

Teacher Education in Pre-Independence India

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Teacher is a backbone of education system. The whole quality of education depends upon the teacher. Teacher profession depends upon the deep knowledge skills and interest in teaching. Teacher's life is more critical than the student's life. Teacher is always student. Because he has to study continuously to update his knowledge. Therefore teacher education is a very important process to the development of the teacher proficiency. According to Dr. APJ Abdul Klam "A good teacher can eliminate the weakness of our education system. An efficient teacher alone can provide qualitative education... the delivery of quality education is possible only through quality teachers. The success of students is a testimony to the great service of teacher. A teacher must develop capacity for research and inquiry; creativity and innovation; creative transfer of knowledge; capacity to use high technology and capacity for moral leadership among students." Teacher is a very important component in the education system. Teacher motivates to implement the educational process. The future of the nation is nurtured by the teacher in the classroom. Competent teacher is an asset of the nation and also the best investment for well being of the students. The teacher education is a continuous process. Pre-service, induction and in-service, these are the three phases of continuous process. Teacher education is a very broad concept. It is said about the teacher that 'Teacher is born not made.' There is a debate about teaching that 'it is an art or science.' At some extent teaching is an art but teaching has a base of science through its steps. In another words we can say that knowledge is essential for the teaching but skills are also essential for the presentation of knowledge. Teacher is not only related to education process but also a soul of the society and also the guide and guardian. He has always completed the socially oriented programmes i.e. eradication of illiteracy, continuing education, awareness programmes etc. Our society is very complex and dynamic. It always creates the problems and challenges to the teachers and education system. So teacher must be awaked about the changing situations. The teacher must be perfect in the designing of curriculum and structure of the syllabus which may be skillfully and professionally oriented. Due the globalization and rapid changes in media the scope of teacher education is enlarged. The quality of the teacher education improves the

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quality of present, social and national level. But the talented and devoted teachers use to available so many opportunities to the students. All levels of the education are related to the teacher education mainly from primary to tertiary. The educational standard of each and every level is different. The teacher education helps to create the base of knowledge for all the steps. Teacher must seek the talent of the students and enable them to realize their personal and social needs.

The teaching is an old profession. It has an ancient background. Time to time teacher has to change his role. Teacher is an integral part of the society. When we historically retrospect to the teacher profession, we have to study the four periods i.e. Vedic, Buddhist, Medieval and Modern. The teacher has been playing his role from Vedic period to till continue.

In the Vedic period, he had a great respect and honor in the society. He was assumed the statue of the good qualities. He was known as guru. The selection procedure of the teacher was very hard in this period. After the selection, he has to undergone for the training. He must be Brahmachari before his selection.

In the beginning there was not the base of caste for becoming the teacher but later on only Brahmans were eligible for the teaching profession. There was the oral teaching system. The students were living with guru and he use to pay personal attention. Through the explanation method, the whole teaching was completed. The teaching was religious.

The Buddhist period was something different than the Vedic period. Monastic system was the base of Buddhist Education. The teacher had to face the upajihaya test. The teachers were using the oral methods including question answer, discussion, debate etc. Inductive method was mainly used for the teaching. Logic was the main subject of the teaching.

After the Buddhist period, the Medieval period starts. This period was known as Muslim period. There was too much value and respect to the education. According to the Koran, 'Education means the duty'. In this period the teachers and tutors were respected in the society. The schools were known as Maktabs and colleges were known as Madrassahs. The medium of teaching was Persian. Education was under the religious authorities.

The Moulvis were teaching to the school students and learned teachers were appointed for the Madrassahs. The monitorial method was used for preparing the teachers. Thus teachers were extremely respected by the students and society members.

The teachers were preferring the lecture method for the teaching. Theoretical and practical study included in the syllabus. There was not the special teacher training college for the teachers.

