UNIT 8 : EDUCATION IN INDIA-II

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8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to—

- describe the historical developments that took place in teacher education in India
- discuss the features of teacher education in India
- identify the teacher education programmes for different stages of education

- discuss the role of NCTE and UGC in regulation of teacher education in India
- indicate the different types of teacher education institutions in India.

8.2 INTRODUCTION

The Indian social system has revered the teacher community since ancient times. It is also well understood that teachers are one of the most significant aspect of education as their quality directs the quality of education of a nation. Therefore, it is important to understand the teacher education system of any nation. In this unit, you will learn about the historical development of teacher education in India, its features and the administration system. We will also discuss the specific teacher education programmes for each stage of education. Let us start with its historical background.

8.3 HISTORICAL BACKGROUND

It will be more systematic and convenient for you to understand the historical developments if we divide it into some periods. So, we will study the historical development in ancient period, Buddhist period, Muslim period, British period and post-independence period.

8.3.1 Teacher Education During Ancient Period

If we trace the history of teacher education back to the ancient period, we have to look how teacher education looked during the Vedic period. During the Vedic period, the Brahmins constituted the intellectual group who served as teachers. The teacher was an embodiment of good qualities, a reservoir of knowledge and a path bearer of spirituality. The selection and preparation of teacher was a rigorous process. According to *Rigveda*, a teacher was selected and then educated or trained effectively. Before becoming a teacher, one must have passed through the recognized curriculum and have fulfilled all the duties of *Brahmachari*. The methods used by the teachers were emulated and adopted by the disciples and handed

over from one generation to another. The transmission of methods through initiation and repetition was prevalent. So, teaching profession also continued from one generation to another. In this regard, Singh (1970) stated, “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 formal sense, known to us. But surely the Brahmins knew about their future callings and learnt their subjects keeping the future in mind.” This quote suggests that there was no formal training system or institute for teacher training during Vedic period. Rather, it was a profession, nuances of which were transferred from one generation to another.

However, we find some evidences of teacher education in indirect sense in the learned assemblies or *Brahmana-Sanghas* where Brahmins assembled to discuss, share and further develop the truths they had realized in their hearts or reached by their minds. In the later Vedic period, several institutions known as *Sakhas, Charans, Parisads, Kulas, Gotras*, etc developed. These were kind of assemblies, literary or religious guilds, serving as schools of Vedic learning in which knowledge was conserved, commented upon and communicated by and to the successive generations of teachers and pupils gathering around the distinct tradition. Thus, in later Vedic period, teachers were better equipped to enhance and develop their education. Another source of teacher education during this age was the learned gatherings at the time of sacrifices. Those who took part in such meetings included teachers also who received learning and incorporated them in their syllabi while teaching their students.

8.3.2 Teacher Education During Buddhist Period

During the Buddhist period, teaching profession was not confined to the Brahmin class. Any enlightened person from any class of the society was able to become teacher after rigorous training. The teachers were trained for the purpose of propagating

Buddhism. To get the status of teacher, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma'. After this, a student was considered ready to become a teacher and receive pupils as an *Acharya*. However, not all students were allowed to become *Acharya*, but assigned different classes according to their progress in studies. Thus, we can see the Buddhist period consisted of more formal, strict and direct ways of teacher education than the Vedic period.

8.3.3 Teacher Education During Muslim Period

During this period, there was no formal system of teacher education. Teaching posts were filled up on considerations other than academic qualifications. The teachers teaching in the *Maktabs* were mostly *Moulavies*. But in the *Madrasas*, scholarly persons were employed. The method of teacher preparation was mostly imitation of what the old teachers practiced. The experienced teachers identified able students and appointed them tutors to look after and teach the junior students in their absence. This was, in a way, monitorial system. Thus they helped their teachers in their work and in return, received practical training in the art of teaching. However, there was a strong reverence for the teachers during this period also among the masses as well as the emperors and Sultans. Various lecture programmes like symposiums and philosophical discourses by learned men were organized. Moreover, rich libraries were established. So the teachers during this period had several means to gather the wealth of knowledge, though teacher education system was not formalized.

