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2nd semester

Topic : - Development of Teacher Education In
India(pre independence)

Date :- 14/01/2022

2.A.2 TEACHER EDUCATION IN PRE INDEPENDENCE INDIA :

2.A.2.1 THE UPANISHADIC PERIOD :

In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due

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not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour.

According to the Rigveda, a teacher was selected and then educated or trained effectively. The teacher must have passed through the recognized curriculum and have fulfilled all the duties of a Brahmachari before he was allowed to become a teacher. Teachers must sought knowledge for realization and were well-received and well respected. The scholarly class of teachers, which later became a caste (Brahmans) became stratified with the passage of time and lost its original grandeur. Later on teachers came from this caste of Brahmins and it became a hereditary profession.

Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system, which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system.

Teaching in the Upanishadic period was known for the personal attention paid to the student. As the word Upanishad (sit close) connotes there was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important method of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and application were the five steps to realize the meaning of a religious truth practiced in ancient India.

2.A.2.2 THE BUDDHIST PERIOD :

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 introduction of logic as one of the subjects helped in sharpening the intellect and oratory which was emphasized.

2.A.2.3. THE MEDIEVAL PERIOD :

In the holy Koran, Education is urged as a duty and in Muslim countries, education was held in high esteem. Though it was not widespread amongst the people teachers and instructors were given great respect. The Mohammedan rulers in India founded schools (Maktab), Colleges (Madrassahs) and libraries in their dominions. In the maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of "instruction was Persian but the study of Arabic was compulsory. In madrassahs the course included grammar, rhetoric, logic, theology, metaphysics, literature, jurisprudence and sciences.

The teachers teaching in the maktab were mostly moulvis, but in the madrassahs scholarly persons were employed. The method of teacher preparation was mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students.

Cramming and memorising were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult books. Practicals were also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics. Although a specialized teacher training programme did not exist, the teachers had a clear idea of their role and functions and the methods to be pursued in teaching.

Q U E S T I O N S

Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England.

Sir Munro, in his Minute dated 13 December 1823, gave same ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers.

In June 1826, the first normal school was started under the management and with the finances of the British government in Madras. Initially, it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, Bombay started a normal school in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

Wood's Despatch, 1854

The Wood's Dispatch, an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master.

In suggesting a change in the education of teachers, the Dispatch referred to the system prevalent in England. It urged the establishment of training schools in each presidency in India. The Dispatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Dispatch introduced sufficient incentive for the would-be

teachers. Although apprehensive, Lord Dalhousie, Governor-General of India suggested implementation of Wood's Dispatch which brought into existence a number of normal schools.

Lord Stanley's Dispatch, 1859

In 1859, Lord Stanley, Secretary of State for India, in his Dispatch set forth an examination of the operation of the 1854 Dispatch. The Dispatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally.

locally.

The Indian Education Commission 1882

The Indian Education Commission 1882 (The Hunter Commission) 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. For graduates it suggested a shorter course of training than for others. Pedagogical courses became more prominent. This also led to the opening of new teacher training institutions and by 1882 there were 116 training institutions for men and 15 for women.

Thus by the close of the 19th century some essential things in teacher training had been established. Pedagogical courses had replaced general education, examinations and certificates in teacher training had been instituted and practical aspects in planning and teaching were emphasized.

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. 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. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges.

The general principles upon which the training institutions were to be developed, were,

- (i) To enlist more men of ability and experience in the work of higher training,
- (ii) To equip the training colleges well,
- (iii) 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,
- (iv) The course would culminate in a university degree or diploma,
- (v) There should be a close link between theory and practice and practicing schools should be attached to each college. These schools should be fully equipped with well trained teachers whose examples the students should emulate. They should have good Library and Museum. 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. The students should be occasionally brought together again and the inspecting staff and the training college authorities should try that the influence of the college is felt in the schools.

This Commission, known as the **Sadler Commission**, studied all aspects of the University education and presented its voluminous report in 1919. It also touched upon the teacher education programme and made some valuable recommendations. It pointed out the painful inadequacy of training institutions and the poor quality of training provided in them. It suggested that the training programme should not only make the trainee a competent class-room teacher but also a good administrator. The commission suggested opening of post graduate department of education in Universities, equips each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level.

The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.

The Hartog Committee, 1929

The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It rightly observed that the success of education depended on the quality of the training, the status and the pay of teachers. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also added that the period of training was too short, the curriculum too narrow and the teaching staff inadequately qualified.

It suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations

can do much to brighten the lives of the teachers and improve their work. For the secondary school teachers too, the committee had the same suggestions.

Working on the recommendations of the Sadler Commission 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936.

Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, 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.

The Abbott-Wood Report

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 he 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. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. In 1941, the Vidya Bhawan teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education the same year.

The Sergeant Report, 1944

In 1944, the Central Advisory Board of Education (CABE) presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan". The scheme was a broad-based educational plan. It made some practical suggestions for teacher's training programme.

It recommended that suitable boys and girls should be inducted 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 pre-primary 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. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers.