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Development of Teacher Education in India: A Study

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Abstract : 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. Thus, one of the most ancient and esteemed occupations in the world is teaching. Teachers are given new challenges and given the role of change agents. Teachers must develop the ability to creatively adjust to advances in technology and the sciences. Among all occupations, teaching is the most honorable. Teachers' roles and responsibilities have evolved dramatically throughout time, and the teacher education program has also experienced timely changes. This essay describes how teacher education has evolved in India from the past to the present.

IndexTerms - 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 21st century teacher has to act as a „interpreter of knowledge“. The role of teacher changed from time to time.

Objectives of the Study :

- 1.To explain and talk about "teacher education."
2. To investigate the many aspects of teacher education.
3. To outline the requirements for teacher education.
4. To talk about different turning points in Indian teacher education.

Methodology:

The nature of this paper is theoretical and descriptive. This paper uses only secondary sources of data, which is appropriate for this kind of research.

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 quality of a nation depends upon the quality of its citizens," as the American Commission on Teacher Education correctly notes. The quality of its residents is not solely dependent on the caliber of their education, but it is crucially dependent on the caliber of their teachers, which is more important than any other factor. His current professional knowledge, commitment, efficiency, and effectiveness are the primary factors that determine his success in any line of work. The Education Commission suggested the implementation of a solid program for teachers' professional development because teaching holds a respectable position in society. In our educational system, teacher education is therefore crucial.

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)

1. Pre-Independence Period Teacher Education:

Ancient and Medieval Period (2500 B.C. to 500 B.C.)- The Vedas were the focus of education at the dawn of Hindu civilization. Brahmins were the community's teachers among the four classes of Hindu society. The work of educating was only taken on by the educated segment of the Hindu community. Manu establishes that only Brahmins are allowed to teach the Vedas. There was a Gurukul educational system. Teachers had a unique rank and position in Vedic India. The ancient educational system contributed the monitorial system.

Buddhist Period (500 B.C. to 1200 A.D.) – During this time, the official system of teacher training came into being. Teaching was no longer exclusive to Brahmins. Up to this point, the growth of teacher education was acknowledged. After rigorous training, any enlightened individual from any class in the community may become a teacher. Teachers received training with the intention of promoting Buddhism. One had to be under the teacher's supervision in order to obtain the position of a teacher. Trainers taught teacher candidates the fundamentals of morality, appropriate behavior, and Dharma instruction. The supervisors awarded a certificate of fitness to teach after they were satisfied. a system that was subsequently dubbed the monitorial system.

Muslim Period (1200 A.D. to 1700 A.D.) –There was no official structure in place for teacher preparation during this time. The Quran was the primary subject taught in educational establishments known as "Madrasahs," where pupils were instructed by "Molvies." Additionally, some Arabic schools offered more sophisticated and thorough curricula. The necessity of formal education was not acknowledged. Therefore, no particular professional training was needed. The educational institutes designated educated individuals from Arabia, either domestically or beyond, as Molvies. In Madrasahs and Mokalis, only Muslims were permitted to teach.

British Period (1700 A.D to 1947) –.

The British modified the educational system to suit their ideology and requirements. The system of advanced education was integrated. Numerous English-language schools were founded by European missionaries. The need for more educators in schools opened the door for instructors to receive systematic training.

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.

Lord Stanley's Despatch (1859): He placed a strong emphasis on teacher preparation. Secondary teachers were trained at the Central Training School in Lahore (1877) and the Government Normal Schools in Madras (1856). The first secondary school teacher training institution was established in Saidapet, Madras, in 1886. In 1889, the Nagpur Training School opened a Secondary Department. India had just six training colleges toward the end of the nineteenth century.

Wood's Despatch (1854): This book offered some insightful recommendations for enhancing teacher preparation. The Despatch recommended that training schools be established in India.

The Sadler Commission's recommendations had a positive impact on India's teacher training program. In 1925, Mysore University established a faculty of education.

The Hartog Committee (1929): Although the Committee's main focus was on elementary education, it also made noteworthy suggestions on teacher preparation. It recommended that those who were close to rural society be hired as teachers for rural areas. Thirteen of the eighteen universities established colleges of education based on the Sadler

Commission's recommendations. In New Delhi, the Lady Irwin College was established. In 1932, Andhra University introduced the B.Ed. as a new degree. In 1936, Bombay introduced the M.Ed., a postgraduate degree.

The Abbott-Wood Report (1937) included insightful recommendations regarding teacher preparation in addition to analyzing the state of vocational education. The paper states that the training should last three years so that the student can continue with both professional and general education.

The Sargent Report (1944): The Central Advisory Board of Education (CABE) proposed the "Sargent Plan" in 1944, which called for the selection of suitable boys and girls to become teachers after high school, the provision of practical training, the planning of refresher courses, and the provision of research facilities.

