



## A Liberal Voyage of Teacher Education in India: A Historic Perception 2.0

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**ABSTRACT:** Good's dictionary of education defines teacher education as " All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively". R. N. 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". The Education Commission (1964-66) has written "The Destiny of India is now being shaped in their live classroom situation.

The National Policy on Education 1986 said: "The status of the teacher reflects the socio- cultural ethos of the society; it is said that no people can rise above the level of its teachers". The role of teacher education is to would the educational system from Ancient to modern or present education as per the need of the present society. The Educational History has been classified in two phases, in first phase pre-independence and second phase post-independence.

In first phase it deals with the ancient education system. In second phase it deals the educational system till present age, progress of the education, quality teachers and teacher educators, as it has been considered that teaching is a noblest profession among all profession. It has been considered as the oldest profession in the world.

From time to time, it has been observed a dramatic change, in preparation, presentation, role, its competence, and functions. As per the need of the society it has become imperative from time to time. It has been realized that as per the need of the society it is for a change in the teacher education programs.

**KEYWORDS:** Education, Teacher Education, Teacher Training, NPE (National Policy on Education), NCTE (National council for teacher education), POA (Plan of Action), RIE (Regional Institute of Education), Education Committee, Education Commission

### 1. INTRODUCTION

"We are convinced that the most important factor in the Contempt plated educational reconstruction, is the teacher.

Prof. Humayun Kabir "Teachers are the determiners of the destiny of a country, it sounds true, but it needs to be stressed as a key to educational reconstructions. The influence of teachers is everlasting to shape the future of the citizens."

The place of teacher has been considered a unique and significant in community as well to transform the traditional intellect from one generation to other.

Teacher maintains the level of technological skills to enlighten the civilization bright. He owes the duty for society and nation that's why his rule is to adjust the methods and technique to suit the changing time.

The history of teacher education in India is as old as the history of human civilization. Hence it seems correct that the concept teacher education must have been born in India in around ancient Indian period i.e. 2500 BC.

Teacher education history can be divided into two periods

- Pre-independence period (before 1947)
- Post-independence period (1947 onwards)

## 2. THE PRE- INDEPENDENCE PERIOD

### i. Teacher Education in Vedic Period-(2500BC-500BC)

In Rig Vedic and even in Sutra Age there were no formal teacher training colleges. A teacher was a successful and excellent student one who was first taught by his own master. He further increased his knowledge and later on acknowledged fit by the learned society to become a teacher.

In the Apastamba Grihya Sutra it is reported person used to teach mutually different Vedas. This was a way in which teacher increased their knowledge. The Baudhyana Griha Sutra also informs that one of the hopes expressed at the convocation or 'Samvartana' was that the graduates may have the good luck of attracting students from all quarters. No formal training was considered necessary for the teaching profession. A number of times during the course the students got opportunity to go through learned debates which were also known as "shaststratha" and which would later also develop fame of scholarship as a teacher. By the epic age the hermitages and learned gatherings at the time of sacrifices also became sources of the teacher education. The hermitages have also been reported in "Mahabharata". There were also concourses of learned man at the court of the king during gatherings for important sacrifices. Those who took part in such meetings were teachers. The teachers as a result received valuable knowledge and learning and they included them in their syllabus while teaching students. The teacher education continued till the Buddhist period through these ways.

### ii. Muslim Period (1200. A.D. to 1700 A.D.):

In Muslim period formal education institution were not established, only Maktab and Madarsa were established which were attached with Masjid (Mosques) to teach students as per holy Koran. They were taught only reading, writing and simple mathematics, medium of instruction were Persian, study of Arabic was that time.

In Madarsas it was compulsory, grammar, logic, theology, metaphysics, literature, science and jurisprudence Molvies were the teachers only. No practical exposure was there in that period.

