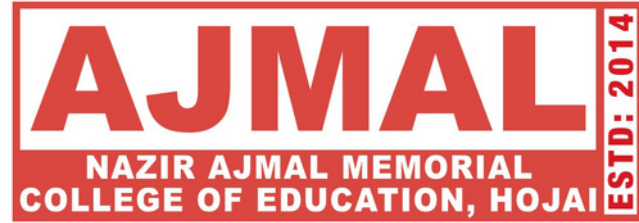




*Learn & Grow Together*



# Development of Teacher Education

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# Introduction



Teacher education in India has evolved over thousands of years, mirroring changes in society and educational philosophy. Starting from the ancient Gurukul system, where teaching was rooted in oral tradition and spiritual values, to today's structured, policy-driven teacher training frameworks, the evolution of teacher preparation signifies the country's ongoing commitment to educational excellence.



## Teacher Education during Ancient Education System

- Professor R.P. Singh (1970) writes that 'One thing is however evident that there were certain Brahmin families where teaching was a hereditary profession.
- There is no evidence to hold the view that teacher training existed in the formal sense, known to us.
- Role of teacher was very prominent.
- Brahmans were teachers.
- Teachers were regarded as Brahma, Vishnu and Mahesha
- It was believed that no knowledge could come without the assistance from the Guru.

## Teacher Education during Buddhist Education System

- In the 5th B.C. Buddhist Education System came into existence.
- This system of education was monastic.
- Monks were teachers.
- The teacher himself must spend at least ten years as a monk and necessarily must have the purity of character, purity of thoughts, and generosity.
- Teaching became more systematic.
- No such formal Teacher Education.



## Teacher Education during Muslim Education System

- Akbar helped a great number of scholars and teachers to earn renown. Also, several books of repute were also written during Akbar's time which served the purpose of teacher education.
- Maulvis were teachers.
- Still, no formal teacher training was there.
- Study of Quran was compulsory.

## British education system before independent India

- Before the arrival of the Britishers in India, the European Missionaries first start scholars and later initiated teacher education institutions.
- First institution for training teachers was started by **Danish Missionaries** under the inspiring leadership of **Ziegenbalg and his colleagues** at Tranquebar in 1716.  
Tharangambad, Tamil Nadu
- A normal training school generally for the primary or elementary grades was established by William Carey at Serampur (West Bengal) in 1802.

## Wood's Despatch 1854

- Wood's Despatch 1854, on education brought out the need for teachers' training, as it desired to see the establishment of training schools and classes for masters in each presidency in India.
- The grant-in-aid rules framed made a provision of salary grant to those schools only having teachers who had obtained a certificate of teacher training.
- These steps ensured a great impetus to the training of the teachers.

## Hunter Commission, 1882

- The Commission laid emphasis on the establishment of a number of normal schools for secondary teachers' training throughout the country.
- It also recommended that an examination in the principle and practice of teaching be instituted and only successful candidates should be employed as teachers in any secondary school government or aided.
- In the field of secondary teachers' training, the first institution was established in **1886** in Madras and was known as **Government Normal School, Madras.**



## 1904: Passage of Government of India Resolution

The following principles were laid down to improve the teacher training in the country.

- Men of ability and experience should be enlisted to provide **adequate staff** of well-trained members of the education service.
- Importance to be given to the **equipment of training colleges** for secondary teachers.
- Need was felt of **practicing school attached to each college** to correlate theory with practice of teaching.
- There should be one-year course leading to a university degree or diploma for graduates. These courses should include both theoretical background along with practical bias. For other, there should be two-year course.
- **Training colleges should be linked with the schools**, so that a teacher may not neglect the methods learnt in the college, when he or she accepts teaching as a profession.

The above policy was further supported in 1912 by the Government declaration stating that **"Eventually under modern system of education no teacher should be allowed to teach without a certificate that he was qualified to do so."**



## **Sadler Commission, 1917** *(Report presentation in 1919)*

- Emphasized the role of university in the professional training of secondary school teachers and educational researches.
- It suggested that the training programme should not only make the trainee a competent class-room teacher but also a good administrator.

## Hartog Committee, 1929

- It extended the work initiated by Sadler Commission and gave valuable recommendations and suggested conferences and refresher courses for those teachers who were already in service in order to raise standard of school teachers.
- As a result, refresher courses for teachers began to be organized, education departments were established in some universities and research degree in Education was started.
- Teachers' training institutions also started equipping and improving their laboratories and libraries. By all these measures teachers' training went on being benefitted by many improvements.
- Working on the recommendations of the Sadler Commission thirteen out of eighteen universities set-up faculties of education.
  - The Lady Irwin College set-up in New Delhi.
  - Andhra University started a new degree **B.Ed in 1932**.
  - Bombay University launched a post Graduate degree in **M.Ed in 1936**.

