



# Development and Need of Teacher Education in India

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## Abstract:

*An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Via this article, the author wants to convey the need of teacher education in India.*

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**Keywords:** *Development, Teacher Education*

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## 1. Introduction

Ancient to modern period teaching has been one of the oldest and respected professions in all over the world. In our Nation, teacher has always occupied an important place in society. The teachers are given profound respect. With the change of time teacher has change and preparation and working technique as per need of society.

It is the only profession in which teacher has to work as a live object with many alive objects like student, parents and society. Some time teacher education becomes complex activity. So that here it's our vision deserve some special attention in its past, requirement and the limitation of the system.

## 2. Development of Teacher Education in India

Development of teacher education system in India can be divided into five parts.

### 1. Vedic Period

In Vedic period, the academic career of the students was started with the performance of 'Upanayan Sanskar'. Here student has to follow 'Brahmacharya' and pupil was known as Brahmachari'. Guru was an embodiment of good qualities. Guru himself was university. Gurukuls were teaching institutions, where Guru has to mould career of his disciple. He has to decide the way of his disciple.

### 2. Buddhist Period

Then Buddhistic period took place after Vedic period. There were two level of learning in Buddhistic Period, Primary Level and Higher Level; Admission was given at the age of eight year in primary level with 'Pabajja Sanskar'. where pupil have to go with clean shaved and haired, wear yellow cloth, and strictly they have to follow many orders like truth, non violence, Brahmacharya etc. Three time pupil have to chant mantras of 'Buddham Sharnam Gachchami, Dharman Sharnam Gachchami, Sanqham Sarnam Gachchami and then they may enter into the Buddha's Maths.

### 3. *Muslim Period*

Form of Education been changed in Muslim Period. Education was starting with 'Bismillah' Sanskar' at 'Maqtabah where student has to take primary education. Like School education they are taught Namaz, Ajan, Quran, Maths, Letter writing. Muslim student has to go at Madresa for higher education. However women education can't form widely in this period.

### 4. *British Period*

The roots of British period developed from the establishment of East India Company with the arrival of British period, the village school has spoiled and monopoly of British Education System took place in our Education System. Where English language given further importance. By this period English language enter in school curriculum in form of subject. It was Lord Macaulay who permitted English as Subject in India.

This is the period where Calcutta School Samaj started Primary level institute as there was no any development towards it. In last of 19<sup>th</sup> century five teachers training centers were started in Madras, Allahabad, Lahore, Jabalpur and Kurseong. Andhra University started new degree the B.Ed. in 1932. Bombay University launched post graduate degree M.Ed. in 1936.

Teacher Education College was also started in 1941 at Rajasthan. Pune and Bombay also took interest to run teacher education college during this time.

### 5. *Teacher Education in Free India (1947 – till now)*

Teacher education curriculum emerged as needs of the school. From 1947, till today the structure of teacher education is running with several changes. Here the present structure of teacher education is given below:

- Pre-Primary Level where we are running Nursery, Teachers Training
- At Primary level we are running PTC.
- At Secondary or higher Secondary level are running B.Ed.
- And at University Level M.Ed., M. Phil. and Ph.D. is running.

### 3. **Need of Teacher Training**

There are some needs of Teacher Training Programme they are given below.

- The teacher should have theoretical orientation and tolerance for complexity.
- The teacher should have capacity of innovative thinking and qualitative searching.
- There should be separate infrastructure with enough facilities.
- They expect inquiring attitude and research based thinking.
- Society dream teacher as a person, the method of teaching should be student centre, as it is useful to form close relationship between teacher and pupil.
- Practice Teaching School must be at every teacher training institute.

To firm a good teacher, the trainee should concerned about the quality of teacher training being provided at present time. Teacher training is necessary for all pupils to make teaching effectiveness. Teacher trainee can develop their knowledge, applications, and skills by teacher training programme. New methods of teaching are also takes places during training programme. More over teacher education programme is the only way to develop to behavioral changes among the trainees.

### 4. **Current Problems of Teacher Education:**

No doubt teacher education is running properly and working like pulse of academic field. Though there occur some problems which require quick solution. They are.....

- The problem of recruitment of qualitative people for teacher training.
- Lack of innovative education system in teacher education.
- Government attention and interest is less than the requirement apart from recruitment.
- The close supervision needed to transform traditional teaching.
- Learners and programmer are not ready to pay their full years of preparation.
- Infrastructure and salary structure are not enough then that the need.

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