teacher education by NCTE. It partnered with NAAC to assure the quality of teacher education institutions. At that time, 1st April 2010 RTE was implemented and came into effect, they start to conduct Teacher Eligibility Test (TET) and Principal Eligibility Test (PET) in State and Central level for improving the skill, quality and competence of the teachers.
- **NCTE New Regulation (2014)** – New regulation of NCTE recommended that Institutions should fulfill the norms and standards of teacher education. Recognize institutions are obtained the accreditations from accrediting agency. According to norms and standards NCTE propose 15 various programme which are- DPSE, B.Ed, M.Ed, D.El.Ed, B.El.Ed, D.P.Ed, M.P.Ed, etc. B.Ed can conduct through Open Distance learning system. Diplomas in visual arts and performing arts, etc. are introduced in this new regulation.
- **NCTE New Regulation (2018)** – This regulation is the latest regulation of NCTE regarding teacher education. They suggest that educators who have acquired a Bachelor of Education from any NCTE-recognised institution may be eligible for asst. teacher in class I to V. but they need to pursue a six months Bridge course in elementary education from NCTE recognize institutions .
- **National Education Policy (2020)** – This education policy is the latest educational policy in the history of Indian education. This policy modifies every aspect of our education system. So in the field of teacher education it proposes several changes such as- firstly this new policy emphasizes on providing the utmost quality of teacher education, including training content, practices and pedagogy. They also suggest that we should strengthen education departments in multidisciplinary universities and colleges, because in education department we can run integrated B.Ed course for 4 years. It is noticeable that the policy suggests by 2030, only such teacher training colleges will be alive who programs only professional competent and skilful teachers, others training colleges will be shut down. This policy also focuses on that teacher education program will be an

integral part of higher education in India. It also suggests that good and developed teachers are prepared by good teacher educators. Teacher education faculty must be expert in both theoretical and practical field (NEP (2020).

Similarities between Teacher Education in Pre-Independence and Post- Independence India

Sl. No.	Teacher Education (Pre- Independence India)	Teacher Education (Post- Independence India)
1.	Before Independence, more or less Teacher Education was given importance.	Now-a-days Teacher Education is an integral part of our education system.
2.	Considers teaching to be the noblest profession in the world.	Still it concedes the same thing.
3.	Open to all, anyone could take Teacher Education (though in the Vedic period caste system was there).	Now-a-days, it also concedes secular system.
4.	Gave importance on moral values.	Emphasize on moral values.
5.	Dual systems of teacher education were found (Elementary and Secondary teacher training)	Still same things are found (DIETs and B.Ed Colleges)
6	There are several commissions and committees and recommended for the development of teacher education	Also after independence several commissions and committees and recommended for the development of teacher education

Differences between Teacher Education in Pre-independence and Post-Independence India

Dimensions	Teacher Education In Pre- Independence India	Teacher Education in Post- Independence India
Approach	Largely based on spirituality.	Based on Constructivist and existing theories.
Number of institution	Very few teacher education institutions were established (especially in Vedic to Muslim period).	Now-a-days so many Teacher Education Institutions are available.
Commercialization	It was not a matter of commercialization.	In other side, now it is a matter of commercialization.
Method of Teaching	Basically oral, explanation, question-answer methods were used	Barring those methods, today various other methods like-Demonstration Method, Lecture Method, Discussion Method, and Project Method etc. is used.
Base	Mainly theoretical based.	But today emphasis is laid on both theoretical and practical.
Importance	Less emphasis on scientific method.	On the other side, today Teacher Education is especially based on scientific method.
Skill Development Programme	There was no way to develop Teachers Teaching Skills, Professional Skills, and Pedagogical Skills.	Now various techniques are used to develop Teacher's Teaching Skills, Professional Skills, and Pedagogical Skills.
Curriculum	Ideal curriculum was not found (till British Period).	Now Teacher Education concedes an ideal curriculum.
Religion	Religious influence was found.	Secular
Level of Teacher Education	Importance on Primary level of Teacher Education.	Now Primary, Secondary, and Higher level of Teacher Education are given equal importance.
Attitude	Very few persons had positive attitude about Teaching profession.	Positive attitude are found about Teaching profession.

Centred	Mainly teacher centred.	Now-a-days it is mainly learner centred.
Process	Teacher education process was stable.	But now it is flexible and dynamic process.

Conclusion

From the above discussions it can be concluded that although the necessity of giving training to the teacher in the ancient period was not in the constructive and scientific forms but it is gradually developed. Progressively, day-by-day comprising the more content or subject matter in teacher education and it becomes more enriched. In the ancient and medieval periods, teacher-educator training was largely implicit-rooted in spiritual principles, individual mentorship and observational learning within systems like the Gurukula and Buddhist or mediaeval frameworks. Nevertheless, conventional pedagogical theory and scientific frameworks were vague during these early times, these systems established a foundational base for the teaching profession and laid the groundwork for peer-assisted learning techniques like the monitorial system of education. From the third decade of twentieth century it becomes more popular. From independence to the present day, teacher education has become an integral, continuous and dynamic part of our education system. Contemporary policies like National Education Policy 2020 (NEP 2020) tried to fixed historical challenges such as institutional isolation, commercialization of teacher education institutions and quality issues by integrating teacher education into multidisciplinary Higher Education Institutions (HEIs) and forcing to maintain stringent quality standards. Ultimately, the historical paradigm shift of committees and commissions determines that empowering teacher educators with scientific attitudes, skill-based training, and adaptive competencies remains the one of the most serious factor in driving systemic educational reform and national development. There are some similarities between pre- and post-independence teacher education scenario but we can also see a marginal differences between them. In short, we can say that after independence through various commissions and committees, science and technology and various researches in teacher education etc. lead the teacher education to more scientific, constructive, flexible and learner centric.

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