



BRITISH EDUCATION SYSTEM BEFORE INDEPENDENT INDIA

Bharti Mishra

**Assistant professor, education department
MMYVV Jabalpur**

ABSTRACT---

India has one of the largest systems of teacher education in not only in India but also in the world. History of teacher education in India can be classified into two ways, one part was teacher education during pre independent India which starts from ancient education system of education (Vedic, Buddha, Islamic and British) till India got independent and other part was teacher education during post independent India that is after independent till present year. Teacher educators are always very curious to know about the history of teacher education in India. Teacher education in India has a strong historical perspective and a result of different outside invaders, social reformers and dominant educationists. This paper will highlight the major milestones in the history of teacher education in British period and provides a better and broader perspective about teacher education in India.

KEYWORDS: Teacher Education, British Education.

INTRODUCTION—

Dr. P. N. Prabhu, —Education in ancient India was free from any external control like that of the state and government or any party politics. It was the king's duties to see that learned Pundits, pursued their studies and performed their duty of imparting knowledge without interference from any source whatsoever.

R.P. Singh (1970) writes that 'One thing is however evident that there were certain Brahmin families where teaching was a hereditary profession... There is no evidence to hold the view that teacher training existed in the formal sense, known to us.'

Buddhist Education System

In the 5th B.C. by Lord Buddha education system came into the light known as Buddhist education system. It was most very important system of education in medieval time. In this time Brahman teachers deprived the common people of their right to education. The emergence of Buddhism rented the people the freedom to obtain education and to practice their religion themselves. This system of education was monastic. **Balwariaa, Gupta (2014)**

Muslim Education System

The importance of education was to produce religious men and to bring out the inner latent faculties of the students, to discipline the forces of their intellect and to equip them with all that

was essential for their moral and material development. Education was regarded as a preparation for perfect life. And the teacher who helped his pupils to achieve this aim, held a much respected position in the society by all. **Balwariaa, Gupta(2014)**

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First institution for teachers training was started by Danish Missionaries under the inspiring leadership of Ziegenbalg and his colleagues at Tranquebar in (1716). A normal training school generally for the primary or elementary grades was established by William Carey at Serampur (West Bengal) in 1802.

In the **1834 Lord Macaulay's** came in India as a Law member of the council of government – General on June 13, 1834. In the Minutes of Indian Education his important attention were as, 'Literature' means English literature and not Sanskrit or Arabic or Persian literature, emphasis that medium of instruction should be English and proposed for preparing Code in English his thinking was to change Indian culture. In this to improve Indian educational life conducted a survey to know the real positions of education in India.

This survey was conducted in Madras, Bombay and Bengal only. And the conclusion was that each village had a primary school, corporal punishment was observed, students follow time table, condition of teachers was bad and teachers were ill-educated and ill-paid. **Balwariaa, Gupta(2014)**

Woods Despatch (1854) was the first Milestone of Indian education because it had suggested the various ideas and ways for the development of Indian education. The Wood's Despatch (1854) recommended the establishment of teacher training schools in each of the provinces.

Wood's Despatch 1854, on education find out the need for teachers' training, as it desired.

There should be training schools for teachers of engineering, medicine and law. The qualified teachers should be given better pay scales. The Despatch further emphasized on the provision of scholarships to the teachers during their training period.

These ways ensured a better impetus to the training of the teacher's educators. We have observed that the Despatch includes a number of valuable and fundamental recommendations for future educational development in India. It gave new direction and great dimension to education and laid the foundation of the present Indian educational system.

Indian Education Commission (1882) was considered as second milestone of Indian education. In the field of secondary teachers' training, the first institution was established in 1886 in Madras and was known as Government Normal School, Madras. **Indian Education Commission (1882)** gave its valuable suggestions in the field of education at various ways. The aim of the Indian University Commission (1892) was to reorganize and strengthen the existing system. Almost all the dimension of education was covered by it. The Commission laid highlight on the establishment of a number of normal schools for secondary teachers' training throughout the country. It also recommended that an examination in the principle and practice of teaching be instituted and only successful candidates should be employed as teachers in any secondary school. In 1889 Lord Curzon was Appointed Governor General of India. At this time the wave of nationalism was flowing fast.

A further step in Teachers' training was taken in 1904 with the passage of Government of India Resolution. Some social reformers were demanding National Education. They thought that only national Education could safeguard the culture, civilization, literature and language.

The following principles were laid down to improve the teacher training in the country.

Balwariaa, Gupta(2014)

1. Men of ability and experience should be enlisted to provide adequate staff of welltrained members of the education service.
2. Importance to be given to the equipment of training colleges for secondary teachers.
3. Need was felt of practicing school to be attached to each college to correlate theory with practice of teaching.
4. There should be one-year course leading to a university degree or diploma for graduates. These courses should include both theoretical background along with practical bias. For other, there should be two-year course.
5. Training colleges should be linked with the schools, so that a teacher may not neglect the methods learnt in the college, when he or she accepts teaching as a profession.

Calcutta University Commission (1917) this commission is also known as Sadler Commission. In 1919 the Sadler Commission presented its report and emphasized the role of university in the professional training of secondary school teachers and educational researches. It suggested that the training programmes should not only make the trainee for educational system but also a good administrator.

Hartog Committee in 1929 extended the work initiated by Sadler Commission and gave valuable recommendations and suggested conferences and refresher courses for those teachers who were already in service in order to raise standard of school teachers. As a result, refresher courses for teachers began to be organized, education departments were established in some universities and research degree in Education was started.

teachers' training institutions also started equipping and improving their laboratories and libraries. By all these measures teachers' training went on to being benefitted by many improvements. Working on the recommendations of the Sadler Commission it is the example to setup education faculty thirteen universities out of eighteen

The lady Irwin College set-up in New Delhi. Andhra University stated a new degree The B.Ed in 1932. Bombay launched a post Graduate degree in M.Ed in 1936.

In 1937, M.K. Gandhi convened Wardha Educational Conference and propounded a new system of education popularly known as 'Basic Education'. Gandhiji felt the need of making teacher-training more practical and functional. He offered craft-centred and productive education for child, correlated with life situations for holistic development. With this, he emphasis in teacher training now shifted to the type of education which was practical and based on the needs of the pupils and the community. This basic Education stated by Mahatma Gandhi 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 in 1937 came with very valuable suggestions, like “The normal school should concern itself with the social way of education as well as with the technical how to teach.” Also suggested a refresher course for the teacher so that he could get a wider experience.

In 1944 came the Sargent in 1906, hardly 29% teachers for High Schools, 37% for Middle Schools and 25% for Primary Schools were trained, in 1947 approximately 61.5% of Secondary and Primary Teachers were trained. **This is the effect of the Sargent Report** it also emphasis on teacher training programmes the need of refresher course for trained and untrained teachers to be organized at different intervals. It further recomnded that the scale of salary of teachers should be increased in order to have able and efficient teachers. In 1937 out of about one lakh secondary men teachers 43,000 were untrained. So, by 1947, teacher training programme was quite comprehensive in India. At the secondary level, out of total 88,000 teachers, hardly 51% were trained. There were about 649 training colleges. Number of secondary level training colleges was 42 only with an intake capacity of 3000 teacher. These figure show that some growth had already taken place till 1947 but over all conditions still needed improvement as the needs of the country were fast expanding.

P.L. Rawat (1970) has rightly remarked that on the whole we can conclude that during this period, the increase in training facilities was not adequate. During the first quarter of the twentieth century an attempt was made to infuse education with a national spirit. Major highlights were, education under Indian control, banishing the feeling of Inferiority, education in Western knowledge and science, English language to be regarded as general subject and meeting inadequacy of vocational education.

CONCLUSION

Finally it is proved that the expansion of teacher education was observed in terms of quantitative and qualitative aspects. All the above described commissions and report emphasis on the quality of teachers in general and teacher educator in specific. It was always a challenging task to make it effective and more practical to achieve perfect quality and relevant in the present context.

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