8.3.4 Teacher Education During British period

You know that the British brought some radical changes in the education system of India. The British had already had a

formalized system of education by then. So, some British and some Indian people thought it right to introduce secular, objective, scientific and formal system of education like that of the British. So we can find various attempts to institutionalize teacher education during the British rule in India.

- **The Beginning:** The Danish Missionaries first started the institution for training of teachers in India. In 1802, the first Normal Training School was established at Serampore in West Bengal. Around same time, Dr. Andrew Bell started the Monitorial System in Madras on experimental basis. In 1825, the Calcutta School Society was given a grant of Rs.500 per month from the Board of Directors for the training of teachers of native schools. Gradually, the need to institutionalize the teacher training system was realized.
- **Wood's Despatch 1854:** Wood's Despatch clearly indicated towards the deficiency in the facility for teacher training. This resulted in establishment of Normal School for training of primary and secondary school teachers in Madras Presidency in 1856 and later on in other presidencies.
- **Stanley's Despatch, 1859:** Giving more attention to training of teachers, the Stanley's Despatch suggested that salary grant would be given to only those institutions which had trained teachers. This helped in increasing the number of Normal schools within a short span of time. In 1881, Lahore Training Schools was established for training the secondary school teachers.
- **Hunter Commission, 1882:** The recommendations of Hunter Commission focussed on training of secondary school teachers. As a result, by the end of the 19th century, six teacher's training colleges were established.
- **Govt. of India Resolution, 1904:** The Resolution had recommended for including both theory and practice in the course, duration of training to be one year for graduates and

two years for undergraduates, practice schools attached to each training college, maintaining connection between training college and school.

- **Sadler Commission, 1917:** It recommended for introducing masters course in education, making education a subject of study at the intermediate and B.A. levels, improving physical facilities of training colleges and attaching high school to training colleges.
- **Hartog Committee, 1929:** The Hartog Committee suggested for raising the standard of general education of primary school teachers, emphasizing in-service training of teachers and ensuring adequate staff in training institutions.
- **Sargent's Report, 1944:** It emphasized on specialized teacher training for different categories of teachers, in-service teacher training and improved salary and facilities for teachers.

  Thus we can see that under the British rule, teacher training in India had started to receive importance and was gradually institutionalized.

8.3.5 Teacher Education in the Post-independence period

After independence, the first attempt at development of education was constitution of Radhakrishnan Commission (1948). Let us briefly look into how teacher education in India developed after independence.

- **Radhakrishnan Commission (1948-49):** It recommended for giving more importance to school practice, recruiting teachers of training colleges from people having experience in teaching and making the course adaptable to local circumstances.
- **Mudaliar Commission (1952-53):** It gave a lot of attention to teacher training. It emphasized on having two types of teacher training institutions—one for Matriculation or Higher Secondary passed and another for graduates, giving more importance to practice teaching, training in co-curricular activities, establishing

residential training colleges, providing part-time training colleges, conduct of research in training colleges and affiliation and recognition of training colleges by the universities.

- **Establishment of Regional Colleges of Education:** During 1963-65, four Regional Colleges of Education (later renamed as Regional Institutes of Education) were established under NCERT. Later one more Regional Institute of Education was established.
- **Kothari Commission, 1964-66:** It recommended for removing isolation of teacher education from university life and schools, improving the quality of training institutions both at secondary and primary levels, bringing qualitative improvements in teacher education, professional preparation of teachers in higher education, expansion of training facilities on a priority basis to cope with expansion of enrolment at school stage, giving responsibility of maintaining the standard of teacher education at both national and state levels, large-scale in-service teacher education and improving working conditions of teacher along with their welfare measures.
- **Indian Association of Teacher Education, 1965:** It emphasized on attaching a practice school to each training college, introducing correspondence courses and Summer Institutes.
- **National Policy on Education, 1968:** The first national policy on education in India had some provisions on teacher education. It emphasized on improving service conditions of teachers, in-service teacher education and academic freedom of teachers.
- **NCTE, 1973:** One of the milestones of development in teacher education in India is the establishment of National Council for Teacher Education in the year 1973. It was made a statutory body in the year 1995. The NCTE suggested that objectives of teacher education should be stage-specific, curriculum

should be made task-oriented and less theoretical, and the administration, methodology and evaluation should be improved. You will come to know about the role played by NCTE in teacher education in India in the later sections of this Unit.

