



## **HISTORICAL REVIEW OF PROFESSIONAL PREPARATION IN INDIA**

### **INTRODUCTION**

Teaching is one of the oldest and most respected professions in the world. The noble task of shaping the future citizens is entrusted in the hands of teachers. The nature of this task is determined by the expectations of society. In ancient India, the teacher was well versed in temporal as well as spiritual knowledge, and the aim of education was to equip the learner with the worldly as well as spiritual knowledge and prompt him for self realization. In the medieval ages, the task of the teacher was to impart knowledge to his pupils. But a twenty first century teacher has to act as 'interpreter of knowledge'. In tune with the changes in the role and task of the teacher, the pattern of teacher education is also varied from time to time.

### **PREPARATION OF TEACHERS IN ANCIENT PERIOD**

In ancient India, the education was centered mainly on the Vedas (Rig, Yagur, Sama and Atharva) and Vedangas (Siksha, Chhandas, Vyakarana, Nirukta, Kalpa and Jyothisha). 'Gurukula' system was prevailed at that time in which an intimate relationship between the 'Guru'-teacher and 'Sishya'-pupil existed, and 'individualization of instruction' was a salient feature of the system. The duty of the teacher was not only to teach pupils but also to practice what is taught, in real life. In the Vedic period knowledge was transmitted orally. The students memorized the spoken lessons from the teacher, by repeating them orally. Since no other ways of 'reference' was possible, the teacher remained the fund of knowledge. Various methods were employed by the teachers to transfer the knowledge to disciples. Parables from nature and stories were used to explicate philosophical concepts. These methods of the 'Gurus' were adopted by the disciples and transferred to the next generations of teachers. Thus the transmission of methods of teaching through imitation and repetition facilitated the transformation of scholars into teachers. The monitorial system of inducting senior pupils to the position of teachers can be considered as a contribution of the ancient educational system.

## **BUDDHIST PERIOD (500 B.C. TO 1200 A.D.)**

### **and Vedangas**

The formal system of teacher's training emerged during this period. As the importance of teacher education was recognized it got an expansion. The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would 'choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In Vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The subject Logic was introduced which helped in sharpening the intellect of the learner.

## **MUSLIM PERIOD (1200 A.D. TO 1700 A.D.)**

During this period several educational institutions at different levels were established by Muslim rulers. Mohammed Ghori started several primary schools called Maktabas with an intention to spread the Islamic principles and culture. Madrasahs were higher education institutions at that time. Importance was given to the three R's- Reading, Writing and Arithmetic-in elementary stages. Study of Koran was compulsory. Grammar, arithmetic, logic, science and philosophy were taught in higher stages. Learning by rote were encouraged in the medieval period. Verses from Koran were taught by group-drill method. In higher stages some sort of debates and discussions were employed in education. At this period also the method of teacher preparation was mostly imitation of what the old teachers practiced. Good and experienced teachers appointed talented students as tutors to look- after and teach the junior students in their absence. Thus at the medieval period also the monitorial system for the preparation of prospective teachers was prevalent.

## **TEACHER EDUCATION IN PRE INDEPENDENT INDIA**

### **1. Monitorial System (1880)**

In India, the idea of formal teacher training originated out of an indigenous technique, called "Monitorial System". It was based on the principle of mutual instruction. The whole class was splitted into a number of small groups and by placing

each group under the charge of a brilliant pupil, called monitor. Teacher's Training Schools—The first formal teacher's training School in India was set up at Serampur in Bengal in the name of "Normal School" by Carey, Marshman and Ward in 1793. In Bombay, the Native Education Society trained a number of teachers for the improvement of teaching in primary schools. In Bengal the Calcutta School Society did pioneering work for the training of teachers for indigenous schools.

## **2. Lord Stanley's Despatch (1859)**

In 1859, Lord Stanley, Secretary of State for India, greatly emphasized on teacher training. The Despatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally. In 1859, the new grant-in-aid rules provided that salary grants to schools are given to those teachers who had obtained a certificate of teacher training. In 1882 there existed 106 Normal Schools, including 15 institutions meant exclusively for women. About the training of secondary teachers, training classes were added to the following schools:

1. Government Normal School, Madras (1856)
2. Central Training School, Lahore (1877)

## **3. Government of India Resolution on Education Policy (1904)**

This is one of the most important educational documents which laid down the policies for the future educational system. Lord Curzon, the-then Viceroy of India felt the need of the training of teachers. It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

**(a) Training Colleges:** The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. The general principles, upon which the training institutions were to be developed, were:

1. To enlist more men of ability and experience in the work of higher training,
2. To equip the training colleges well,
3. To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art,
4. The course would culminate in a university degree or diploma,
5. There should be a close link between theory and practice and practicing schools should be attached to each college. There should be a close link between the

training colleges and the school, so that the students do not neglect the methods learnt in the college.

**(b) Training Schools:** The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching.

#### **4. The Government of India Resolution on Education Policy (1913)**

The second resolution on educational policy suggested many useful measures with regard to improvement of Primary education. The resolution suggested that teachers should be drawn from the class of the boys whom they will teach and they should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement courses for teachers. The resolution emphasized that no teacher should be allowed to teach without a certificate and that there should be a constant exchange of ideas amongst the training college staff members and that they should visit different colleges.

#### **5. The Abbott - Wood Report (1937)**

This report submitted in 1937 is again a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It further suggested a refresher course for the teacher so that the teacher could get a wider experience. Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942, yet there was much still to be done for achieving qualitative improvement.

#### **6. The Sargent Report (1944)**

The Central Advisory Board of Education (CABE) in 1944 presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan" recommended that suitable boys and girls should be picked out into the teaching profession after high school; practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two year course for preprimary and junior basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects.

## **TEACHER EDUCATION AFTER INDEPENDENCE**

With the attainment of independence in 1947 India entered a new phase of development. The changed social, economic and political conditions necessitated a restructuring of the system of education as well as the teacher education. The government of India with an intention to revamp the educational scenario appointed a good number of committees and commissions.

Some of the commissions are -

- i. University Education Commission (1948 - 49)
- ii. The Secondary Education Commission (1952 - 53)
- iii. Education Commission (1964 - 66)
- iv. National Policy on Education (1968)
- v. National Commission on Teachers (1983 - 85)
- vi. National Policy on Education (1986)

Besides the aforementioned Commissions on education a number of national level committees were appointed. On the basis of the recommendations made by various Commissions and Committees, many progressive changes were effected in the teacher education programmes in the country. Moreover, the Government of India started the five year plans to achieve sustained economical development by developing different sectors of the economy in balanced manner. Education was regarded as one of the basic sectors of the economy and due importance was given to it in all five year plans. As a result, a number of steps have been taken by the Government of India for the improvement of education system in general and teacher education in particular.

The commission further recommended that the selection of trainees should be made through a combination of objective tests, rating scales, group discussion and personal interviews. The commission also suggested the professional preparation with -

- (1) Study of education as a discipline including educational psychology, sociology of education and educational philosophy,
- (2) Practice teaching and its content-cum-methodology, and
- (3) Learning a variety of skills related to the role of a teacher; including educational technology and preparation of software.

## **CONCLUSION**

Teaching is a highly professional activity which demands specialized knowledge, skill and behaviour. Teacher professionalism comprises competence, performance and behaviour which reflect on teacher's personality in school and society. Professional competence is fundamental in teaching profession which includes preparation of teacher for classroom processes, acquisition of knowledge of subject and facilitates

personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership. Professional competence results in performance of teacher in terms of overall development of children. The competent teacher is supposed to perform better in the interest of the children and society as well.