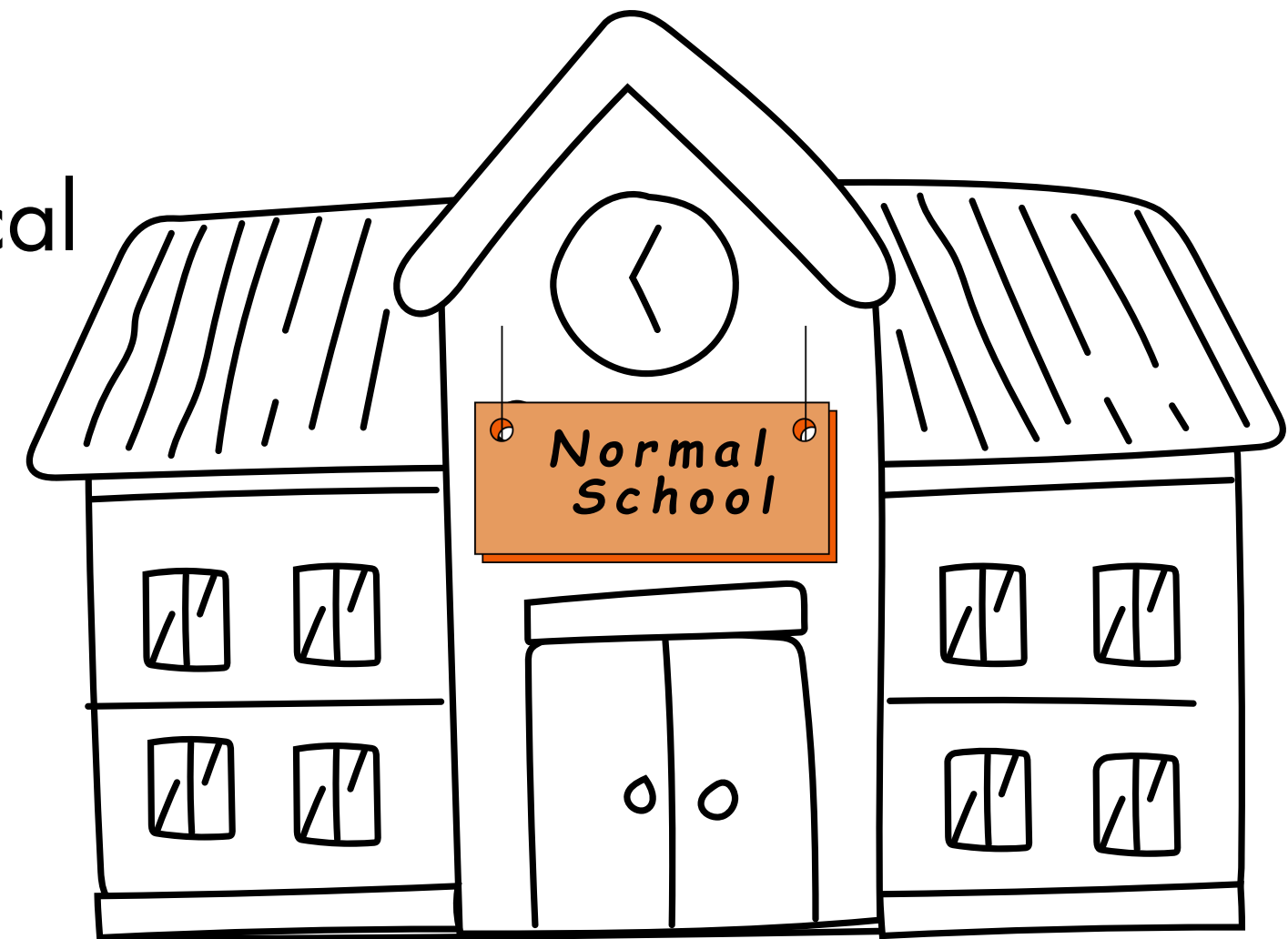
## Wardha Scheme, 1937

- It propounded a new system of education popularly known as 'Basic Education'.
- Gandhiji felt the need of making teacher-training more practical and functional.
- He offered craft-centered education for the child, correlated with life situations.
- With this, the emphasis in teacher-training now shifted to the type of education which was practical and based on the needs of the pupils and the community.
- This basic Education stated by Mahatma Gandhi leading to the training of teachers for basic schools.
- In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training school was started at Wardha in 1938.

## Abbott-Wood Report in 1937

"The normal school should concern itself with the social way of education as well as with the technical how to teach."


It was further suggested a refresher course for the teacher so that he could get a wider experience.