- **National Commission on Teachers, 1983:** It recommended for enhancing the duration of training period, making change in selection procedure of teachers and improving pedagogy of teacher education.
- **National Policy on Education, 1986:** This policy made some really important recommendations regarding teacher education. It emphasized on inseparability of pre-service and in-service components of teacher education, establishment of DIETs and phasing out sub-standard institutions of teacher education.
- **Acharya Ram Murti Committee, 1990:** It stated that the first degree course on teacher education should not be given through correspondence mode and four-year integrated courses should be encouraged.
- **NCTE Curriculum Framework, 1998:** After becoming a statutory body, NCTE developed a Curriculum Framework for quality teacher education. It consisted of increased duration, updating contents, emphasis on professionalism, commitment, competencies and performance skills, community linkage and other such.
- **National Education Policy, 2020:** The National Education Policy 2020 suggested for some radial changes in the teacher education system. It has emphasized on multidisciplinary inputs in teacher education and integrated teacher education programme. It states that the 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. However, the 2-year B.Ed. will continue

for those students with Bachelor's degree in a specialized subject and 1-year B.Ed. for those with 4-year undergraduate degree in a specialized subject. It also indicated that all fresh Ph.D. entrants will be required to take credit-based courses in teaching/education/pedagogy/writing. For the in-service teacher education, use of online platforms like SWAYAM, DIKSHA, etc. is encouraged.



CHECK YOUR PROGRESS

Q 1: What was the system of teacher education during Buddhist period?

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Q 2: What kind of development took place after the recommendations of Wood's Despatch?

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Q 3: Mention any two radical changes suggested by National Education Policy 2020.

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8.4 FEATURES OF TEACHER EDUCATION

At present, if we observe, we will find that teacher education in India has come a long way from its informal form to the institutionalized form. It will be convenient for you if we discuss the salient features of teacher education in India in the following points—

- **Stage-specific:** Teacher education in India is stage specific. Different programmes of teacher education are designed for each stage of education. Stage-specific teacher education means different programmes of teacher education are designed for each stage of education—pre-primary, elementary, secondary and higher education.

The objectives, curriculum, methodology, institutions, duration of programmes of teacher education are all different for each stage of education.

- **Both Pre-service and In-service:** In India, both pre-service and in-service teacher education is prevalent. Teacher education is considered a continuous process and the pre-service and in-service components are complementary to each other.
- **Competency and Skill based:** The teacher education in India emphasizes on developing both competency and skills of the teacher trainees. So, the curriculum of teacher education includes contents related to teaching competency as well as the skills required in the teaching profession.
- **Regulated:** In India, NCTE is the apex regulatory body of teacher education. It formulates the regulations for norms and standard of teacher education of different stages of education. For teacher education of higher stage, UGC is the regulatory body.
- **Both theory and practice:** The curriculum of teacher education has always strove for offering a good mixture of theoretical and practical components. So, for various teacher education programme, we find both theoretical contents as well as practical experiences like internship, community work, yoga, etc.
- **Local community-based:** The teacher education curriculum also aims at training the teachers to engage with the community. So, various activities are incorporated in the curriculum which is relevant to the local community.

  The National Education Policy 2020 has focused on making teacher education multi-disciplinary, integrated, based on Indian values, languages, knowledge, ethos, and traditions and also being well-versed in the latest advances in education and pedagogy.

