

# 21<sup>st</sup> Century Teacher Education: The Indian Context (From the Past through the Present Towards Future)



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## Abstract

For better education, teacher education should not be neglected and independent nation with democratic ideology should pay attention to teacher education. The history of education and teacher education of India are of complex situation because India passed through adverse circumstances. The diversity of people was created by British subjugation, nationalist movements, opposition of native intellectuals and less attention to education and teacher education 21<sup>st</sup> century education demand for radical changes in understanding, attitude and approach with the central importance of governmental policies. The Indian nation is now progressing to information society and technology is also available reach to even remote places. The process of globalization also includes education at all levels and rethinking and reorganization of education and teacher education are necessary for development.

**Keywords:** Teacher Education.

## Introduction

The future of teacher education imagined for the 21<sup>st</sup> century demand for changes. There are more disfavoring and less favoring arguments. The teacher education in India passed through British subjugation interacting with Hindu and Islamic system of education and a big intervention of British people, who ruled India for a very long period. The education without teachers training prevailed for a long. British people were adequately intelligent to see almost all the activities of Indian people, Education was one of them. They were interested in rule the country along with a system approach concentrated to have their existence in India and with the help of Indian people. British people with the formation of East India Company started their work on policy decisions for which only results were visible and not the process of decision. They initiated the mentor system with basic meaning to work under a senior and wise man. The vernacular final examination and even less than that were appointed as primary teachers. Some British people no doubt attracted to Indian language and literature but their main work was translation, transformation and editing good books. The British people also got the advantage of Indian social structures and social conditions for their own gain. They strategically planned for education. Their main aim was literacy and therefore they gave more importance to primary education as an activity for the mass. The class system based on cultural beliefs were removed with slow and smooth speed.

Before independence, after arrival of Mahatma Gandhi during the first decade of 20<sup>th</sup> century, charged people for the fight of independence which was apparently difficult. The inclusive efforts of Mahatma Gandhi shared a collective vision and wisdom for independence from 1920 Mahatma Gandhi initiated a new phase of fight of freedom based on Truth and Non-violence and it was very natural to him.

As a result Government of India Act came into force in 1935 during this long period education was not given more attention. The efforts of Dayanand Saraswati succeeded in Gurukul system mainly devoted to Vaidic studies and Sanskrit major learning but it was also stray effort but kept the tradition of learning intact. The awareness of Hindu and Islamic systems was made weak with the entry of Christian theology that changed the scenario with the help of two important human needs, which is health and education. They tried to systematize Indian system of education on the model of British school system and they succeed in that area, without big pressures, thus the education system and Teacher Education system

grown independently without more attention of the people of India. The socio cultural organizations were engaged in activities of reformation based on socio-cultural conditions. The primary education in India was minutely in vision of the British people, because it was like a tool to change the system from the roots. The Portugues, Dutch, French and Danes also made some stray efforts for education till 1813, the policy for east coast, Bombay lland and Bengal. The charter of the East India Company was renewed in 1830 and the some of 1 lakh rupees was sanctioned for educational purpose and parallel to that walk, indigenous education was also favoured. The Gandhi Hartog controversy is known to historians. The education in India passed through rulers domination and opposed by enlightened Indians who were having national view.

**First Period (1800-1857)**

The East India Company did not pay the slightest attention to the training of the teachers. But the Portuguese took care of missionaries for training candidates for the priesthood. The Danish missionaries had also established a training school for teachers. Some clever teachers like Dr. Andrew Bell had introduced the monitorial system in their schools. A normal school was established by Carey in serampore for training teachers. In their educational minutes, both Munro and Elhinstone had stressed the importance of training teachers.

The credit of organizing the training of teachers systematically goes to the Bombay presidency, as the Bombay Native Education Society trained a batch of 24 selected organizers and trained numerous primary teachers of the Lancastrian System. The Bombay Government also attached normal classes to the Elphinstone Institution, Poona Sanskrit College and Surat English School, it should also be noted that the training in these institutions included a good deal of general education in Western knowledge. In Madras, a normal school was set up in 1826.

In Bengal, the training of teachers was neglected. The Culcutta School Society, however, trained number of teachers in the Lancastrian System and a training class for lady teachers was organized by the Calcutta Ladies' Society in the Central School for Girls. It is really regrettable that the Committee of Public Instruction turned down Adam's plan for training teachers. It was only in 1847 that a normal school was established in Culcutta and three more were added in the province within the next decade. In the N. W. Provinces, normal schools were started at Agra, Meerut and Banaras in 1852, 1856 and 1857 respectively.

**Second Period (1857-1902)**

Stanley's dispatch observed, "The institution of training schools does not seem to have been carried out to the extent contemplated by the court of directors." As a result of this mark, the training of primary teachers received increased attention and number of training schools for primary teachers were started. In 1881-82 there were 106 normal schools with 3886 pupil-teachers and annual expenditure was four lakh of rupees. The Hunter Commission also stressed the need for training teachers. It recommended that:

'An examination in the principles and practice of teaching be instituted, success in which should hereafter be a condition of permanent employment as a teacher in any secondary school, Government or aided.' The commission further recognized the need for giving a separate and distinct type of training to graduate and under graduate teachers, both in regard to the course of training and syllabus.

