



Ancient To Modern Teacher Training To Teacher Education Of India With Respect To New Education Policy 2019

Dr. Sushma Shirish Tirhekar, Principal, Nav Sahyadri Charitable Trusts, College of Education(B.Ed. and M.Ed.), Pune

Abstract

The advent of a broader concept of education including within its fold the total personality of the teacher - pupil and aiming at his/ her all-round development, the functions and responsibilities of the teacher have increased with the time. In the broader sense 'teacher education' refers to the total of educative experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. The nature of education is what economists call a quasi-public good'. In other words, the benefits of education accrue not only to the individuals who are educated, but more broadly to society as a whole. There is shift from teacher training to teacher education with the time to time change in the societal demand and globalization.

Keywords: Teacher Training / Education, New Education Policy 2019, Commissions of the Education system in India.

Introduction:

Indian education system has prolonged history from the ancient, medieval till towards the modern period and also has heritage of the different educational commissions of pre independent era to post independence era with the New education policy 2019. So India has History of the Teacher Training / Education.

When we think why education has very important place in the world that depict the following lines.

At the entrance gate of a university in South Africa the following message was posted for contemplation:

"Destroying any nation does not require the use of atomic bombs or the use of long range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students."*

Patients die at the hands of such doctors.

Buildings collapse at the hands of such engineers.

Money is lost at the hands of such economists & accountants.

Humanity dies at the hands of such religious scholars.

Justice is lost at the hands of such judges.

The collapse of education is the collapse of the nation."*

By - Omobolaji Gaji

2. Teacher Education

Teacher education' refers to the total of educative experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by an educational institute for the announced purpose of preparing persons for teaching and other educational service and for contributing to their growth in competency for such service. Such teacher education programmes are offered in teacher's colleges and normal schools and in colleges and universities. (Good, 1952)

3. Ancient Education system

3.1 Vedic period

The period of the Gurukul education system was B.C. 5000 years. This was the period also known as vedic era and in this period 10-12 years primary education was given then after the next education was given in the educational center. Such as Takshshila University and its subject taught in Sanskrit language

Arts & Literature – All vedas , Philosophy, Grammar, Astrology

Science & Vocational Education- Ayurveda, vocational education and war techniques

The king of the state or guru tests the candidate and appoints the teacher (Guru) for the teaching profession in the ashram or in the kingdom.

3.2 Buddhist period

The period of the near about B.C. 600 century, the language was used Pali. The subjects were philosophy, grammar, music, professional development. The educational centers were Nalanda, Vallabhi, Vikramshila University. Scholarly Research Journal for Interdisciplinary Studies, For the teaching profession the candidate must be possessed all subject knowledge and devoted to the whole life in teaching, lived in Monk, or in viharas.

4 Educations in India during Medieval Period

This period was 1206 to 1526 century; the language was Pharsi, Urdu. The Muslim kings impact found on that education system like Muktab, Mdarasa. More focus on religious education and other subjects like arithmetic, grammar, vocational education. All rights of the appoint of the teacher had king and the authority with the Moulvi, scholarly person who has knowledge of the education.

5 Modern period

European missionaries took lead by starting schools first and teacher training institutions later. The Danish Mission under the inspiring leadership of Zienbalg and his colleagues opened an

**929 | Dr. Sushma Shirish Tirhekar Ancient To Modern Teacher Training To Teacher Education
Of India With Respect To New Education Policy 2019**

institution for the training of teachers at Tranquebar in 1716, and opened two charity schools in 1717, one for the Portuguese and the other for Tamil children.

Mr. Campbell, Collector of Bellary, in his minute dated 17th August 1823, commended this system. Such schools for training teachers were established earlier in Calcutta and Bombay. In 1829 the Native Education Society of Bombay started a training class for primary teachers. In 1847, Bombay started a normal school in the Elphinstone Institution, and in 1849, Calcutta too had a normal school. Normal schools were also started in Poona, Agra, Meerut and Benaras between 1850-1857. Mass education gained momentum with the recommendations of Wood's Despatch, 1854.