8.5 TEACHER EDUCATION FOR DIFFERENT LEVELS

As you have seen in the previous section, teacher education in India is stage-specific, it is difficult to describe it as a whole. You have also learnt

about the broad categorization of stages of education in India in the previous Unit. They are pre-primary, elementary, secondary and higher stages of education. Let us now understand how teacher education is provided for different levels of education.

8.5.1 Pre-primary stage

The pre-primary stage is not a formal stage of education till now in India. The objective of pre-primary education is the promotion of the all round development of the child in the age group 3-6 years. Accordingly, pre-primary teacher education aims at developing certain specific abilities, skills and attitude among prospective teachers to deal with children of early childhood stage. The programme for their training is generally of one year duration. The minimum educational qualification required is Secondary Examination (Class X) or its equivalent. But Diploma in Pre-School Education programme is of two academic years (NCTE regulation, 2014). The minimum qualification required is 50% marks in higher secondary. The training for the teachers of pre-primary stages is conducted through Montessori Teacher Training Schools, some NGOs and the Social Welfare Department of government. The curriculum is generally work-oriented and divided into two parts—first part consisting of organization of community life, social training, child study, history of child education and basic principles and the second part consisting of objectives and contents of pre-primary education, school health and nutrition, nature study and language.

8.5.2 Elementary stage

The elementary school teachers are required to undertake the D.El.Ed. Programme. The duration of D.El.Ed. Programme is two years. The minimum educational qualification required is 50% marks in Higher Secondary Examination or its equivalent. Apart from the foundational subjects, the curriculum includes provision for

teaching of method subjects related to primary and upper primary curriculum. The curriculum consists of theory, practical work and practice teaching. The District Institutes of Education and Training (DIETs), Normal Schools, Basic Training Centres and some B.Ed. Colleges offers D.El.Ed. Programme.

8.5.3 Secondary stage

The teachers of secondary stage are required to get the degree of Bachelor of Education (B.Ed.). The B.Ed. programme is of two years consisting of four semesters. The minimum qualification for B.Ed. programme is graduation. The curriculum is divided into three components— theoretical subjects, pedagogical practices and practical work. However, there are also some integrated programmes like B.A.-B.Ed, B.Sc.-B.Ed., etc. for the secondary level teachers. Integrated programmes of teacher education consist of integration of an academic programme (like B.A., B.Sc) and a teacher education programme (like B.Ed.). The integrated programmes are of four years consisting of eight semesters. The minimum qualification for integrated B.Ed. programmes is higher secondary. Teacher education for secondary level teachers is provided in the B.Ed. Colleges which are affiliated under universities, University Departments of Education, IASE, RIEs, CTEs and DIETs.

8.5.4 Higher stage

The teacher education of higher stage, i.e. colleges and universities are conducted by the UGC-Human Resource Development Centres (UGC-HRDC), earlier known as Academic Staff College and Teaching Learning Centres (TLCs). The UGC-HRDCs and the TLCs organizes the orientation and refresher courses. Orientation programmes are of four weeks for the newly appointed Assistant Professors of universities and colleges. Refresher courses are a platform for exchanging and sharing experiences with the peers and reciprocally learning from each other

as well as updating themselves both in content and pedagogical developments. The duration of refresher course is three weeks. Apart from these, short term courses, faculty induction programme, faculty development programmes, workshops, etc. are also organized for the teachers of higher education. The programmes are offered both in online and offline mode.

Apart from these, there are other programmes of teacher education. One-year M.Ed. programme is available for those who are willing to serve as faculty members in the training schools and colleges or willing to serve in various administrative posts in SCERT, NIE and NCERT. The minimum educational qualification required for it is post-graduation in any discipline and B.Ed. Specific teacher education programmes are also organized for technical subjects like One-year Diploma in Physical Education, Bachelor in Physical Education, Masters of Physical Education, Certificate Course in Arts and Crafts, One-year Training Course in Home Science, etc.



CHECK YOUR PROGRESS

Q 4: What do you mean by stage-specific teacher education?

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Q 5: What is the minimum educational qualification for pre-primary teacher training?

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Q 6: What is an integrated programme of teacher education?

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8.6 ADMINISTRATION OF TEACHER EDUCATION

The teacher education system of India is fully regulated by the State. The National Council for Teacher Education (NCTE) is a statutory body

under the Govt. of India, which regulates teacher education. There are both government and private institutions providing teacher education. But all the programmes of teacher education under these institutions are to be recognized by NCTE. Let us know about the regulatory body and the institutions of teacher education in detail.

8.6.1 Regulatory Body

The apex regulatory body of teacher education is the National Council for Teacher Education (NCTE). National Council for Teacher Education (NCTE), in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action, envisaged a National Council for Teacher Education (NCTE) with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August,1995. It co-ordinates and monitors teacher education and its development in the country; lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions; lay down norms for any specified category of courses or trainings in teacher education; examine and review periodically the implementation of the norms, guidelines and standards; and evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions. It works through its four regional committees—eastern, western, northern and

southern committees.

The teacher education for higher stage is regulated by UGC. The UGC formed teacher-education committees consisting of seven members for two years duration to upgrade the standard of education. It provides awareness of new innovations and research in teacher-education. UGC provides travel grants to the university lecturers for attending international conferences and seminars and national fellowship and teacher fellowship for encouraging research and teaching work.

The NEP 2020 has frankly mentioned the need for more stringent regulation of teacher education institutions. As such, it says that the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches.

8.6.2 Teacher Education Institutions

You may be very familiar to B.Ed. Colleges and DIETs as teacher education institutions. But teacher education is not limited to these institutions only. Apart from this, other organizations offering teacher education programmes are Regional Institutes of Education (under National Council for Educational Research and Training), State Council for Educational Research and Training (SCERT), Institute of Advanced Studies in Education, University Department of Education, Montessori Teachers Training Schools, Indian Institute of Skill Development Training, College of Teacher Education and Basic Training Colleges. The National Institute of Educational Planning and Administration (NIEPA) provide training in the field of educational planning and administration.

As said earlier, all these institutions offer teacher education programmes only after getting approval from NCTE. The standards and norms for recruitment of the administrative staff and the teaching staff are all regulated by NCTE. However, these institutions have

their own administrative set up. The RIEs are headed by Principal, University Department of Education works under the Head of the Department as well as the administrative set up of the University, Indian Institute of Skill Development Training by Centre Director, Montessori Teachers Training Schools, Institute of Advanced Studies in Education, District Institute of Educational Training (DIETs), B.Ed. Colleges, CTEs and Basic Training Colleges are headed by Principal. The teacher education is financed by the State. However, many self-financed private teacher education institutions also exist. The teacher education of pre-primary stage is mostly financed by the private organizations, except the training programmes organized by the Department of Social Welfare and National Institute of Public Cooperation and child Development (NIPCCD). The teacher education of elementary and secondary stages is funded by the State, but the private institutions are self-financed. Teacher education for higher stage is funded by the State by various bodies like UGC and also by Teaching Learning Centres under the scheme Pandit Madan Mohan Malaviya Mission on Teachers and Teaching (PMMMNMTT).



8.7 LET US SUM UP

- During Vedic period, there was no formal training system or institute for teacher training. However, we find some evidences of teacher education in indirect sense in the learned assemblies or *Brahmana-Sanghas*. In the later Vedic period, several institutions known as *Sakhas, Charans, Parisads, Kulas, Gotras*, etc developed.
- During Buddhist period, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma' to get the status of teacher,. After this, a student was considered ready to become a

teacher and receive pupils as an *Acharya*.