Modern period starts before the arrival of the Britishers. The European missionary's strated the teacher training programme. The first training school for the teachers was started near the Calcutta by Danish Missionaries. Dr. Andrew Bell Started the monitorial system for the teacher training. This system was basically used is London. Sir Munro suggested some suggestions to im- prove this system.

After the modern period the wood's Dispatch released on 19th July, 1854. It was the most important document made by the British people for the Indian education. To establish the training college and provide the allowances to the teacher who devote themselves for the teaching. Dispatch proposed to introduce the training schools in India and after completion of the training, the trainee was qualified for the job of teacher.

After the wood's Dispatch, Lord Stanley's Dispatch was released is 1859. He declared the control of England on the teacher recruitment and training.

Hunter commission (1882) demonstrated to appoint the permanent teachers in the schools. The short course for the graduates also suggested. This led to open the new teacher training. It has a good impact on teacher training and there were 116 training colleges for the men and 15 for women in 188. Thus in the end of 19th century, the teacher training Education was in full progress.

The government of India produced most important document in 1904 which is known as government of India resolution of Education policy. It was related to the future planning of the education. It has suggested some changes in the teacher training programme i.e. opening of the teacher training colleges, to provide the higher quality, training to the participants, to equip the training institutions in well manner and to decide the training programme duration for the trainees.

Due to the government resolution, the training schools were opened in Bengal. The stipend was given to the trainees. The resolution suggested two years training course for becoming the teacher.

The second resolution on Education was passed in 1913, and it was called as 'The government of India Resolution on Education policy (1913).' This resolution observed the teacher-training system very minutely and pointed out some draw backs in the system and suggested some important suggestions in relation with primary education. In short this resolution was about the improvement of teacher training programme.

After the second resolution on the education, we have to consider the Sadler commission which is known as 'Calcutta university commission, 1917.' This commission evaluated all the aspects of the university education and prepared the report in 1919 including the teacher education. It studied the inadequate strength of the training colleges and the lower standard of the training.

Conclusion

India was not awaked about the Teacher Education from the ancient and medieval time but teachers had created morality and honesty in the students through the teaching. Bristishers started the teacher training programme at some extent in Pre-Independence.

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पुस्तक प्रकाशन

चर्चासत्र / सेमीनार / परीषद इत्यादींच्या स्मरणिका ISBN क्रमांकासह आमच्या प्रकाशनाकडून प्रकाशित करण्यात येतील. आपल्या महाविद्यालयामध्ये अथवा संस्थेमध्ये कुठल्याही प्रकारची कॉन्फन्स आयोजित केली जात असेल तर त्यात सहभागी अभ्यासकांच्या शोधनिबंधाचे पुस्तक आम्ही प्रकाशित करतो. अधिक माहितीसाठी संपर्क साधा-

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“To study the difficulties in attempting practice lessons of Hindi methodology to learners of college of education.”

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Introduction:-

India is a multilingual country. There is variety of spoken language in different parts of india . Man uses language for communication for experience his thoughts in society.Everyone has language. In India Hindi supposed as important language in the sense of identification of Indian culture and communicative language of our country.

From 26th January 1950 the constitution of india accepted Hindi as a second or national language. According to act 351 like national anthem and national flag, Hindi also accepted as the symbol of national unity.

Problem statement

To study the difficulties in attempting practice lessons of Hindi methodology to learners of college of education.

Objectives of research:-

1. To find out the difficulties in Hindi practice lessons of learner in college of education.
2. To study the effect of educational eligibility on Hindi practice teaching in college of education.
3. To study of appropriate content of the method of teaching .
4. To suggest the solution on the problem on hindi teaching in college of education.

Methodology of research

For this dissertation the researchers used survey method . For this dissertation, researcher has selected the area of solapur city.

Outcomings /Find Out:

1. Learners take lesson there are some difficulties in the explanation of new ideas in hindi.
2. According to many learners if hindi as not the main subject of graduation then there is lack of hindi vocabulary then it is automatically show effect on teaching.
3. According to many Professor the most educational learner to use the proper method of teaching in appropriate content.