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

In this period formal education system was emerged. Importance of teacher was realized and recognized as it was expended. The monastic system was not required in Buddhism, but it required that admission should take place under the suppression and guidance of a preceptor (Upajjhaya) and the students or disciples had to select (Upajjhaya) or receptor; who cared and loved utmost respect.

In Vihars or monastic schools inductive methods were adoptive, and the intellect of the students was trained throughout their life.

#### A. Government of India Resolution on Education Policy,1913-

- It was suggested that teachers should be taken from the class when they have passed middle Vernacular examination, as suggested through resolution and enter in the training period.
- Repetition periodically and improvement should be prepared for teachers, it was resolved that no teacher should be allowed to teach without any teaching certificate.
- It was suggested that there should be MOU between the training institutes, colleges and universities for the exchange programs of training and researches in education.

#### B. Calcutta University Commission (1917-19)

- The commission recommended the succeeding recommendations-
- Trained teachers should be increased in numbers, without any delay.
- At school, and colleges level education should be taught as an independent subject.
- For independent subject education department should be opened at national and abroad.
- To open a department of education in universities to develop systematic and practical study of the science and art of education.
- The Department should facilitate the professional growth of teachers in service as also encourage the progress of the new educational movement whenever possible.
- There should be a post graduate degree in Education.

#### C. Hurtog Committee (1929)-

In 1929, the Hurtog Committee submitted its report. The commission has suggested following measures for the improvement of teacher education.

- Measures to improve the quality of teachers training colleges should be established.
- Governments officials should be appointed to monitor the training colleges.
- Rural areas should be focused for the quality teacher's preparedness.

#### D. Wood-Abbott Report (1937)

Though the main stress was on vocational education but it also made important recommendations about teacher education.

- It suggested for community work and community service in the curriculum of teacher's college.
- It was suggested that the duration of training should be for 3 years. So that students may continue their general education with professional training.

### E. Sargent Report (1944)

- It was suggested that there should be a grade or pay scale to the teacher who are getting low salary from primary level to university level.
- Two years training courses are received by non-graduate teachers in High Schools where as graduate teachers are expected to undergo a year of training.
- Frequent interludes of refresher courses would be introduced to keep the teachers UpToDate.
- Apart from completing high school course an experience of two years training in junior basic schools with three years training in senior basic schools are required as a threshold for teachers.
- For every 30 students in junior basic schools, 25 students in senior basic schools and every 20 students in high schools as an important recommendation for appointment of one teacher is required.

### 3. POST-INDEPENDENCE PERIOD

#### i. University Education Commission (1948-49):

University education commission was established in the name of Dr Radha Krishnan, for the enrollment and development of higher education in India. It was expressed that there is no difference in the theory course in many teacher Training colleges and majority in the practices.

#### ii. Mudaliar Commission (1952-53)

Also known as the Secondary Education Commission, established under the chairmanship of Dr. Lakshman Swami Mudaliar and given following suggestions to improve the status of teacher education in India.

- The dynamic and scientific methods were emphasized upon by the commission they quote about even betterment of curriculum and near perfection achieved by syllabus are dead unless it is provided through the right methodology by the teacher.
- Popular methods such as Experimental and Demonstrational education should be introduced in teaching.
- The verbal information and memory driven education is a thing of past. Stark changes should be made to shift this curriculum to an active method and a project driven method.
- Teacher's salary and position should be improved.
- It recommended that during one year of training, graduate teachers should be trained in at least two subjects of teaching methods.

#### iii. Kothari Commission (1964-66) recommendation for Teacher Education--

Universities should have teaching and research departments in education.

- The status of training colleges should be equal to Arts and Science colleges.