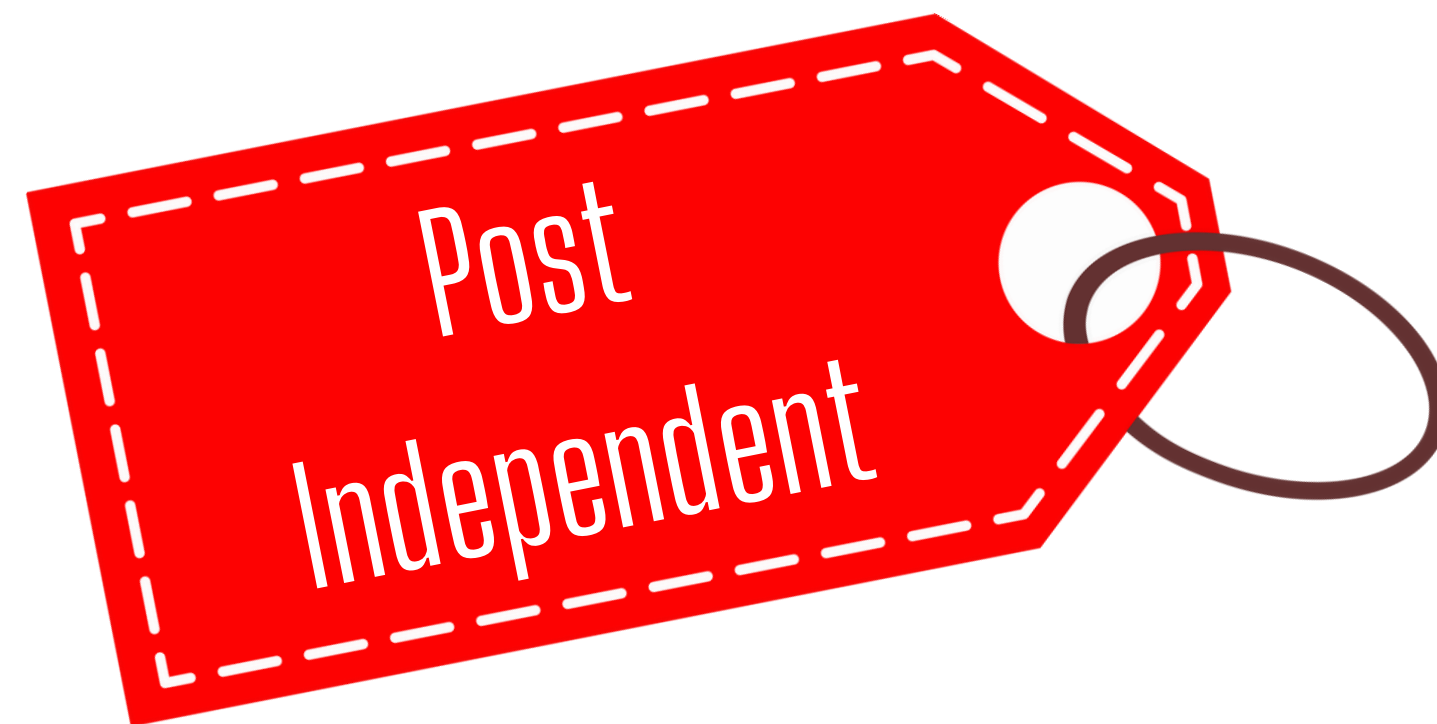




## The Sargent Report, 1944

It also laid emphasis on teacher training programmes. It also stressed the need of refresher course for trained teachers to be organized at different intervals. It further suggested that the scale of salary of teachers should be increased in order to have able and efficient teachers.

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- After 1945, a separate Education Department was established under the Central Government.
  - During 1937 to 1947, the number of training schools and colleges and the expenditure on them increased considerably.
  - But overall output was not up to the mark and still needed improvements in the field of teacher education.



## University Education Commission (1948-49)

It suggested that the courses must be flexible and adaptable to local circumstances.

In this context, the commission recommended that the courses should be re-modeled, suitable schools to be used for practical training and more time to be given to school practice.

In this commission, “teacher training” was given a new nomenclature and it became “teacher education”.



**Teacher Training**

**Teacher Education**

In 1950, the First Conference of Training Colleges in India was held at Baroda to discuss programmes and functions of training colleges. In this teacher training was given a new nomenclature and it became 'teacher education'.

## Secondary Education Commission (1952-53)

- It recommended that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects.
- The practical training should not consist only of practice in teaching, observation, demonstration and criticism of lessons, but should include such subjects as construction and administration of scholastic tests, organization of supervised study etc



## Education Commission (1964-66)

- The Education Commission (1964-66) also known as Kothari Commission showed keen interest in teacher education.
- It observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national system of education.
- It has recommended for a reform in teacher education in India.

## National Policy of Education (1986) and POA (1992)

- It mentioned that the Government and the community should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines.
- Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of students and the concerns of the community.
- Improving the quality of teachers training programme.
- Expansion of teacher training facilities.
- Making adequate provision for continuing professional education of all teachers.

## The Acharya Ramamurti Committee (1990)

- In its review of the NPE 1986 observed that an internship model for teacher training should be adopted.
- It had introduced Internship in teacher training.
- 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.

## Yashpal Committee (1993)

- It has recommended:
- The B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education.
- The duration of the programme should either be one year after graduation or four years after higher secondary.
- The contents of the programme should be restructured to ensure its relevance to the changing need of school education.

## National Curriculum Framework for Teacher Education (NCFTE) 2009

- The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which has important implications for teacher education in the country.
- To enhance quality of school education Teacher Eligibility Test (TET) for Teachers and Principal Eligibility Test (PET) are to be conducted at both level at state and at central level.
- For teacher education UGC conducts National Eligibility Test (NET) at national level and State Level Eligibility Test (SLET/SET) at state level.

# Thank You



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