Indian Education Commission of 1882 was appointed by Hunter. The Hunter Commission, known as the Indian Education Commission, laid at rest some of the controversies on the teacher training programme, and recommended the establishment of normal schools, whether government or aided, to provide for the local requirements of all primary schools.

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 1887. A training college was established at Rajahmundry in 1894. It then consisted of the Licentiate course (L.T.). A secondary training college was found in Bombay in 1906 and prepared secondary teachers for its own diploma known as the Secondary Teachers Certificate Diploma (S.T.C.D) until Scholarly Research Journal for Interdisciplinary Studies, it was affiliated to the University of Bombay in 1922, for teaching courses leading to the B.T. Degree.

In 1917, The recommendations of the Saddler Commission had a salutary effect on the teacher-training programme in India. The Hartog Committee further carried on the work initiated by the Saddler Commission. Working on the recommendations of the Saddler Commission, 13 out of 18 Universities set up faculties of education. The Lady Irwin College was established 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.

In 1935, the Central Advisory Board of Education (CABE) was revised. Mahatma Gandhi started basic Education in 1937, leading to the training of teachers for basic schools.

In 1941, the Vidya Bhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona, Bombay, which took the lead in starting a Doctorate Degree in Education the same year.

In 1948, the Central Institute of Education was established in Delhi, and the Government Training College at Allahabad was developed into the Central Pedagogical Institute.

The University Education Commission (1948-49)

After independence the University Education Commission was constituted under the Chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that there was no difference in the theory courses offered in the various teacher-training colleges, but much difference was observed in the practices followed.

The Secondary Education Commission (1952-53)

One of the important events of the decade was the Report of the Secondary Education Commission. It analysed the problems of teachers and the training programme in great depth. It found that two types of teacher training institutions existed: (a) Primary (Basic) Teacher Training (b) Secondary Teacher Training Institutions. Scholarly Research Journal for Interdisciplinary Studies,

The Indian Education Commission (1964-66)

In 1964 an Educational Commission was set up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational development.

An M.A. degree in education has been introduced in some universities such as Aligarh, Kurukshetra, Kanpur, and some others. Some universities have introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States have set up State Boards of Teacher Education.

The National Policy on Education (1968)

Incorporating the recommendations of Kothari Commission, the Indian Parliament adapted the National Policy on Education in 1967. The NPE 1968 included the following suggestions as far as education of teachers is concerned.

1. More focus on research
2. Quality education

The National Policy on Education (1986)

The Government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in the year 1986. It made the following recommendations on Teacher Education.

1. The new knowledge, skills and favorable attitudes should be developed among teachers to meet the present needs.
2. Orientation of teachers should be a continuous process of teacher education.
3. Like SCERT at State level, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

The setting up of the N.C.E.R.T on 1st September 1961 is an outstanding land-mark in the history of education in the post-independence period. Several institute and bureaus working under the Ministry of Education were merged in to it. There were the Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education.

Presently, it comprises the National Institute of Education, New Delhi, four Regional Colleges of Education, one each at Ajmer, Bhopal, Bhubaneshwar and Mysore, and Field Advisors units in State capitals or main educational centres of various states. Scholarly Research Journal for Interdisciplinary Studies, The Ministry of Education, Government of India, established in May 1973, the National Council for Teacher Education, usually termed as the NCTE, for maintaining the standards in teacher education in the country.

The unfinished agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92) is appropriately dealt with in this Policy. A major development since the formulation of the NPE 1986/92 has been the establishment of Constitutional and legal underpinnings for achieving universal elementary education. The Constitution (Eighty-sixth Amendment)

Act, 2002 that inserted Article 21-A in the Constitution of India envisages free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right. The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) which came into force in April 2010, entitles every child of the age of six to fourteen years to the right to free and compulsory education in a neighborhood school till the completion of elementary education.

