

A STUDY OF THE DEVELOPMENT OF TEACHER EDUCATION IN INDIA

SANJUKTA BASU

Research Scholar, Shri JJT University
Reg. No. 24618145
Department of EDUCATION, Shri JJT
University, Jhunjhunu Rajasthan

DR. RATANI. M. THAKUR

Research Guide,
Department of EDUCATION, Shri JJT
University, Jhunjhunu Rajasthan

ABSTRACT

Education is life's essential quality. Only education can pave and nourish the meaning of life. Education's relevance has never been downplayed or overlooked over the years. The capable and effective teachers in our nation have the burden of responsibility for bringing about societal transformation through education. Therefore, offering high-quality teacher education is essential to achieving every educational objective of any nation. The ultimate goal of teacher education is to provide future educators with the skills and competences they need to both satisfy the demands of the teaching profession and position them to meet future demands. Without understanding the historical background of teacher education, it is impossible to fully comprehend the current state of teacher education in the nation. In addition to highlighting the evolution of teacher education over time, this study also considers numerous initiatives and suggestions made by the government and policymakers to raise the standard of teacher education.

Keywords: *Teacher Education, History of teacher education, National Education Policies, Committees/Commissions, Curriculum.*

INTRODUCTION

Teacher education is described as a "programme of education, research, and training of persons to teach from pre-primary to higher education level" by the National Council for Teacher Education. The history of teacher education extends back to the ancient era, and it has seen significant changes over time. The objectives and curriculum design have undergone numerous revisions and restructures to meet changing demands and needs. The development of teacher education can be broadly categorized as follows:

- ❖ Ancient and Medieval period
- ❖ Buddhist period
- ❖ Muslim period
- ❖ British period
- ❖ Teacher Education in Independent India

TEACHER EDUCATION DURING VEDIC, BUDDHIST AND MUSLIM PERIOD

Even though the purpose of education has evolved over time, whether it be in the Vedic or Post-Vedic periods, education has always been a crucial element in the formation of society, according to the history of Indian education. The primary goal of education during the Vedic era was the proclamation of religion in order to achieve the "Absolute or Brahma". The Gurus communicated verbally about Vedic knowledge and Vedic literature. Everyone had access to free education, regardless of caste or social standing. The main instructional techniques used were oral explanations, debates, and storytelling. Some devoted and honourable disciples



began to teach and put the teaching techniques that their different Gurus had prescribed into practise. Sharp and brilliant pupils were occasionally given the responsibility of instructing the class. Despite the course lasting the same amount of time (12 years) as it did during the Vedic era, teaching techniques improved.

The emergence of Buddhism coincided with a significant advancement in education. Although spreading Buddhism was a primary goal of Buddhist education, this goal was approached collectively rather than individually and democratically. During the Buddhist era, a structured system of teacher training began to take shape. The monastic system was a significant aspect of this time. The students, known as "saddhiviharika," were placed under Upajjhaya's supervision and direction. Only individuals with a good moral and mental character who had served as monks for ten years were permitted to teach during the Buddhist era.

The dissemination of Arabic literature and Persian teachings to the original Indian population resulted from the education system changing radically with the arrival of Muslim conquerors. In various regions of the nation, a number of Madrassahs and Makhtabs that primarily taught Islamic knowledge based on verses from the Quran were established. There were also lessons in language, philosophy, math, astronomy, and politics. Maulvis made up the majority of the teachers in Makhtabs, while learned individuals taught at Madrassahs. The chosen method of instruction was the lecture format. Good and seasoned teachers were able to identify bright and intellectual students and designated them as tutors to oversee the class while they were away. As a result, we discover that monitorial systems were popular even throughout the mediaeval era and that no particular model was established for future teacher development.

TEACHER EDUCATION DURING BRITISH RULE

With the arrival of Europeans in India and the founding of the East India Company, attempts were undertaken to get a better understanding of the current state of the educational system. Sir Munro emphasised the importance of teacher preparation in his minute from 1823. In June 1826, Madras' first Normal School was inaugurated with funding provided by the British government. In the beginning, it primarily prepared instructors for local district schools, but later, this Normal School developed into Presidency College. Normal schools in Bombay and Calcutta then adopted this model. The phrase "A single shelf of a good European library was worth the whole native literature of India and Arabia" from Macaulay's Minute, published in 1835, praised European literature above Indian and Arabic literature. Macaulay pushed for the use of English as a language of teaching, and Lord William Bentinck agreed by passing a resolution.

