

# TEACHER EDUCATION IN INDIA

**Tapasi Howlader**

Guest Lecturer, Department of Education, Barrackpore Rastraguru Surendranath College,  
Barrackpur, west Bengal, India.

**Abstract :** There are four component of Education - Student, Teacher, Curriculum and School. So, Teacher is a part of Education and he is a resourceful person who organize, control, manage the total education system. In this point of view teacher education is a main part of education. Teacher Education brings a permanent and temporally change in Education system. The main objectives of this paper is past and present change of teacher education in India which help us to know the development of teacher education time to time. Here is also mentioned various committee and commission which recommended rules and regulation to develop teacher education.

**Key words :** Teacher Education, India.

## 1. Introduction

“If you educated a boy. You educated one individual. If you educated a girl, you educated the whole family and if you educated a teacher, you educated the whole community.” Since the dawn of civilization human society began to feel the need of having certain specific institutions where young generation could be educated for preparing them as efficient member of society. Here they were expected to acquire such knowledge and life skill that the elders and experienced people in the society deemed necessary for the purpose. Some knowledgeable person were selected and employed in the institutions for teaching the youngsters according to the requirements of the Society. Their job was to teach as such they were called Teachers. In course of time society felt that these teachers needed some training and Orientation for better performance in their profession. So, certain teaching skills were identified which could help them transact necessary knowledge and information to the students to facilitate learning.

The National Council for teacher Education defined teacher education as- “A programme of Education, research and training of persons to reach from preprimary to higher education level.” According to Goods Dictionary of Education teacher education means “all 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 responsibility most effectively.”

## 2. Objectives

- To know Pre-independence development of teacher education in India.
- To know post independence development of teacher education in India.
- To understand the importance of teacher Education.

## 3. History of teacher education in India

The teaching process is a creative and old profession. It has an ancient background. The teacher change his contribution from time to time the teacher has been playing his role from vedic period to till continue with some rules and regulation determined by education system onwards.

### Teacher Education in Pre-Independence India

1. In ancient period (2500 Bc. To 500 Bc) Hindu civilization teaching started by 'Vedas' and only Brahmins played the role of teacher. There was a intimate relation between the teacher and disciple. Knowledge was trans mitted orally. Listening to the spoken words, Comprehension of meaning reasoning leading to generalization the main part of teaching learning system.
2. In Buddhist period (500 Bc to 1200 A.D) teacher training started by formal system. In this period bhikshus were teachers they must have spent ten years as monk and must have the purity of character. Thought and generosity. In vihars teacher teaches student by oral method as well as logic method which help disciples to develop the intellect.
3. In Mediaeval period (1200 A.D to 1700 A.D) moulvis teachers in Moktabs and in Madrasha scholarly person are appointed In this period 'Monitorial system' had a great important role. Here the method of teaching is oral and education based on religious.
4. In British period (1700 A.D to 1947 A.D) changed the total system of education including the teacher education. But in India arrival the britishers the European missionaries established teacher training institution. Then Danish missionaries established a normal school for training of teachers at Serampore. In this period the educational Board of Bombay, Madras and Calcutta for the first time felt the need of teacher education and they established few training centers where the teachers of primary schools were imparted training. To raise the standard of teaching in the primary school the 'Native Education Society of Bombay.' Trained 25 teachers and sent them to different part of the province. In 1812 Calcutta School Society made provision for the training of the teachers on the basic of monitorial system. Training schools for the training of teachers was founded at madras in 1825, in order to encourage the work of the society, in accordance with the suggestion of Munro, The then governor of Madras.

Then wood Dispatch released on 19<sup>th</sup> July 1854 and mentioned "We desire to see the establishment, with as little delay as possible of training schools and classes for masters in each presidency in India. So, it gave some valuable suggestion for the development of teacher education. It gave importance on stipend and after completion the teacher training gave certificate which help the teacher employed. After Wood's Dispatch, Lord Stanley's Dispatch gave a special attention should be devoted to the training of the teachers. In India regular system of teacher education was started in accordance with the recommendation of the Indian Education Commission in 1882.

Government of India Resolution on Education policy (1904) gave importance on established of training college and training school. Then The Government of India Resolution on Education policy (1913) recommended the knowledge of teacher methods and practical training should be include in the and the training period for the non-graduates should be two years. Afterwards Calcutta university Commission (1917) evaluated the University Education and prepared the report on inadequate strength the training college and the lower standard of the training including the teacher education in 1919. Then the Abbott Wood Report (1937) and The Sargent Report (1944) also give some suggestion for development of teacher education.

### Teacher Education in post independence India

- 1) The first Commission in free India, Radhakrishnan Commission (1948-49) recommended that the theoretical Part of B.Ed Curriculum should be flexible and adoptable local circumstances, and students should spend 12<sup>th</sup> week in school practice.
- 2) The Mudaliar Commission (1952-53) suggested that during one year training course the graduate teacher should be trained in method of teaching at least to subject and Higher Secondary passed student's training should be two years. The training college should conduct researches in various important aspect of pedagogy.
- 3) Government of India with Fond Foundation (1954) recommended that the training institutions should arrange experimental school where experiment are made in curriculum construction and developmental teaching method.