The direction of the global education development agenda is reflected in the sustainable development goal 4 (SDG4) of the 2030 Agenda for Sustainable Development. SDG4 seeks to –ensure inclusive and equitable quality education and promote lifelong learning opportunities for all|| by 2030.

Concept of Teacher in NEP 2019

Ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained, and well equipped teachers.

Teacher education

Teacher education requires multidisciplinary inputs and a marriage of high-quality content with pedagogy that can only be truly attained if teacher preparation is conducted within composite institutions offering multidisciplinary academic programmes and environments. As a consequence, programmes of teacher preparation at all levels must be conducted within large multidisciplinary universities or colleges in order to be maximally effective. Teacher education in multidisciplinary colleges or universities would ensure that teacher education benefits from interaction with other areas of higher education, and that student-teachers develop in liberal spaces with access to a full range of academic resources, including libraries, internet, and extra-curricular activities. Teachers-in-training would thereby be able to interact with peers from other disciplines and be taught by faculty in allied disciplines of education such as psychology, child development, and social sciences - making them that much stronger as teachers when they graduate. Multidisciplinary settings will also ensure that the disciplinary components of integrated programmes will be offered by experts from the relevant departments. In terms of areas for further reform within the education component of the B.Ed. programme, multilevel, discussion-based, and constructivist learning, and a concentration on foundational literacy/numeracy, inclusive pedagogy and evaluation, knowledge of India and its traditions, and the development in students of 21st century skills such as problem-solving, critical and creative thinking, ethical and moral reasoning, and communication and discussion abilities, are among the key areas of the curriculum for teacher preparation that will be reformed and revitalised.

National Education Policy 2019

Ensuring that university B.Ed. programmes are affiliated with a variety of nearby schools at various levels - in which potential teachers may student teach in order to hone the above skills and obtain practical teaching experience - will complete the well-rounded education and training of B.Ed. candidates that will be needed to produce outstanding teachers. While such four-year Integrated B.Ed. programmes are being developed at multidisciplinary universities, every effort will be made

to shut down the practice of corrupt and substandard teacher education institutions that sell degrees with little actual education; the purpose of this important initiative will be to bring, as quickly as possible, the needed integrity and thus quality into the teacher education system. By 2030, the goal will be to have all B.Ed. programmes moved into multidisciplinary colleges universities. The actions that will be required in the higher education system for this shift of teacher education will be described in more detail in below are described the basic changes in the approach for teacher education that will be adopted in order to ensure passionate, motivated, well-qualified, and holistically well-trained teachers in our schools.

Teacher education for all levels will take place within the university / higher education system as a stage-specific, 4-year integrated Bachelor of Education (B.Ed.) programme that combines high quality content, pedagogy, and practical training. Scholarly Research Journal for Interdisciplinary Studies.

Moving teacher education into the University system; the four-year integrated

B.Ed. programme:

Teacher education for all levels - Foundational, Preparatory, Middle, and Secondary -will take place within the university/higher education system as a stage-specific, four-year integrated B.Ed. programme, combining content, pedagogy, and practical training. The four-year integrated B.Ed. programme of pre-service teacher preparation for different tracks will be offered at the university level as a dual-degree (in education together with any desired specialized subject) undergraduate programme of study, and will thus include both disciplinary as well as teacher preparation courses. Every B.Ed. programme will be affiliated with 10-15 local schools where student teacher internships would take place. Each student in a B.Ed. programme will go through a period of student teaching at one of these schools where she/ he would be placed with a mentoring teacher - first observing the mentor's class, then teaching students in the mentor's classroom with feedback from the mentor, and also carrying out remedial work or other teaching-related tasks under the mentor's guidance. The different tracks that teachers will be prepared for in a B.Ed. programme will include:

- a. Foundational and Preparatory school generalist teachers;
- b. Subject teachers for Middle and Secondary school;
- c. Special education teachers;
- d. Art teachers (including visual and performing arts);
- e. Teachers for vocational education; and
- f. Physical education teachers. The four-year degree will be on par with other undergraduate degrees and students with a four-year integrated B.Ed. will be eligible to move on to a Master's degree programme in either the disciplinary stream or the pedagogic stream.

