

# HISTORICAL DEVELOPMENT OF TEACHER EDUCATION IN INDIA- A BRIEF DISCUSSION FROM PAST TO PRESENT

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**Abstract:** Rabindra Nath Tagore rightly said, “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. According to an Indian prayer, “The teacher is Brahma, the creator, He is God Vishnu, He is God Maheshwara. He is the entire universe, salutation to him”. Now teacher education programme is a must in order to have efficient and capable teachers in all educational institutions. Teacher education programmes are expected to provide some training not only in pedagogy but also in behavioural attributes including attitudes, motivation, perception, appreciation and value orientation. Through this programme aspiring teachers, despite differences among them, have to become capable of being effective in their tasks at least up to some comparable standards. Teacher education programme starts changing from the ancient education system and till the present system of education. The progress of a country depends upon the quality of its teacher. So, teaching has been one of the oldest and respected professions in the world. Teachers are assigned the role of change agents and are presented with new challenges. Teachers have to learn to adapt creatively to changes in sciences and technology. Teaching is the noblest among all professions. The role and functions of teachers have undergone a dramatic change from time to time and the Teacher education programme also changed timely. This paper elaborates the development of Teacher education in India from past to present scenario.

**Keywords:** Teacher Education, Ancient Education, Buddhist Education, Muslim Education, British Education, Pre-Independence Period and Post-Independence Period, Education.

## Introduction :

The National Council for Teacher Education (NCTE) has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teacher education refers to the system designed to equip the would be teachers with the knowledge, attitudes, behaviors and skills which they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is education of a teacher, or training given to teacher for professional competency and to develop teaching skills. Teaching is one of the most respected profession in the world. In ancient India teacher was well versed in spiritual knowledge. In medieval ages the task of the teacher was to impart knowledge to pupils. But in 21<sup>st</sup> century teacher has to act as a, ‘interpreter of knowledge’. The role of teacher changed from time to time.

## Objectives of the Study :

The main objectives of this paper are:

1. To define and discuss the term ‘Teacher Education’.
2. To explore the various issues related to Teacher Education.
3. To specify the needs of Teacher education.
4. To discuss the historical development of Teacher Education in India.
5. To discuss various landmarks of Teacher Education in India.

## Methodology :

This paper is theoretical and descriptive in nature. The source used in this paper are purely secondary source of data, which is appropriate for this study.

## Importance of the Study :

Teaching is a highly professional activity which requires specialized knowledge, skills and behaviour. It is a prestigious profession in the whole world. So, now teacher education programme is very much required in order to have efficient and really capable teachers. There is a saying, “If you educate a boy, you educate one individual but if you educate a girl, you educate the

whole family and if you educate a teacher, you educate the whole family and if you educate a teacher, you educate the whole community". Teacher education is necessary to form a positive attitude for the profession. It is a matter of concern for me to explore the historical development of Teacher Education in India. So, the study discuss the historical development of Teacher Education in India from past to present.

### Meaning and nature of Teacher Education :

According to the International Encyclopedia of Teaching and Teacher education (1987),-"Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process'. Teacher Education is a process that involves an interdependence of its inputs, processes and outputs.

Good's dictionary of Education defines Teacher Education as, "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

### Needs of Teacher Education :

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

Professional success of any profession depends mainly on his up to date professional knowledge, and dedication along with his efficiency and effectiveness. Since teaching occupies an honourable position in the society, Education Commission recommended the introduction of a sound programme of professional education of teachers. So, teacher education is highly required in our education system.

### Historical perspective of Teacher Education in India :

The history of Teacher education in India is as old as the history of Indian education itself. And the history of Indian education is as old as the history of human civilisation. The history of Teacher education may be divided into two parts:

#### 1. Pre-Independence Period- It is divided into four parts:

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

#### 2. Post -Independence Period- (1947 to up to date)

##### Pre-Independence Period Teacher Education :

##### ▪ Ancient and Medieval Period (2500 B.C. to 500 B.C.)-

In the beginning of Hindu civilization teaching was concerned with teaching of Vedas. Out of the four classes of Hindu society, Brahmins served as a teachers of the community. Only learned section of Hindu community undertook the task of teaching. 'Manu' lays down that only Brahmins shall teach Vedas and none else. Gurukul system of education was in existence. In Vedic India, teacher enjoyed a special position and status. The monitorial system, was the contribution of the ancient education system.