As far the training of secondary teachers was concerned, there were only two training institutions during the early period, viz., Government Normal School, Madras (1856) and Lahore Training School (1881). But these institutions admitted graduates as well as undergraduates in the same class. The training of secondary teachers progressed only after the publication of the Hunter Commission's Report. In 1886 the Madras Normal School was raised to the status of a college and was affiliated to the Madras University. It was removed to Saidapet in 1888. The Lahore College was also shifted to its site in 1887. A secondary department was opened in Nagpur Training School in 1890 but the Department was transferred to Jabalpur in 1902 and a model school was attached to it. A training college was established at Rajahmundry in 1894, and a small training class was started at Kurseong in 1899. A training colleges was also opened at Lucknow, but was transferred to Allahabad. Thus there were 6 training colleges in 1901-02, but the Madras University alone granted a degree (L. T.) in Education. Besides these institutions, there were 50 training schools for secondary teachers. For want of sufficient training institutions. Some States also organized a Teachers' Certificate Examination for those teachers who were not able to undergo full-time training. In 1901-02, there were 133 normal schools for men with 4,410 students and 46 schools for women with an enrolment of 1,292.

**Third Period (1902-1957)**

The Resolution of 1904 stressed the importance of training teachers, and this resulted in a rapid increase in the number of training institutions. Teachers' colleges were started at Bombay (1906), Culcutta (1908), Patna (1909) and Dacca (1910). The Jabalpur training class was developed into a full-fledged college in 1911. The Resolution of 1913 remarked that untrained teachers should not be allowed to teach, and consequently many training institutions were established. At that time, every State were having at least one degree college, some training colleges for undergraduates, and number of normal or training schools for primary teachers. In 1954-55 there were 77 training colleges and 860 training schools.

The training of teachers in India falls under seven heads covering different aspects of teaching, viz., pre-primary education, primary education, secondary education. Basic education, special subjects, women teachers and research work. Facilities for training pre-primary teachers were very inadequate in the country and the entire country has only two dozen institutions for this purpose. The Bombay State had introduced the pre-primary Teachers' Certificate examination, and the Government was under consideration of a proposal to make it compulsory for all recognized institutions to

employ trained teachers possessing certificate. The training of primary teachers was carried on in training or normal school, which provided courses from one to three years. Secondary teachers were of two types, viz., Graduates and Undergraduates. The duration of the graduates' training course was of one year. Successful candidates were entitled to B.T., L.T., B.Ed., or D.T. certificate according to university or departmental regulations. Undergraduates have to undergo training for one or two years. Some States were running a Teachers' Certificate Course for those teachers, who study privately at home and do not want to attend a full-time course in a training college.

As basic education was a part and parcel of primary and pre-secondary education, training institutions for basic education have been set up in almost all the States. All these institutions draw inspiration from the basic training college conducted by the Hindustani Talimi Sangh, Sevagram, Wardha. Regarding the training of specialists, it may be noted that provision had been made for training them in a few selected special subjects, viz., Drawing in Schools of Arts, Manual Training at selected centers, Music and Dancing at Visva-Bharati, and Physical Education in a number of institutions. So far as women teachers are concerned, they were trained in women's as well as men's training schools and colleges. The Lady Irwin College, Delhi, and the Faculty of Home Science, Baroda provided courses for those ladies who wish to qualify as high school teachers of Home Science.

Indian university also provided adequate facilities for research-work, and a number of them have instituted postgraduate and research degrees in education, viz., Ph.D. or M.Ed. some of the universities have also started their own research departments.

Teacher education had another aspect, i.e., in-service education. From time to time in the past, the State Departments of Education and the teacher education centers were organizing:

1. refresher course,
2. short intensive course in special subjects,
3. practical training in workshop and
4. seminars and professional conferences for teachers in service. But these attempts were not systematic.

With the active cooperation of the Ford Foundation, the Ministry of Education had arranged a number of seminars, workshops, conferences for teachers and administrators on all India and regional bases during those days. Some of the important seminars held during 1956 were: All India Seminar on Examination, Bhopal; Ooty ; Seminar on Teaching of Science, Simla; Seminar on Vocational and Educational Guidance, Ooty. This movement had been an enormous success, and has helped to break the boredom of the teacher's life and had gone a long way to improve the quality of teachers in the country.

A number of teachers' college had now their own Extension Departments. This had been possible due to the financial aid given by the Ford Foundation and the technical equipment provided by the Technical Co-operation Mission, U.S.A. Due to this assistance, the Ministry of Education had set up Departments of Extension Services as number of

training colleges-24 in 1955, and 17 more in 1956- as an experimental measure for a period of three years.