- Education should be introduced as an elective subject in the pre and post degree courses.
- The period of training for matriculates should be two years and for graduates and postgraduates one year.
- Part time courses should be introduced to remove the backlog of untrained teachers.
- State Board of Education should be established to regulate teacher education.
- Barriers between the training programs of teachers of general subjects and special subjects should be abolished.
- The number of working days in teacher training Institutions should be raised to 230.
- Every teacher should be given Inservice training once in five years.
- Facilities should be provided for the professional growth of teachers.
- Dynamic methods of teaching should be practiced in teacher training institutions.
- UGC should help in maintaining the standards of teacher education programme.
- There should not be any tuition fee easy provision should be as loan etc.
- Teacher's Training college should attach a training school.
- Training secondary school staff should have double masters degrees.
- Primary school training staff should have masters in education and masters in school subjects.

#### iv. Establishment of NCERT (1961)

"National council of Educational Research and Training took the initiation for the development of schools teachers that involved the teacher education, as a significant contribution of NCERT."

- Restructuring of Elementary and secondary education curriculum.
- Student, teaching and evaluation should be reorganized.
- All India teacher Education survey institute should be established.
- Focus should be on Teacher continuing Education.
- National Awards should be given to the teachers, who have outstanding preformation.

#### v. Establishment of Regional College of Education (1963-65)

Regional college of education have played very significant role after their establishment in the reorienting of teacher education and innovation in India. In 1963-65 four(4) regional college of education in Ajmer, Bhopal, Mysore and Bhuvneshwar with the view to inculcate professionalism among teachers.

- One more RIE has been established in Shillong in December 1995. These institute are operating under the aegis of NCERT. Their duties are

- Design and development of integrated courses of four years duration in a majority of the areas mentioned above
- Conceptualizing internship in teaching in place of conventionally offered practice teaching lessons of limited duration.
- Establishment of demonstrated Multi-purpose Schools to work in synergy with the RIEs to function as educational laboratories in teacher's preparation.

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vii. National Policy on Education 1968-

To implement the recommendation, of NEP was announced by govt of India. Recommendation were as continued -

- Teacher should pursue to research and publish the research papers independently.
- In- Service education and training programmes for teachers.
- Teachers should have honoured place in Society.
- Salaries of teachers should be adequate and satisfactory with reference to their qualifications and responsibilities.

viii. Acharya Ram Murti Committee (1990)-

The NPE (1986) was reviewed by Acharya Ramamurthy Committee, appointed the in 1990. The Committee recommended that-

- No any degree should be through correspondence specially graduation

- Four year integrated should be introduced in the institution on the RCE pattern.
- The practice of using teacher training institutions as dumping ground for unwanted or troublesome staff should be stopped herewith.

ix. Establishment of Statutory NCTE (1993-95)

- To publish the results and survey, and studies related to teacher education
- For the teacher education to prepare plans programs with recommendations of NCTE, UGC, State Govt. etc.
- To monitor and coordinate the teacher education development in the country.
- To set the guidelines for the teacher to be employed in school or colleges.
- To lay down the minimum qualifications for any specific category for faculty selection and mode of curriculum construction.
- To prepare the guidelines for the affiliation starting new courses, compliance and inspection.
- To set the guidelines for admissions, examinations to in teacher education program.
- To examine recognized institution regarding the implementation of norms.
- Appraised for performance to implement the rules regulation and to be as accountability on the recognized institutions.
- To take necessary measures for the prevention of.

#### 4. CONCLUSION

Teacher performance as professional with skilled knowledge and behaviour comprises competence and performances.

In teaching professional competence is basic fundamental for the preparation of classroom teaching and acquiring the new knowledges, skills and techniques.

It will facilitate the personality development of the learners, teachers are not only the transmitter of knowledge information but to facilitate the student for new knowledge.

The insights of recommendations provided by various Commission's and Committees were progressive and positive modifications suggested for Teachers Education Programme in India. The FiveYear Plans were setup for achieving development in fundamental sectors in a balanced manner. Education was regarded the basic sector it immerged as important point from the Fiver Year Plans. Hence, steps needed and necessary were taken by the Government for upliftment of the Education System and Teacher Education in the Country.

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