



HISTORICAL PERSPECTIVE OF TEACHER EDUCATION IN INDIA

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Abstract : The present research highlights the Indian educational system's historical development, which can be classified chronologically into the official, standardized, and professionalized systems of teacher education in India now reflect changing socio-political and pedagogical perspectives, but the informal, guru-centered traditional traditions are still practiced today. Among the most important periods are the ancient and medieval ones, which placed a strong emphasis on spiritual and oral education in gurukuls; the Buddhist era, which formalized training and expanded access; and the Muslim era, which was marked by an emphasis on the Quran without formal teacher preparation. Higher education in India was dominated by the British in the 19th century, who prioritized the arts and humanities over science and technology growth.

Keywords ; Teacher Education, Ancient & medieval Education, Buddhist Education, Muslim Education, British Education, After independence Education.

Introduction:

Teaching requires unique knowledge, skills, and behavior, making it a highly professional activity. Competency, performance, and behavior are all components of teacher professionalism that indicate a teacher's character in the classroom and in society. Professional abilities, which comprises subject-matter knowledge acquisition, classroom procedure preparation, and child personality development, is essential to the teaching profession. One of the world's biggest teacher education systems is found in India. Teachers and teacher educators are constantly interested in learning about India's teacher education history. In India, teacher education has a long history that was influenced by many foreign rulers, social reformers, and prevailing educationalists. The current educational system is being shaped by the regional and global levels demands of Indian society, beginning with the ancient educational system.

Statement of the problem:

The problem is 'Historical perspective of teacher education in India.' The relevance of this type of research in the field of education at present is mentioned below.

Review Of Related Literature

Balwaria.R.R & Gupta.P (2014) "Historical perspective of teacher education in India." One of the biggest teacher education programs in the world is found in India. Learning about the history of teacher education in India is something that both teachers and teacher educators are constantly interested in. India's teacher education has a rich history that was influenced by many foreign conquerors, social reformers, and prevailing educationalists. Beginning with the ancient educational system, it continues to evolve in response to the local and global demands of Indian society. Two periods can be distinguished in the history of teacher education in India: the pre-independence period, which began with the ancient educational system and continued until independence, and the post-independence period, which began after independence and continues to this day. A richer and more comprehensive view of teacher education in India is also given, along with a list of significant turning points in the field's history.

Bhattacharjee. J (2015) "Progress of Teacher Education in India– A Discussion from Past to Present." To have effective and truly competent instructors, a teacher education program is essential. Beginning with the ancient educational system, teacher education programs continue to evolve in response to the local and global demands of Indian society. There are two distinct periods in the history of teacher education in India. The first section covers teacher education in pre-independence India, which begins

with the ancient educational system and continues until India gained its freedom. The second section covers teacher education in post-independence India, which is the period following independence and up to the present.

Lal.D(2016)“A journey of teacher education.”Since gaining independence, India has advanced significantly in terms of infrastructure, universal access to education, and school enrollment, as well as general literacy. In addition to literacy, infrastructure, universal access, and school enrollment, a country's educational quality is also influenced by the skill, commitment, and calibre of its teachers. Any educational program's ability to succeed primarily rests on its teachers and their abilities. The teacher education system and teacher educators are in charge of creating these competences because they cannot be produced automatically. Over the past few years, the Indian government has started to progressively build a network of institutions such as DIETS, IASE, and CTE that give primary and secondary school teachers pre-service and in-service training, respectively. As teacher education resource institutes, the nation currently has 555 DIETS, 104 CTE, 31 IASE, and 30 SCERT (MHRD, 2012), although additional work and adjustments are still required.

Krishnamoorthy . J (2019)“A historical perspective of indian education system.” The historical development of the Indian educational system is discussed in this paper. It can be chronologically divided into four periods: the Islamic, medieval, Buddhist, and ancient Vedic periods, as well as the contemporary pre- and postcolonial periods. In ancient times, the Indian culture and educational system were highly regarded. During the medieval Buddhist era, education flourished at Nalanda, Takshahila, Ujjain, and Vikramshila Universities, earning status and a reputation that would last a lifetime everywhere. The ancient teaching methods of Madresas and Maktabas, as well as the rejected earlier educational systems, predominated in India after the Mogul era. India's current educational system is merely a copy of the British system, which was established and adopted by Macaulay in the 20th century. In higher education during the 19th century. Under British rule, India's scientific and technological advancement was not sufficiently supported; instead, the arts and humanities were prioritized. The current educational system in India has advanced significantly and will keep getting better even if there are issues and discrepancies between the goals and how they are being implemented.

BASU.S & THAKUR R. M.(2023) “A Study Of The Development Of Teacher Education In India.” The Monitorial technique of teacher preparation was employed in the prehistoric age, marking the beginning of the history of teacher education. Due to a lack of a suitable structure to support the formal training of teachers, teacher education saw minor changes over the Buddhist and Muslim periods, but it remained mostly based on the Monitorial system. English was included in the list of contemporary subjects taught in schools, and teacher preparation improved with the arrival of colonial control. Both Wood's dispatch and Macaulay's minute marked the beginning of formal teacher education. Before India became an independent nation, regular schools were set up all over the nation, but neither the curriculum nor the training of teachers reflected Indian customs, beliefs, and ethos. Using a range of suggestions and concepts, the government and decision-makers have been working to raise the standard of teacher training ever since the nation's proclamation of independence.

Objectives Of The Study:

The objectives of this study are to -

- I.To explain and talk about the word "teacher education."
- II.To explore the various issues related to teacher education.
- III.To outline the requirements for teacher education.
- IV.To review how teacher education has changed over the years in India.
- V.To go through several significant moments in Indian teacher education history.

Methodology:

This work is based on historical research. Accurately describe the time and place of an event that happened in the past and analyze past events in a scientific way. Historical research is the study of the relationship between the past and the present through the acquisition of knowledge from the past. The source used in this paper are purely secondary source of data, which is appropriate for this study.

Analysis And Discuss The Objectives:

Teacher education:

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 encompasses teaching skills, sound pedagogical theory and professional skills.

(Teacher Education = Teaching Skills + Pedagogical theory + Professional skills)

Nature Of Teacher Education:

The traits, goals, and tenets that characterize the preparation of teachers for the profession are referred to as the nature of teacher education. Educational ideologies, societal demands, and pedagogical innovations all influence this dynamic and ever-evolving process. Here's a thorough rundown:

Lifelong and Ongoing Process

Teacher education is a continuous process. It starts with pre-service training and lasts the entirety of a teacher's career, including workshops, seminars, in-service training, and professional development initiatives.

Both conceptual and applied

Theories of education from philosophy, psychology, and sociology are included, along with more useful elements like classroom management, internships, and teaching strategies.

Expert Readiness

The main goal is to prepare teachers who are capable, ethical, and skillful. It fosters the development of professional attitudes, educational abilities, and subject knowledge.

Adaptable and Dynamic to Change

The needs of society, curriculum modifications, educational regulations, and technology breakthroughs all influence how teacher education changes.

On the basis of innovation and research

places a strong emphasis on action research, reflective practices, and creative teaching methods in order to enhance educational methods.

Ethical and Value-Based

instills democratic principles, human values, moral accountability, and an awareness of diversity and inclusivity.

Controlled and Coordinated

ensures the quality and consistency of teacher training programs through national organizations like India's NCTE (National Council for Teacher Education).

Teacher Education During Pre independent india**Ancient and medieval education:(2500 B.C. To 500 B.C.)**

In ancient India, religion influenced all areas of life, including education. It is important to note, though, that education attempted to develop the student's personality in a variety of ways, naturally with a religious bent. There was a correlation between the values of life and the notion, goals, and principles of education. Life in ancient India was heavily influenced by religion. There was a strong religious undertone to the entire educational system and the entire social structure of the time. Since they were often priests, teachers offered religious, spiritual, and liberal education. The Gurukul System Of Education was the name of the particular institution that underpinned the entire educational system in ancient India. Vedic literature served as the primary source of instruction in ancient schooling and reflected the most significant and fundamental aspects of Indian culture. Under the ancient, and especially Vedic, educational system, all people would develop essential or constructive behaviors. An educational institution's atmosphere was infused with sentiments of love and dedication. Ancient Indian culture preservation and transmission was a key goal of the educational system of the time. Renowned educators who used to labor tirelessly employed to accomplish this goal. Students developed habits of using their independence to accomplish a variety of tasks, which used to improve their lives.

Buddhist education:(500B.C to 1200 A.D)

During this time, the official teacher training system came into being. When the value of teacher education was acknowledged, it was expanded. Every novice who was admitted to the monastic system, which was a significant aspect of Buddhism, had to submit to the supervision and direction of a mentor (Upajjhaya). When selecting an upajjhaya, the disciple would be extremely careful and respectful. The novice, the Saddhiviharika, was the upajjhaya's primary responsibility. It was his responsibility to provide spiritual support and encourage religious education among the disciples by instruction, questioning, encouragement, and teaching. The disciple had to be completely cared for by the teacher. The professors used explication, debate, discussion, question-answer, and the use of tales and parables in addition to oral recitation. The inductive approach, or Hetu-Vidya, was used in Vihars and monastic schools to teach the disciple's mind. When the discipline of logic was introduced, it helped students become more intelligent.