Wood's despatch (1854) which is sometimes referred to as the Magna Carta of English education, had a significant impact on India's secondary education. This significant instructional text was published on July 19, 1854. It argued for providing allowances to people who are apt for teaching and are dedicated to this profession, and it offered helpful suggestions for improving teacher education in India. English was used as the primary language of instruction to foster the spread of European languages. As India's then-Governor-General, Lord Dalhousie sought to implement Wood's Despatch, which helped establish



several normal schools at the time.

Lord Stanley's despatch (1859) It was recommended that local teachers be hired for Vernacular schools and that emphasis be placed on teacher preparation. Teachers who had acquired a certificate for teacher preparation were given salary grants under a new grant-in-aid system that was introduced in 1859. Due to the low number of pupils who could progress past the elementary level, the Indian Education Commission/Hunter commission (1882) concentrated primarily on improving primary education.

The Calcutta University Commission, popularly called as Sadler Commission (1917) Education was added as a subject at the post graduate level. It also primarily focused on the improvement of Secondary Education and proposed for a diversified curriculum along with the establishment of the Board of Secondary Intermediate Education. The Sadler Commission's recommendations had a positive impact on the state of teacher preparation at the time. In 1925, Mysore University established a faculty of education.

It was **Hartog committee** (1929) that examined the issue of teacher preparation and the state of their employment. It was recommended that in order to lure the brightest students to teaching, teachers' status needed to be elevated. For instructors undergoing training, it should be possible to offer refresher courses, regular gatherings, and conferences that will both enhance their lives and their profession. This advice was intended for both primary and secondary school educators.

Abbot-Wood report (1936-37), Another such effort that made history in the sphere of education was this report. Although it placed a strong emphasis on teacher preparation, this study mostly supported vocational education. According to this paper, teacher training should go for three years in order to allow students to complete both general education and professional teacher training. This report also recommended that teachers take a refresher course.

In India, a post-war educational development plan was proposed by the Central Advisory Board of Education (CABE) in Sergeant Report. Numerous recommendations were made to improve teacher education in India. According to its guidelines, capable boys and girls should choose a career in teaching. Additionally, it was advised that teachers conduct refresher courses and research programmes to increase their effectiveness. For pupils who had finished high school, it recommended a two-year training course for pre-primary and junior basic schools and a three-year training course for senior basic schools. For graduate students, there was a one-year training programme.

TEACHER EDUCATION OVER VIEW IN INDEPENDENT INDIA

University Education Commission (1948-49) – This committee was a pioneer in the newly independent India; it critically analysed the existing teacher training programmes and recommended that they be made more flexible and constructed such that theory and practise would support one another. It ought to be able to accommodate the demands of the current situation. It was suggested that appropriate schools be connected to the training institutes and



that practise teaching be given more importance. It was necessary to bring about uniformity in the curriculum across the country. This commission is credited with introducing the term "teacher education" in place of teacher training.

Secondary Education Commission (1952–1953), whose chairman was Dr. S. Radhakrishnan, was a significant commission during the period following Independence. Numerous recommendations were made with the express intent of improving India's educational system. It placed a strong emphasis on elevating teachers' standing by offering them a triple benefit plan that may include pension, provident fund, and insurance. This commission emphasised that in addition to increasing teachers' credentials, professional development for them is also important because they play a crucial role in both the school and the community.

Education Commission/Kothari Commission (1964-66) was founded as a result of the necessity to confront a gradual decline in educational quality caused by an increase in educational institutions. This commission found that a strong professional development strategy for teachers is necessary to improve the quality of education. It was recommended that teacher training institutions work closely with universities and schools rather than being isolated from them. This commission outlined the shortcomings of the education system in place at the time and offered solutions to address them.

The Chattopadhyay Committee report (1983- 85). In 1983, the Indian government established two national commissions on teachers. The majority of our teaching colleges and institutes, according to the Chattopadhyay committee, "are dreadfully inadequate." "The minimum length of training should be five years after the completion of class XII if teacher education is to be made relevant to the roles and responsibilities of the new teacher." Additionally, a department of education should be established in the college of science and arts so that students can choose to pursue teacher training. This commission argued that the name "Internship" should be used in place of practise teaching.