- During Muslim period, the method of teacher preparation was mostly imitation of what the old teachers practiced. The experienced teachers identified able students and appointed them tutors to look after and teach the junior students in their absence.
- The Danish Missionaries first started the institution for training of teachers in India. In 1802, the first Normal Training School was established at Serampore in West Bengal.
- The Sadler Commission (1917) recommended for introducing masters course in education, making education a subject of study at the intermediate and B.A. levels.
- The Mudaliar Commission (1952-53) gave a lot of attention to teacher training. It emphasized on having two types of teacher training institutions—one for Matriculation or Higher Secondary passed and another for graduates.
- During 1963-65, four Regional Colleges of Education (later renamed as Regional Institutes of Education) were established under NCERT. Later one more Regional Institute of Education was established.
- One of the milestones of development in teacher education in India is the establishment of National Council for Teacher Education in the year 1973, made a statutory body in 1995.
- The National Education Policy 2020 suggested for multidisciplinary inputs in teacher education and integrated teacher education programme.
- The features of teacher education in India are—it is stage-specific, regulated, includes both pre-service and in-service, curriculum is competency and skill based as well as local community based and includes both theoretical and practical components.
- The programme for the training of pre-primary stage is generally of one year duration. But Diploma in Pre-School Education programme is of two academic years.
- The elementary school teachers are required to undertake the D.El.Ed.

programme. The duration of D.El.Ed. programme is two years.

- The teachers of secondary stage are required to get the degree of Bachelor of Education (B.Ed.). The B.Ed. programme is of two years consisting of four semesters. However, there are also some integrated programmes like B.A.-B.Ed, B.Sc.-B.Ed., etc. for the secondary level teachers. The integrated programmes are of four years consisting of eight semesters.
- The teacher education of higher stage, i.e. colleges and universities are conducted by the UGC-Human Resource Development Centres (UGC-HRDC) and Teaching Learning Centres (TLCs).
- The apex regulatory body of teacher education is the National Council for Teacher Education (NCTE) at school stage and UGC at higher education stage.
- There are different types of teacher education institutions like B.Ed. Colleges, DIETs, RIEs, SCERT, IASEs, University Department of Education, Montessori Teachers Training Schools, Indian Institute of Skill Development Training, College of Teacher Education and Basic Training Colleges and NIEPA.



8.8 FURTHER READING

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8.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: To get the status of teacher, one was kept under the supervision of the two teachers for at least ten years from whom he learned the elements of morality, proper conduct and training in 'Dharma'. After this, a student was considered ready to become a teacher and receive pupils as an *Acharya*.

Ans to Q No 2: After the recommendations of Wood's Despatch, Normal School for training of primary and secondary school teachers was established in Madras Presidency in 1856 and later on in other presidencies.

Ans to Q No 3: Two radical changes in teacher education as suggested by NEP 2020 are—multidisciplinary inputs in teacher education and that all fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period.

Ans to Q No 4: Stage-specific teacher education means different programmes of teacher education are designed for each stage of education—pre-primary, elementary, secondary and higher education. The objectives, curriculum, methodology, institutions, duration of programmes of teacher education are all different for each stage of education.

Ans to Q No 5: The minimum educational qualification required is Secondary Examination (Class X) or its equivalent.

Ans to Q No 6: An integrated programme of teacher education consists of integration of an academic programme (like B.A., B.Sc.) and a teacher education programme (like B.Ed.). Examples of integrated teacher education programme are B.A.-B.Sc. and B.Sc.-B.Ed.



8.10 POSSIBLE QUESTIONS

A. Very Short Questions (Answer each question in about 50 words)

Q 1: Mention the name of some assemblies of learned men during the Vedic period which served as platforms for enhancing knowledge of the teachers.

Q 2: What is monitorial system?

Q 3: Where was the first Normal school established in India and when?

Q 4: How many Regional Institutes of Education are there under NCERT?

B. Short Questions (Answer each question in about 150 words)

Q 1: Write a short note on: Teacher education for secondary stage.

Q 2: Write briefly on the role of NCTE in teacher education system.

C. Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss the features of teacher education system in India.

Q 2: Write in detail about the regulatory system of teacher education in India.

Q 3: Describe the changes that are evident in teacher education in India from post-independence till now.

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