- 4) Pires Committee recommended that the practical portion of curriculum should be based on theory portion of teacher education.
- 5) The Education Commission (1964-66) recommended that qualitative improvement of teachers for development of Education and organize practice teaching in active collaboration with selected school.
- 6) National Commission on Teachers- I (1983-85). Recommended four year training course after senior secondary leading to graduation and training. 2 year training course for elementary teachers after classes XII and 4 years integrated course after class X. Teacher education in colleges of Education should be drawn from disciplines of various school subjects and educational disciplines like psychology, sociology, philosophy etc. the minimum qualification for a teacher educator should be PG degree in the subject and a B.Ed. preferably an M.Ed. Teacher educator for elementary training institutes should have minimum qualification of post graduate degree with B.Ed. In this stage of Education teacher know pedagogy, practice Teaching, skills in recitation and communication skills.
- 7) The National policy of Education in 1986 linked in-service and pre-service teacher education on a continuum. It visualized the establishment of District Institutes of Education and Training (DIETs) in each district up-gradation of 250 Colleges of education as colleges of Teacher education (CTEs) and established of 50 institutes of Advance studies in Education (IASEs) and Strengthening the state councils of Educational Research and Training (SCERTs)
- 8) The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 suggested the internship is essential because it provide the practical observation of school environment. It also said in-service and refresher course should be related to the specific needs of teachers.
- 9) Yashpal Committee (1993) recommended that the teacher education should either be one year after graduation or four years after higher Secondary Education In this time many teacher education institution were established.
- 10) According to National Council for teacher education Act, 1993 the India Government set up National council for Teacher Education as a statutory body. It planned Co-ordinate and development of teacher education all over the country to maintain the norms and standard. The NCTE further come out with a curriculum Framework (1998) to provide guidelines in respect of the content and methodology of teacher education.
- 11) National Curriculum Framework 2005 stress on the following aspect of school education connecting the curricular knowledge with the learners life experiences outside the environment, shifting learning from rote memorization to practical activities, enhance co-curricular activities and at last assessment of learner with the classroom life experience . In this point of view teacher act as a facilitator, transforming information into knowledge, as a supporter and he used constructive approach based on pedagogy.
- 12) National Curriculum Framework for Teacher Education (NCFTE) 2010 importance on context, concern and vision of teacher education; curricular areas of initial teacher perception; transacting the curriculum and evaluating the developing teacher; Continuing professional development and support for in-service teacher; preparing teacher education; Implementation strategies. This framework provide adequate time, reflective and opportunity of self study for teacher education.
- 13) The right to Education act (2009) which become operational from 1st April, 2010 has a importance implication for teacher education in the country. It enriched the standard for training of teachers. Existing teachers who are not possessing prescribed qualification would be required to acquire the qualification within a period of 5 years and the govt. must ensure the pupil teacher ration.

14) Justice Verma Commission 2012 , submit report on Teacher education constituted by the Hon'ble Supreme Court of India entitled by “ Vision of Teacher Education in India Quality and Regulatory Perspective “ The commission gave importance on development quality of pre-service teacher education and in service teacher education. Strengthening regulatory functions of the NCTE, teacher performance. The commission also made the following recommendation Govt. Investment for established new teacher education institution in eastern and north eastern states , provide entry level test for pre – service teacher education ; new teacher education institution also be a composite institution , setting up of teacher education institution integrated with UGC , DEC and State Government and all over development of teacher education in all aspect.

15) NCTE Regulation 2014 recommend that the existing teacher education institution will move to composite institution ; enhanced duration of B.Ed , B.P.Ed , M. Ed programmes from one year to two year ; integration of curriculum with theory , practicum and internship with proper implement and assessment ; teacher institution should be obtain accreditation from an accrediting agency approved by council within five years of recognition and also changes in various aspect such as TLM for classroom instruction , infrastructure , unit , subject , qualification .

#### 4. Importance of Teacher Education

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge , attitudes , behavior and skills. They require to perform their tasks effectively in the classrooms, schools and wider community. So, teacher education important for develop education system to society.

- For better understanding of the students.
- Proper use of methodology of teaching.
- Creating social insight in the students.
- Improve standard of education.
- Developed self – confidence.

#### 5. Conclusion

Teaching is a highly professional activity which demand knowledge, skill and behavior. Professional competence is fundamental aspect of teaching profession. In this paper observed that the change of teacher education. In the very beginning of civilization there was no trained teacher , so that the teacher teaches student in their own opinion. But now a days there was a great change in teacher education. The teacher teaches in a formal and scientific way with the help of psychology , philosophy, technology, pedagogy and constructive approach which is recommended by various commission and committee. Its help students to develop in need based society.

#### Reference

- Ali lokman . Teacher Education , APH Publishing Corporation , Ansari Road , Darya Ganj , New Delhi.
- Mukherji , S.N (1976) . Education in India : Today and Tomorrow , Acharya Book Depot , vadodara.
- Mukherji , S.N (1968) . Education of Teachers in India , S. Chand & Co. , New Delhi.
- Mohanty , J. (2003) . Teacher Education , Deep and Deep Publication Pvt. Ltd. New Delhi.
- NCERT . (2005) . National Curriculum Framework 2005. New Delhi : NCERT . Retrieved November 15, 2014, from [www.ncert.nic.in / right side / links / pdf / frame work / English / nf 2005 Pdf](http://www.ncert.nic.in/right%20side/links/pdf/frame%20work/English/nf2005.pdf).
- NCTE . (2009) . National Curriculum Framework for Teacher Education , New Delhi , NCTE.
- NCTE . (2014). NCTE Regulation 2014. Retrieved December 15, 2014 , from [http:// www.ncteindia.org / regulation / Regulation on 2014 \(Hindi % 20 & 20 English\). Pdf](http://www.ncteindia.org/regulation/Regulation%20on%202014%20(Hindi%20&%20English).pdf) .
- Rao Diguarti Bhaskara (1998) . Teacher Education in India , Discovery Publishing House , New Delhi.
- Singh , L.C. (1990) . Teacher Education in India : A Resource Book , Delhi , NCERT.

- Singh , R.P. Studies in Teacher Education – an overview , Bahri Publication Private Limited. New Delhi.