National Policy of Education (NPE) was approved on May 8th, 1986 by Lok Sabha. Due to the National Curriculum Framework's design and the widespread adoption of the 10+2+3 educational system, this policy significantly improved the state of teacher education. This commission proposed that teacher education should be a continuous process that may be accomplished with both pre-service and in-service teacher education, both of which are integral parts of teacher education. Training colleges became Colleges of Teacher Education (CTEs) and the Institute of Advanced Studies in Education (IASES), while training schools became District Institutes of Education and Training (DIETS).

Yashpal Committee (1993), *studying without effort* It was emphasised that teacher education should be specialised, and it was advised that teacher training curricula should be created in accordance with the needs of the school. It should be able to foster self-directed learning and autonomous thought in the students.

National Curriculum Framework (2005) – The NCFSE, 2000 will be reviewed by the NCERT Executive Committee in light of the 1993 study, "Learning without Burden." A national committee led by Prof. Yash Pal and composed of 21 national focus groups was established for this aim. Here is a summary of the main comments made by NCF 2005 about teacher education:-



- The curriculum for teacher education should be made in child's context and there should be flexibility and diversity in its approach.
- The government's policies on teacher recruitment, pre-service training, and in-service training should adequately reflect the professionalisation of teaching.
- The framework of teacher education programmes should be such that instructors may build inclusive classroom cultures and address the problem of societal connections between schools and their students.
- Teachers' language skills should be improved, and there should be room for critical thinking so that they can consider their experiences.
- NCF advised that the curriculum for in-service teacher education be reorganised in accordance with the actual demands of the instructors.

National Curriculum Framework for Teacher Education, towards training ethical and professional teachers (2009). The National Curriculum Framework from 2005 and the Right of Children to Free and Compulsory Education Act from 2009 are acknowledged as the documents' guiding sources in the prologue. The NCFTE was expressly created with the goal of improving teacher education and elevating the current standing of educators in the country. According to NCFTE, factors affecting the quality of curricular transactions in the classroom include the length of the course, topic expertise, pedagogical abilities, devotion to the profession, and sensitivity to the needs of the students. The teacher education programme should be planned such that it can adapt to the needs of the school as the demands placed on teachers by the school vary over time. According to NCF, a teacher must serve as a facilitator who aids the learner in creating new knowledge. Instead of achieving certification as a career guarantee, teachers need to devote professionally to teaching. The quality of their education did suffer as a result of a substantial increase in the number of students enrolled. NCTE and NAAC made an effort to promote high-quality education.

It discusses the goal of teacher education, goes into depth on the curriculum for basic teacher education, and offers suggestions for how to properly evaluate new instructors. The NCFTE placed a strong emphasis on enhancing pre-service teacher education and also stated that the in-service training programme needed significant extension and revision.

National Education Policy 2020 – On July 29, 2020, the Indian Union Cabinet approved the National Education Policy. It provides an overview of the New Education system's goals with an emphasis on teacher preparation, higher education, and school education. A 34-year-old National Education Policy from 1986 is replaced with this policy. This policy's noteworthy modification is its restriction of the current educational curriculum. The new school would be organised as 5+3+3+4.

Analysis of National Education Policy 2020 with respect to Teacher Education- This policy recognises that the standard of teacher preparation, the hiring procedure, and working conditions fall short of the expected outcome. By giving them more power, we can elevate teachers' status and encourage the brightest students to pursue teaching as a career. The Teacher Eligibility Test is discussed as being strengthened in terms of both its content and pedagogy. By giving them current information on cutting-edge techniques and advancements in their field, teachers will have the chance to continuously better themselves. Every year,



each teacher would be required to complete at least 50 hours of CPD for their personal and professional growth. Teachers who perform exceptionally well ought to be rewarded, promoted, and given a raise. The National Professional Standards for Teachers (NPST) will be created by NCTE by the year 2022, according to NEP. NCTE would be reconfigured as a body that sets professional standards. The NPST would also aid in the reform of the programme for pre-service teacher education. The professional standard will be reviewed and revised once again in 2030, and from then on, revisions will be made every ten years. By 2030, NEP 2020 wants to move teacher education into multidisciplinary colleges and universities due to the high demand for qualified content and pedagogy specialists. A four-year integrated B.Ed degree will be the required minimum qualification for teacher educators by the year 2030. All B.Ed. programmes will be run with an emphasis on modern pedagogical methods, multi-level instruction, learner-centered and collaborative teaching, and teaching youngsters with special needs and disabilities. The emphasis will be on implementing the fundamental rights outlined in the Indian constitution as an essential component of the curriculum. Teachers should be ready to instill in students a sense of environmental awareness and sustainable development as this will be a future requirement. A teacher should be well-versed in both the most recent advancements in educational practises as well as Indian cultural values and ethos. In order to allow teachers to transition to other specialised areas of teaching that interest them, there will be provisions for both a special, shorter local teacher training curriculum and shorter post-B.Ed certificate programmes. Strict action will be taken against Institutions/Colleges that do not adhere to the defined standard in order to restore the integrity and quality of teacher education. There will be a national eligibility test administered for entrance to the pre-service teacher education programme in order to ensure a uniform standard of teacher education throughout the country. Outstanding retired and experienced instructors may also be hired to provide colleges and universities with long- or short-term professional support.

CONCLUSION

The history of teacher education begins during the prehistoric era, when the Monitorial method of teacher preparation was used. During the Buddhist and Muslim periods, there were some modifications in teacher education, but it was still mostly based on the Monitorial system because there wasn't a sufficient framework to support the official training of teachers. With the advent of colonial rule, improvements in teacher training took place, and English was added to the list of modern courses that were taught in schools. The first steps towards formal teacher education were taken by Macaulay's minute and Wood's dispatch. Before India gained its independence, normal schools were established all over the country, but Indian traditions, ethos, and values were not reflected in the curriculum for school education or teacher preparation. Since the country's declaration of independence, the government and decision-makers have continuously worked to improve the quality of teacher preparation through a variety of recommendations and ideas. The National Education Policies of 1968 and 1986 have made significant contributions to the improvement of teacher education. Curriculum Frameworks have occasionally been created to address the demands and difficulties of teacher education in India. Another important step towards improving



teacher preparation in our nation is the recently released National Education Policy 2020. But we must understand that the students, instructors, parents, and community members must all work together if the goals of the objectives established by National Education Policies are to be successfully achieved. By dedicating ourselves fully to this demanding profession, we must all work together to raise the bar for our brotherhood.

REFERENCES

- Aggarwal, J.C. (1996). *Teachers and Education in a Developing Society*. Vikas Publishing House Pvt. Ltd, New Delhi
- Balwaria, R., & Gupta, P. (2014). *Historical Perspective of Teacher Education in India*. *International Educational E- Journal*, 3(1), 54-65
- Bhattacharjee, J. (2015). *Progress of Teacher Education in India- A Discussion from Past to Present*. *International Journal of Humanities and Social Science Research*, 2 (1), 213- 222.
- *Challenges of Education – A Policy Persepective*. (1986). Ministry of Education, Government of India, New Delhi
- *Curriculum Framework for Teacher Education*, (2006). N.C.T.E. & N.C.E.R.T., New Delhi
- Dr. Sachdeva, M.S. (1996). *A New Approach to Teacher and Education in Indian Society*. Vinod Publications, Ludhiana.
- *Kothari Commission Report*, (1996). Ministry of Education, Government of India, New Delhi.
- Lal, D. (2016). *A Journey of Teacher Education*. *International Journal of Peace, Education and Development*, 4(1), 9-17.
- Mohanty, J. (2003). *Teacher Education*. Deep and Deep Publications Pvt. Ltd. New Delhi.
- *National Curriculum Framework*, (2005). N.C.E.R.T., New Delhi
- Sharma, S. (2009). *Teacher Education*. Kanishka Publishers, New Delhi.
- Singh, L.C. (1990). *Teacher Education in India: A Resource Book*. Delhi: NCERT
- *The National Policy on Education – A Policy Perspective* (1986). Ministry of Education, Government of India, New Delhi
- *The Report of the University Education Commission*, (1949). Ministry of Education, Government of India, New Delhi.
- *The Secondary Education Commission*, (1953). Ministry of Education, Government of India, New Delhi.