The two-year B.Ed. programme for lateral entry into teaching:

The two year B.Ed. degree will be offered to Bachelor's degree holders in various disciplines for the preparation of teachers for various levels of schooling, e.g. as subject teachers for Middle and

Secondary education, and will again include a strong practical training component in schools. Offering a two year B.Ed. programme, in addition to the four-year integrated B.Ed., will enable entry into the profession of teaching for people who are at later stages in their careers, and will help to attract diverse talent into the profession. The two-year programme will continue to be offered at institutions such as Colleges of Teacher Education (CTEs), Regional Institutes of Education (RIEs), and other locations till such time as the four-year degree is seeded at universities, and begins graduating an adequate number of teachers. Beyond that, the two-year degree will be retained only at multidisciplinary institutions offering the four-year integrated B.Ed. programme. For those students who have obtained a four-year liberal Bachelor's degree, or for persons with other outstanding specialized qualifications to become a subject teacher (such as a Master's degree in the specialised subject), the two-year B.Ed. programme could be replaced by a suitably structured special B.Ed. programme of slightly shorter duration, as determined by the same multidisciplinary institutions offering the four-year integrated and two-year B.Ed. programmes.

Specialised instructors for specialised subjects:

In the case of certain specialised subjects or expertise of a local nature - including but not limited to local traditional art, music, vocational crafts, language, poetry, literature, or business - a well-respected local expert may be hired as a –Specialised Instructor|| to teach in a school or a school complex, after a short, say, 10- day orientation programme offered by the school complex itself. The will National Education Policy 2019 help to easily introduce local arts, languages, crafts, etc. into the curriculum, support the local arts, and will also encourage prominent persons from the community to come share their knowledge with students and inspire them.

Closing down substandard standalone teacher education institutions:

The process of reviewing the performance of teacher education institutions, and closing down the corrupt or substandard ones will be immediately initiated through mandatory accreditation of all TEIs as multidisciplinary HEIs within the next 3-5 years. A sound legal strategy to weed out poorly performing programmes and shutting them down will be put in place by the Rashtriya Shiksha Aayog (RSA) in collaboration with the National Higher Education Regulatory Authority (NHERA). Promoters of such institutions will be free to put their infrastructure to other productive uses, such as for vocational education. See also

Pedagogical aspects of the four-year integrated B.Ed. programme:

In addition to multidisciplinary knowledge, and specialised subject content as chosen by the student, the pedagogical aspects of the four-year integrated B.Ed. programme will consist of integrated theory and practice. Teachers-in-training will learn about learning centered and collaborative learning strategies and they will be taught techniques to simultaneously teach students at multiple levels. Their courses will include diversity training - regarding how to enable underserved groups to thrive - ranging from women to socioeconomically disadvantaged to differently-abled students. Trainees will use these teaching methods during their practice teaching so that they gain experience in their respective classes. Projects, rubrics, portfolios, concept maps, and mock classroom observations will replace or significantly supplement written tests, so that continuous assessment of higher order objectives will become the norm. Specialist teachers: There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for various subjects

Conclusion:

The vision of India's new education system has accordingly been crafted to ensure that it touches the life of each and every citizen, consistent with their ability to contribute to many growing developmental imperatives of this country on the one hand, and towards creating a just and equitable society on the other. We have proposed the revision and revamping of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

References

Daft ,National Education Policy, 2019https://www.ugc.ac.in/pdfnews/3563340_PPT-Draft-NEP-2019.pdf

NEP 2019, <https://www.indiatoday.in/education-today/gk-current-affairs/story/draft-national-education-policy-2019-divd-1606269-2019-10-04>

Singh. Y. K. & Nath. R. (2005) History of Indian Education System. Aph publication: New Delhi