



## History of Teacher Education and Future of It : A general Study in India with Special Reference to West Benga

**Dr. Shubhra Nath**

Principal, College of Education, Boko, Mail Id: [bmceshubhra12@gmail.com](mailto:bmceshubhra12@gmail.com)

### Abstract:

*Teacher education is an integral component of the Indian educational system. It is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. To quote Goods Dictionary of Education, teacher education means, — "All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively". The main key functionaries of any educational infrastructure are the teachers. Without the teachers an educational institution cannot function at all. Hence it can be said that the teachers are the livers of any educational institutions who make the functioning of any institutions possible. Now, if we study the history of teacher education it is found that it is a matter of pride that during the ancient period, the teachers were treated as 'God' like figure in the Gurukul system of education. Teachers were so highly honoured that even the kings rose from their thrones to receive great teachers. But with the passage of time, the position of teachers in the society has been deteriorating. With a view to find out the major drawbacks of present teacher education system in the light of time, length and designing of curriculum; and also to find out the reasons of not achieving the desired goal, the researcher worked on the said topic. In the present study, the researcher will adopt the documentary analysis method and interpret the data in the light of his/her own experience.*

**Keywords:** Teacher Education, Gurukul System of Education, Integral Component, Teacher Proficiency.

### Introduction:

Teacher education is an integral component of the Indian educational system. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. To quote Goods Dictionary of Education, teacher education means, — "All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively". The main key functionaries of any educational infrastructure are the teachers. Without the teachers an educational institution cannot function at all. Hence it can be said that the teachers are the livers of any educational institutions who make the functioning of any institutions possible. The ultimate aim of education during the ancient period was not

knowledge as preparation of life rather the realization of the self, i.e. the liberation of the soul from fetters of life. That knowledge was real, which led to emancipation from unreality to reality, from darkness to light; from death to immortality and teacher was the only person who could show this path of liberation or salvation. The rulers of the country had nothing directly to do with the control of education. They could not impose any condition or control on teachers affecting their freedom of education. But it's a matter of pride that during the ancient period, the teachers were treated as 'God' like figure in the Gurukul system of education. In ancient India, the teachers occupied a pivotal position in the Vedic System of education. During that period, the teacher was regarded a parent substitute, a facilitator, an exemplar, a reformer, friend and philosopher, moral educator, personality builder, importer of knowledge and intellect and above all a Guru and spiritual guide. Teacher was acknowledged as the repository of all knowledge with the expertise to organize the whole system of education according to his perception of the process of education. It was believed that that the process of education could only happen in the society only through the 'guru' for he alone was learned. The teacher occupied the highest position in the society. Teachers were so highly honoured that even the kings rose from their thrones to receive great teachers. As the Gurukul system of education was prevailing there in the society so, the disciple had to study at the ashramas, i.e. the residence of gurus or teachers where they were provided free education. But the disciple had to serve the master loyally and unswervingly. The guru was all in all and he decided the curriculum, methods of teaching, discipline and finally assessed the learner where the disciple had nothing to say. The period of stay with the teacher in his abode was intended to impart education as well as to mould the learner into the kind of person required by the society. Providing education was not only the responsibility of a teacher rather it was expected that the guru would to guide his student in such a way as to enable him to seek the path of salvation. Thus the teacher, i.e. the 'guru' has been a prime, specific functionary in the entire system of education and in this regard we can cite Sant Kabir, "The teacher and the Almighty both are standing to whom I should bow, thanks to the teacher who enabled to meet the Lord". The position of teacher remains same in the Upanishadic period except some changes in the methods of teaching. During the Buddhist period teachers were considered as a role model where education was provided in various practical subjects. The tradition of living with the teachers had been changed in the Muslim or Medieval period. However, the teacher occupied an important place in the society. Then we enter the modern era where with the advent of British this concept of 'guru' had been changed. Initially British came to India as a trading agent under the banner of the East India Company and were not interested to impart education to the Indians. Then the need of some cheap clerks forced some of the British officers to lay the foundations of some schools in different parts of the country. In this way due to their own interest, the Britishers engaged themselves in the Indian education system. Thus the concept of teacher had also been changed during the period of British education where 'free-teaching' of 'gurukul' system of education was replaced with the inception of 'salaried teacher'. That means the introduction of British education had abolished the traditional 'gurukul' system of education. Thus the concept of 'teacher as a nation builder' came in the field of education as the British wanted to enrich the field of education for their own benefit that is to spread English education. But with the passage of time, the position of teachers in the society has been deteriorating. So to find out the reasons behind it, the researchers worked on the following objectives:

- (i) To find out the major drawbacks of present teacher education system in the light of time, length and designing of curriculum;
- (ii) To find out the reasons of not achieving the desired goal and
- (iii) To provide suggestion for the qualitative improvement of teacher education.

## Methodology of the study:

To work on the aforesaid objectives, the researchers have adopted the documentary analysis method.

Trend of today's education system is to develop value as it has been realized that value based education particularly is the best guarantee of assuring and establishing value based society encompassing all segments of human endeavour. In developing personal and social values, education plays a vital role. It is not a magic formula or miracle that helps in attaining all the ideas; rather it is one of the principal means available to foster a deeper and more harmonious form of human development. Hence, to achieve this goal (human development), teacher education is the bridge. That means teacher education is an integral part of any educational system. Teaching both as a skill and an art has an important role in the entire gamut of education.

Present system of teacher education is not free from defects. If we look at the present curriculum of teacher education programme, in West Bengal, it can be said that first of all it's a lengthy one. Professional course is the gateway to earn the livelihood. When a student takes admission in any professional course, he/she eagerly waits for the completion of the course as only after achieving the desired degree he/she becomes eligible for applying in the concerned field. But the new curriculum of B.Ed. course is somehow unnecessarily a lengthy one. The third semester of the course is mainly designed for teaching internship. That means during this period the trainee-teachers are trained to teach where they have to prepare sixty learning design. But in reality the question is whether the trainee-teachers get the opportunity to execute these sixty learning design in the class as during the month of August to November are there enough time to do so? During this internship period whether their all the classes have been observed? Again, in the third semester there is no theory paper except the method one. So quite naturally the learners pass time in leisure. But they fall in ocean in fourth semester as there are six theory papers. Moreover, there is less co-relation in between the papers. That means the designing of the curriculum is not up to the mark. Again, the present curriculum is not skilled based. It is a time consuming curriculum and at this stage of professional development, the trainee-teachers are in hurry to complete. But as the curriculum is lengthy and time consuming so they fail to pay full concentration rather they lose patience in the studies. As a result quality is deteriorating. Instead of qualitative development of teacher education, the present curriculum is giving birth to less skilled teacher which is unexpected.

The goal of teacher education is to produce quality teachers. But in most of the cases it has not been fulfilled. Let's discuss the reasons behind it. First of all now-a-days the teacher education is marks oriented. The trainee-teachers are hankering after marks not quality or knowledge. The syllabus is also framed in such a way that there is enough scope to score good marks. This is because in each 100marks paper there is 30 marks as internal. That means if any college provides full marks, then there will be no harm. But if we take the matter seriously then this full mark is not a matter of jokes. Again in practicum of each paper, there is another provision of internal marks. So more importance is given on internal marks which hinders quality education. Secondly, though the evaluation system of teacher education programme that is Spot Evaluation in West Bengal under WBUTTEPA is a very good system of evaluation but in this case sometimes some of the teacher-educators are in hurry to complete evaluation and in hurry they sometimes commit mistake. Then quite naturally it becomes the responsibility of the scrutinizers to rectify the mistakes. Thirdly as the curriculum is a lengthy one so naturally the learners lose interest and patience which in turn become a hinder in the development of quality teacher education.