##### ▪ Buddhist Period (500 B.C. to 1200 A.D.) –

The formal system of Teachers training emerged during this period. The profession of teaching was no longer the privilege of only Brahmins. As the expansion of teacher education was recognised till this period. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training. Teachers were trained for the purpose of spreading the spirit of Buddhists religion. To get the status of a teacher one was kept under the supervision of the teacher. Teacher trainee learned the elements of morality, proper conduct and training in Dharma from trainers. When the supervisors were satisfied, they gave a certificate to be fit for teaching . A system later on named as monitorial system.

##### ▪ Muslim Period (1200 A.D. to 1700 A.D.) –

During this period there was no formal system of teacher training. Educational institutions were Called, 'Madrasah' where students were taught by 'Molvies'. Education was mainly teaching of Quran. There were also some Arabic schools with more advanced and comprehensive course of study. Need of formal education was not recognized. So, no special professional training

was required. Educated people available in the country or abroad from Arabia were appointed as Molvies in the educational institutions. Only mohammadans were allowed to teach in Mokalis and Madrasahs.

▪ **British Period (1700 A.D to 1947) –**

The British changed the education system according to their needs and philosophy. Advanced Education system was incorporated. European missionaries started many schools for English education. The need of more teachers in school paved the way to get systematic training of teachers.

**Some Initiative for Teacher Education in Pre-Independence period:**

1. **Monitorial System (1880)** – In India, the system of teacher's training emerged out of an indigenous technique, called Monitorial system. It is based on mutual instruction.
2. **Teacher's Training School** – The first formal teacher's training school established at Serampur, in Bengal in the name of , "Normal School" by Carey, Marshman and Ward in 1793. In Bombay the Native Education Society trained a number of teachers for the improvement of teaching in primary schools. In Bengal the Calcutta School Society and Ladies Society of Calcutta worked for training of teachers. A number of Govt. training schools were set up in 19<sup>th</sup> century.
3. **Wood's Despatch (1854)** – The Wood's Despatch gave some valuable suggestion for the improvement of teacher education. The Despatch urged the establishment of training schools in India.
4. **Lord Stanley's Despatch (1859)**- He greatly emphasized on teacher's training. The training of secondary teachers done by: Government Normal Schools, Madras (1856) and Central Training School , Lahore (1877). In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in Madras followed by the opening of a Secondary Department in the Nagpur Training School in 1889. Towards the end of nineteenth century, there were only six training colleges in India
5. **Sadler Commission (1917-19)** - The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.
6. **The Hartog Committee (1929)**- The Committee was primarily concerned with primary education but it made memorable recommendations for teacher training as well. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. Working on the recommendations of the Sadler Commission, 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.
7. **The Abbott- Wood Report (1937)** - It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report, the duration of training should be 3years to enable the pupil to continue with general education along with professional training.
8. **The Sargent Report (1944)** - The Central Advisory Board of Education (CABE) in 1944 presented, "Sargent Plan" recommended that suitable boys and girls should be picked out into the teaching profession after high school; practical training should be provided, refresher courses be planned and research facilities be provided. In 1947, the number of secondary teachers training colleges in the country had risen to 41.

**Post-Independence Period Teacher Education :**

After Independence the emerging socio-economic and political situations influenced the national scenario of Teacher Education. A large number of teachers were found untrained. The main concern of teacher education was pertaining to both quality and quantity. Various Commissions after independence have taken initiative to upsurge the Teacher education.

➤ **University Education Commission (1948-49) –**

The University Education Commission or Radhakrishnan Commission observed that the training colleges had no basic orientation in the essentials. For improvement of teacher education, it suggested that in the course the theory and practice should support each other. Trainees shall be recruited in schools from people having a first hand experience of school teaching. The course must be flexible and adaptable to social situations. The Commission recommended for remodelling of teacher training programme in India.

➤ **Secondary Education Commission ( 1952-53) –**

The Secondary Education Commission or Mudaliar Commission analyzed the problems of teachers and training programme in great depth. The Commission made recommendation on three types of Teacher Training Institution : Primary Teacher Training , Secondary Teacher Training and Training colleges. It suggested two types of institutions : i) For those who have taken the school leaving certificate ii) For graduates. The commission recommended training in co-curricular activities, refresher courses and research work for the M.Ed degree. It recommended dynamic method of teaching through 'activity method' and 'project method'.