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

Following independence, the country's teacher education situation was impacted by new political and socioeconomic developments. Many teachers were discovered to be unskilled. The primary focus of teacher education was on both quantity and quality. Since independence, a number of commissions have taken the initiative to improve teacher education.

The Radhakrishnan Commission, also known as the University Education Commission, noted that the training institutes lacked a fundamental understanding of the fundamentals. It recommended that the course's theory and practice complement one another in order to enhance teacher education. People with first-hand experience teaching in schools will be recruited as trainees. The course needs to be adaptive to different social contexts. The Commission suggested that India's teacher preparation program be redesigned.

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“.

The Kothari Commission noted that improving the quality of education required a strong professional development program for educators. It offered numerous recommendations for raising the caliber of teacher educators. In Teacher Education, some modifications were made. In order to address the shortcomings of inexperienced teachers, some universities implemented summer schools and correspondence courses. The commission suggested that "quality" be the cornerstone of the Teacher Education program. For elementary teachers, training programs should last two years, whereas for graduate students, they should last one year. The M.A. degree in education has been introduced in the universities of Aligarh, Kurukshetra, and Kanpur on the commission's proposal.

The NPE offered recommendations on in-service training, teachers' academic independence, and their service conditions. The National Commission on Teachers (1983–1985), which was chaired by Prof. D.P. Chattopadhyaya, issued several proposals to enhance the educational process. The following criteria should be taken into consideration while choosing trainees for the teaching profession: physical fitness, language proficiency, global awareness, etc. The commission also suggested that interviews, group discussions, and objective assessments be used to choose trainees.

The Commission also recommended practicing teaching and developing a range of skills, as well as studying education as a discipline for professional preparation. "

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.

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 following suggestions about teacher education were given by the NPE in 1986:

1. Teacher orientation ought to be an ongoing teacher education activity.
2. The District Institute of Education and Training (DIET) may be established at the district level, similar to SCERT.
3. Teachers should acquire new abilities to address the current demands. The Acharya Ramamurti Committee (1990) noted in its review of NPE 1986 that an internship model should be used for teacher training because it 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 NCF 2005 made many expectations on the teachers , which need to be fulfilled by both pre-service and in-service teachers in the country. –

National Curriculum Framework for Teacher Education (NCFTE 2010) – A prospective teacher's training will be effective if it is provided by teacher educators who are qualified for the position, according to NCFTE. By collaborating with NAAC (National Assessment and Accreditation Council), NCFTE takes several steps to raise the bar for teacher education. Numerous modifications were made to teacher education programs based on the suggestions of numerous commissions and committees.

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:

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.

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.

The Ministry of Education, Government of India, established the National Council for Teacher Education in 1973. The primary goals are to manage the nation's teacher education standards, coordinate state council operations, coordinate educational research, raise teacher standards, and more. The nation's teacher education institutions' quantitative expansion is governed by NCTE. By putting the great majority of teacher training institutes under its jurisdiction, the NCTE has had some success in its regulatory duties outside of academic pursuits. In particular, there has been significant

restriction over the commercialization of teacher education. A significant decision made 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."

The District Institutes for Educational Training were established for the initial training of elementary teachers in the country.

- By requiring a four-year integrated B.Ed. as the minimum certification by 2030 and shifting training into multidisciplinary universities, NEP 2020 transforms teacher education. Enhancing teacher recruitment through TET, guaranteeing 50 hours of yearly Continuous Professional Development (CPD), and using technology for pedagogical innovation and digital literacy are important areas of focus. Ministry of Education +4 Recommendations for Teacher Education (NEP 2020): Integrated Teacher Education Program (ITEP): The 4-year integrated B.Ed. degree, which offers a dual major in education and a specialty field (language, history, arts, etc.), will be the minimum requirement for school teachers by 2030.

Conclusion

Teaching is a very professional job that calls for specific knowledge, abilities, and behaviors. In the teaching profession, professional competence is essential. Effective teachers possess leadership qualities, instructional abilities, and interpersonal communication skills. The qualities and skills of the teacher, who is the cornerstone of the educational arch, are crucial to the success of the educational process. In addition to educating teachers how to teach, teacher education helps them cultivate a positive outlook on the teaching profession. Both qualitative and quantitative aspects of the growth of teacher education were noted. Teachers now serve as both information providers and student facilitators. To increase the quality of education in schools, the teacher training institution must innovate its structure in terms of approach and pedagogy. The post-independence era has been used to track the evolution of teacher education. Only during the period of independence have significant proposals and ideas been made. From the University Education Commission (1948) to the year 2000, teacher education, its advancement, and development have been prioritized. Teacher education has been significantly impacted by the creation of UGC, NCERT, NCTE, and NAAC.

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