To overcome all these aforesaid problems, the NCTE have been trying its level best to maintain the quality. Accordingly the NCTE has decided to frame the teacher education programme in a new frame known as Four-Year-Integrated B.Ed. where a student need not to choose his/her career as a teacher when all the doors

will be closed to him/her and no other option will be left except teaching. On the contrary he/she will have to choose his/her field of study just after passing the twelve classes. In this case the learner will be able to pay due attention to the course as the profession is of their choice not of compulsion. Again, there may not be any study gap. Regardless to say that teaching is not everybody's cup of tea. So if a student accepts this teaching profession honestly from his mind, naturally it will help him/her to be a quality teacher. So we can hope that the new teacher training system will produce quality teacher.

### **Major findings of the study:**

In the present study, the researchers have adopted the documentary analysis method and interpreted the data in the light of their own experience. After analyzing and interpreting the data, the researchers have found out the following findings:

- (i) The present system of teacher education is not up to the mark to meet the desired goal that is qualitative improvement of teacher education;
- (ii) The designing of the curriculum is somehow defective;
- (iii) Though the teaching practice tenure is a lengthy one but the motto is not fulfilled overall;
- (iv) Wrong system of evaluation and
- (v) The system of evaluation is also marks oriented where quality is somehow hampered.

### **Conclusion:**

So to sum up it can be said that due emphasis should be given on the qualitative improvement of teacher education programme that is a systematic system should be adopted where less importance should be given on marks and evaluation system should also be modified. So to strengthen the present teacher education programme, some measures should be taken such as time, length and design of curriculum should be modified. Again, as supervision is the key to development, so the researcher opines if there will be any provision of sudden visit from the end of university at least once in a year, then it will improve the standard of teacher education programme. Regarding the design of curriculum, it can be said that there should be an integration of theory and practice as teaching is a skill subject. Again, for the development of teacher education, there should be the provision of time-to-time seminar/workshop/conference for the teacher educators because teaching is a changing phenomenon where no static knowledge can satisfy the desired needs. Hence, Four-Year-Integrated teacher education programme may bring a drastic change in the field of teacher training. We know that God creates but teacher recreates. So teacher should not be 'teacher by chance' rather 'teacher by heart'. In West Bengal a university named BSAEU (Erstwhile WBUTTEA) was established to provide quality teacher education in the state. Now keeping in mind the recommendation of NEP2020, some of the teachers' training institutions have already started their journey from 2years B. Ed course to four-years-integrated course.

### **References:**

- Aggarwal, J. C, (2009) "Landmarks in the History of Modern Indian Education", Vikash Publishing House Pvt Ltd.
- Chauhan, S.S. (2008) "Innovations in Teaching Learning Process", Vikash Publishing House Pvt Ltd.

- Dr. Anuradha, R.V (2014) “Teacher Education” APH Publishing House New Delhi
- Dr. Bansal, Harish (2016) “Teacher Training Concepts” APH Publishing House New Delhi
- Dr. Kishan, N. Ramnath (2014) “Global Trends in Teacher Education” APH Publishing House New Delhi
- Dr. Rathee, Indu and Ms. Neetu (2016) “Teacher Education” APH Publishing House New Delhi
- Dr. Singh, Gaurav (2015) “Teacher Education” APH Publishing House New Delhi
- Hemchand T.K., (2008) “Problems of Teacher Education”, Crescent Publishing Corporation, Delhi.
- Indian Journal of Teacher Education-Anweshika: V-6.NOV2 Dec 2006
- Nath Shubhra and Roy Pankaj: Professional Development on Teachers: An Indian Scenario, University News-Vol. 53 No.21 May 25-31, 2015
- Prasad, Janardan, (2008) “Panorama of Indian Education”, Kanishka Publishers, New Delhi,
- Ramchandran, Padma & Vasantha Ramkumar, (2005) “Education in India”, National Book Trust, India: 2005.
- Rao, V.K (2015) “Teacher Education” APH Publishing House New Delhi.
- Siddique, M.A. & Sharma, A.K., Aurora, G.L., “Teacher Education: Reflections towards Policy Formulation” National Council for Teacher Education, New Delhi
- <https://ijrti.org/papers/IJRTI2208013.pdf>

**Citation:** Nath. Dr. S., (2025) “History of Teacher Education and Future of It : A general Study in India with Special Reference to West Benga”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-3, Issue-06, June-2025.