➤ **Kothari Commission (1964-66) –**

The Kothari Commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. It suggested many ways to improve the quality of teacher educators. Some changes were introduced in Teacher Education. Some Universities introduced summer schools and correspondence course to meet the weakness of untrained teachers. The commission recommended that the essence of Teacher Education programme is 'quality'. The duration of training courses should be two years for primary teachers and one year for graduate students. Based on the recommendation of this commission M.A degree in Education has been introduced in the universities of Aligarh, Kurukshetra and Kanpur.

➤ **National Policy on Education (1968) –**

The NPE made recommendations regarding the service condition of teachers, academic freedom of teachers and in-service education.

➤ **National Commission on Teachers (1983-85) –**

The Commission appointed under the chairmanship of Prof. D.P. Chattopadhyaya, made a number of recommendations for the improvement of educational process. The selection of trainees for the teaching profession should be based on- Good physique, Linguistic ability, general awareness of the world, etc. The commission also recommended that the selection of trainees should be made through a combination of objective tests, group discussion and interview. The Commission also suggested the professional preparation with study of Education as a discipline, practice teaching and learning variety of skills.

➤ **National Policy on Education (1986) –**

The NPE 1986 made the following recommendations on Teacher Education :

1. Orientation of teachers should be a continuous process of teacher education.
2. Like SCERT, the district level body may be established called District Institute of Education and Training (DIET)
3. New skills should be developed among teachers to meet the present needs.

➤ **Acharya Ramamurti Committee (1990) –**

In the review of NPE 1986, the committee observed that , an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

➤ **The National Curriculum Framework (NCF 2005) –**

The NCF 2005 made many expectations on the teachers , which need to be fulfill by both pre-service and in-service teachers in the country.

➤ **National Curriculum Framework for Teacher Education (NCFTE 2010) –**

NCFTE highlighted that the training of a prospective teacher will be effective in the sense that it has been delivered by teacher educators who are competent for the job. NCFTE took a number of initiative to improve the standard of Teacher Education by joining hands with NAAC (National Assessment and Accreditation Council).

On the basis of the recommendations of various commissions and committees, many changes were made in Teacher Education Programmes. As a result a number of steps have been taken by the Government of India for the improvement of teacher education.

**Important Landmarks of Teacher Education in India:**

- **NCERT** : The National Council of Educational Research and Training , was set up in 1961. The Regional Colleges of Education were established under NCERT at Ajmer, Bhopal , Bhubaneshwar and Mysore . These regional colleges were set up to integrate professional and general programmes by organizing content cum pedagogical courses of 4 years duration.

- **SCERT:** A State Council of Educational Research and Training was established in each state. It mainly control and supervise elementary teacher training programmes in every state.
- **NCTE :** The Ministry of Education, Government of India, established the National Council for Teacher Education in 1973. The main aims are to control the standard of teacher education in the country, to co-ordinate the activities of state council, to co-ordinate research in education, to improve the standard of teachers and etc. NCTE regulate the quantitative growth of teacher education institution in the country. Besides academic activities, the NCTE has achieved some success in its regulatory functions by bringing a vast majority of teacher training institutions under its purview. Particularly, commercialization of Teacher Education has been controlled to a great extent. A landmark decision taken by NCTE was "to make Information and Communication Technology (ICT) literacy a compulsory part of B.Ed. course, mainly to create general awareness amongst the teacher trainees about ICT and its use in teaching-learning."
- **DIET :** The District Institutes for Educational Training were established for the initial training of elementary teachers in the country.

### Conclusion:

Teaching is a highly professional activity which required specialized knowledge, skill and behaviour. Professional competence is fundamental in a teaching profession. Competencies of an effective teacher include interpersonal communication, teaching skills and leadership quality. The success of the educational process depends to a rigid extent on the characteristics and ability of the teacher who is the corner stone of the arch of education. Teacher Education is not only teaching the teachers how to teach, but to develop a positive attitude for the teaching profession. The expansion of teacher education was observed in terms of qualitative and quantitative aspects. Now teachers are not only transmitter of information but a facilitator for a student. The Teacher's training institution have to innovate its structure in terms of approach and pedagogy for qualitative improvement of school education. The development of teacher education has been traced in the post independent period. Important suggestions and recommendations have been made from the time of independence only. From the University Education Commission (1948) to the decade of the 2000 importance has been given to teacher education, its development and enhancement. The formation of UGC, NCERT, NCTE and NAAC have effective impact on teacher education.

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