Muslim education:(1200A.D to 1700 A.D)

There was no official teacher training program in place at the time. Education was highly valued in Muslim nations and is advocated as a duty in the holy Koran. The public was involved in education. In India, the Mohammedan kings established libraries, colleges, and schools (Maktabs and Madrassahs). In the Maktab, which is frequently connected to a mosque, pupils were taught reading, writing, basic math, and the Koran, which they were required to recite. Persian was used as the medium of instruction, while Arabic learning was required. Science, literature, law, logic, theology, philosophy, and language were all taught at madrassahs. The majority of the instructors at the Maktabs were Moulvis, although scholars worked in the Madrassahs. Preparing teachers was primarily a continuation of the methods used by the previous educators. Skilled and knowledgeable educators with a keen sense of taste picked out capable pupils and assigned them tutors to watch over and instruct the younger pupils while they were away. The monitorial system was therefore popular during the Middle Ages as well and was used to train future educators. Both society and their pupils appreciated and held the instructors in high regard. During this time, memorization and cramming were common. The instruction was given verbally. The lecturing style was adopted by the instructors. Book consultation was encouraged for students. Medical and other practical courses also have practicals. All subjects, including politics, logic, religion, and philosophy, were likewise approached analytically and inductively.

British education (1700 A.D. to 1947 A.D.)**Importance of the charter act of 1813:**

The Charter Act of 1813 was criticized for keeping the East India Company's considerable powers and for not allocating enough money for education. The approval of missionary work was controversial because it was seen to force Western ideals on Indian culture. Given the size of the population and the necessity of substantial educational changes, the Rs. 100,000 allotted for education has drawn a lot of criticism. Many believed it to be more of a token gesture than a substantial investment in Indian education.

The main features of lord macaulay recommendations 1835

Thomas Babington Macaulay, a British politician and historian, gave his "Minute on Indian Education" on February 2, 1835, in an attempt to prove that Indian "natives" had to be educated in English. A turning point in India's colonial history was Lord Macaulay's Minute of 1835, which promoted English education and influenced the development of the nation's educational system.

Wood's despatch impact the education system in india

The Magna Charta of English Education in India, often known as The Wood's Despatch, was a significant educational document published on July 19, 1854. The most significant text on English teaching in India was, very properly, dubbed that. The recommendations it made for enhancing teacher education were quite helpful. It recommended that incentives be granted to those who are qualified to teach and who are prepared to dedicate themselves to the role of schoolmaster. In India, training schools should be established, the dispatch said. The dispatch recommended implementing the student-teacher system, which is now in place in England, in India. The student teachers would get a stipend or reward, and the masters of the school to which they were assigned would receive a minor payment. Upon successful completion of the training program, participants were expected to get jobs and credentials. For the prospective instructors, the dispatch provided enough motivation. A number of regular schools were established as a result of Wood's Despatch, which was also recommended by Lord Dalhousie, the Governor-General of India.

Sadler commission

The Sadler Commission, often called the Calcutta University Commission of 1917-19, was primarily concerned with university education, but it also had a big impact on teacher education in India. The panel acknowledged a direct correlation between the quality of secondary education and the quality of higher education. It therefore underlined the necessity of improving secondary education and the curriculum since a strong secondary system would produce more university-ready students and, in turn, more qualified teachers. Intermediate institutions, which would serve as a link between secondary schools and universities, were suggested by the panel. The committee promoted more university autonomy, enabling institutions to operate more autonomously and decide on issues like faculty appointments, curricula, and other academic affairs. It was believed that this autonomy was essential to encouraging academic success and drawing competent people to the teaching profession. The necessity of better teacher training programs was another topic the group discussed. University involvement in teacher training was considered, as was the creation of independent residential teaching colleges.

Hartog Committee Report,1929:

In their report from 1929, the Hartog Committee called attention to the need for better training, higher compensation, and more suitable working circumstances for teachers, especially those in secondary education. Along with highlighting the value of primary education, the committee suggested actions to raise the caliber of teachers and their training.