The activities of the Extension Departments were grouped under the following heads;

1. Week-End, Short-Term and Long-Term Courses
2. Workshops, Seminars and Group Discussions
3. Educational Weeks and Exhibitions
4. Advisory and Guidance Seminars
5. Library Services
6. Audio-Visual Aids Services
7. Publications

#### Teacher Education in 21<sup>st</sup> Century

From the past to the present towards future Teacher Education in India and related politico- social and cultural aspects are reviewed in the prior paragraphs. The facts of teacher education in India are in following points today:

1. India is also an emerging information society and it apparently touches the core of education at all levels.
2. A statutory body called National Council for Teacher Education came into existence in the last decade of 20<sup>th</sup> century, which regulate, assist and control teacher education of all types in the country, with an addition of other councils like R.C. of India and some programmes under AICTE, PC of India, Indian Council of Rural education, etc.. The major role is of NCTE specially for Teacher Education.
3. The concept of privatization in education promoted by the policies and hence there is considerable increase in number of teacher education institutions and.
4. The builders, politicians, capitalists and even people having entrepreneurship entered in the field of education particularly in teacher education.
5. There is imbalance in state comparison, need and delivery of teacher education.
6. The teacher education for primary education failed to survive in the state of Gujarat and some other states of India because of proliferation of institutions.
7. The secondary teacher education also could not receive the new entrants for teacher education and could not maintained approved intake.
8. The failure of standards and for some other reasons TAT /TET and other entrances started in India.
9. The private organizations of charity nature trusts and societies started teacher education institutions with the motive of earning profit.
10. The legislative aspects are weak and teachers appointed in private-self financed colleges have no security and other legal benefits for which they have legitimate right.
11. The tactful salary delivery system of self-financed institutions put salt in the wound of teacher educators.
12. The development of creativity, innovative proneness and experimentation in teacher education are considerably weak.
13. The repeated researches in the field do not provide any contributing to knowledge immediately useful for teaching profession and other aspects.

14. The curriculum frame work of teacher education in general is weak, and the reasons behind this are less participation of good teachers as they find difficult to say right because of some intangible aspects.
15. The support system to teacher education like schools, parents and policy making organizations including university are prescription oriented and believing in do as directed.
16. The information networks floated from other countries and organizations are not context specific and for the sake of advancement, teachers follow it without adequate understanding and adaptation and context specific interpretations.
17. The major thrusts of teacher education in 'discipline requirements' are not clear because education faculty is of inter to multidisciplinary nature and requiring in depth of the discipline related and in addition understanding knowledge structure of education faculty requiring integration, now in new directives of NCTE it has given place.

The facts are easily visible and there are series of talks at micro perspective and in informal talks.

#### **The 21<sup>st</sup> Century Teacher Education**

The 21<sup>st</sup> century teacher education has great benefit of information and communication technology along with the science of pedagogy. The basic consideration is its application with application of mind to the context and teachers basic knowledge of their subjects for which they are appointed. The 21<sup>st</sup> century teacher education should be system oriented of general set up of education like: teacher education for pre-primary education, primary, secondary, higher secondary, technical teacher education, special education along with good knowledge of variety of discipline specific concerns. The supportive scientific education and the mastery over the specific subject at the system required. It is also observed that teacher with degrees in education are weak in their own subject i.e. School Subject.

The teacher education in 21<sup>st</sup> century should include:

1. Mastery over the knowledge in their school subjects.
2. The knowledge of application aspects considering the context and students they serve educationally.
3. Knowledge and application of modern information and communication technology up to the extent actual use at school level.
4. Incorporation of advance psychology and development aspects of contemporary scenario at world level.
5. Use of group learning approaches and use of models of teaching for orientation to better teaching-learning processes.
6. The mechanical view of teacher education to be removed and it to be removed by adopting meaningful processes that actually enhance learning aspect.
7. The soft skill including life skills should be given an importance in a processive way. The skills are action in knowledge should not be forgotten.

8. The growing concepts in practice like mentoring, autonomy to teachers, professionalism, pedagogic decisions, analysis of contents in terms of concept, illustration or example, subject specific description and use of students experience in all its aspects.
9. The real school life orientation and understanding to be given more importance.
10. The general set up of education to be made gradual and perpetual with psychological facts of learning and allied aspects.
11. The science of evaluation, continuous comprehensive evaluation in both the aspects formative and summative to be more analyzed and to be made measuring outcomes.
12. The Indian view of education to be stressed because in the world, India is known for its mastery in the science of education from the ancient to modern times.
13. Teacher to be oriented and should be given an opportunity of practice for a considerable good time. The leadership, Motivation and other aspects for educational organization to be interpreted because educational originations significantly differs on variety of aspects for which these theories are silent. The meaning for education from the theories to be given vital importance.
14. The variety of branches of teacher education to be started at post graduate level and specification with general 'human learning' understanding. The specialization to be understood with a different view because teachers work with the variety of domains, therefore integration has its own place.

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