It was recommended that individuals who were familiar with rural society be hired as teachers for these locations. It also claimed that teacher associations' gatherings, conferences, refresher courses, and journals for teachers in the vernacular might greatly enhance teachers' lives and work. The committee also made recommendations for secondary school teachers. 13 of 18 institutions established faculties of education in response to the Sadler Commission's recommendations. New Delhi is where the Lady Irwin College was established. The B.Ed. degree was introduced by Andhra University in 1932. Bombay introduced the M.Ed., a postgraduate degree, in 1936. In addition, there were other significant developments in the area of education throughout the 1930s. There was a revival of the Central Advisory Board of Education. Teachers were trained for basic schools when Mahatma Gandhi established Basic Education in 1937. 1938 saw the founding of the Vidyamandir Training School in Wardha and the establishment of a Basic Training College in Allahabad.

After independence Education system in india

University Education Commission (1948-49):

The University Education Commission, chaired by Dr. S. Radhakrishnan, was established shortly after the country gained its independence in 1948 to investigate the educational system in that nation. The commission's report was submitted in 1949. In particular, the teacher education system for the ensuing decades benefited greatly from this document's substantial contribution to raising educational standards. The Commission suggested that the length of schooling be extended from eleven to twelve years, and that degree programs be offered beyond graduation. Three-year courses succeeded two-year degrees. The introduction of general education together with college programs and suggestions to enhance the working circumstances of instructors in schools, colleges, and universities were made. Universities were to have three different levels of teachers: lecturers, readers, and professors. The introduction of a thorough and ongoing evaluation system nationwide was another recommendation made as part of the review process. After the University Education Commission's recommendations were generally adopted universities began to reform their teacher education programs by adding more courses, giving teaching practice sessions careful thought, revising the curriculum, and other measures.

Secondary Education Commission (1953):

Known by another name, the Mudaliar Commission, the Secondary Education Commission (1952–1953) made a number of important suggestions to improve secondary education in India. These included changing the secondary school curriculum to include vocational training, strengthening guidance and counseling services, upgrading teaching strategies, and rearranging the secondary school system. The goal of the commission was to create well-rounded, patriotic individuals who possessed both academic knowledge and real-world expertise. The panel emphasized that rather than relying solely on rote memorization, instructional strategies should promote critical thinking and problem-solving. It recommended that educators receive training in dynamic and captivating teaching methods. The panel also suggested that in order to assess students' overall growth, less emphasis be placed on exams and more focus be placed on internal assessments and school records.

Kothari commission (1964-66):

In its 1964–1966 report, the Kothari Commission offered a number of suggestions for improving India's educational system. Among the main recommendations were providing free and compulsory education until the age of 14, implementing a 10+2+3 educational framework, incorporating vocational training, and using education to promote social values and national unity. Adopted in 1968, the first National Policy on Education was heavily impacted by the commission's recommendations.

National Policy on Education (1968):

The Kothari Commission's (1964–66) recommendations served as the foundation for the first education policy of independent India, the National Policy on Education (NPE) 1968. Under Prime Minister Indira Gandhi, the Indian Parliament authorized it in 1968. All children up to the age of 14 should get free, mandatory education (Universalization of Elementary Education). promoted raising the status, allowances, and benefits of teachers in order to improve the standard of instruction and the profession's esteem.

National Policy on Education (1986):

Achieving universal access to high-quality education, eliminating illiteracy, and strengthening marginalized communities like as women, SCs, and STs were the main objectives of the National Policy on Education (NPE) of 1986. A child-centered approach, better teacher preparation, reinforcing elementary and adult education, promoting secondary and higher education through vocationalization and open universities, and upgrading primary schools through Operation Blackboard were among its guiding ideas.

NEP 2020:

India's National Education Policy (NEP) 2020 aims to modernize the educational system and make India a global knowledge superpower by offering high-quality, inclusive, and equitable education that prioritizes critical thinking, 21st-century skills, and Indian cultural values. It seeks to address national and international concerns by increasing public investment in education, promoting multidisciplinary education, and moving away from rote learning and toward competency-based learning.

Conclusion:

The goal of education in ancient India was to encourage self-realization in the student and provide him with both spiritual and worldly knowledge. Teachers were well-versed in both temporal and spiritual knowledge. Macaulay's minute and Wood's dispatch marked the beginning of formal teacher education. Prior to India's independence, regular schools were set up all over the nation, but neither the curricula nor the training of teachers reflected Indian customs, beliefs, and culture. The government and decision-makers have been working to raise the standard of teacher training ever since the nation's proclamation of independence, offering a range of suggestions and concepts. Teacher education has improved significantly as the outcome of the National Education Policies of 1968 and 1986. One of the most prestigious and prestigious occupations in the world is teaching. It is the honorable responsibility of educators to influence the next generation of people. The societal expectations dictate the character of this task.

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