

# Vedic to Modern Era: Multilingual Pedagogy in Teacher Education of the Indian Knowledge System

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## **Abstract:**

We know that the Indian knowledge system is a combination of spirituality, logic, and observation. Before you can learn to teach, you need to know the teacher. The first idea about this teacher is from the Vedic period. From there we learned that a student's success depends on the teacher's appropriate knowledge, skills, responsibility, motivation, and adequate knowledge of the subject. If all these qualities are present in the teacher, then the teacher needs to be trained properly. The term "teacher training" comes from the Vedic period. Different educators, psychologists, and researchers have given different definitions regarding this teacher training. According to NCTE, teacher training is training and research for teachers from pre-primary to higher education levels. 1906-1956: Teacher training is the call of teacher education. In the Vedic period, the position of the teacher was the highest. Therefore, everyone respected the teacher not only for his knowledge but also for his personality, discipline, feelings, and self-esteem. We know from the Rigveda that the selection of teachers would have been done with proper knowledge. Monasticism is important in the Buddhist education system. Here the learning process was through verbal comprehension, discussion, problem-solving, discussion, storytelling, and reasoning. During the Islamic period, Islamic education was conducted in maktabas and madrasahs. A teacher could teach if he had the right skills. Junior teachers would benefit more by imitating the senior teacher. In the absence of senior teachers, junior teachers were given the opportunity to teach. Junior teachers were created in this way. In the modern period, Wooder Despatch has said some important things. In 1854, he said some important things about teacher education; he wanted to build the education system in India according to the education system of England, and he talked about certificates and job opportunities at the end of training. In 1859, Stanley Despatch, reviewing Despatch's policy in 1854, said that instead of bringing teachers from England, he wanted to create teachers in remote rural areas of India. The Hunter Commission is also known as the Indian Education Commission. Six teacher training centers were set up for male teachers and 15 for female teachers. He emphasized planning for improving teacher learning, practice for teacher learning, and building more teacher learning institutions. Multilingual pedagogy makes an important contribution to the teacher learning process. In the learning process, teaching through multilingual pedagogy develops the student's understanding of educational content, critical thinking, and creative and innovative thinking. Teaching through multilingual pedagogy makes it easier for students to grasp difficult concepts. Multilingual pedagogy helps the learner to describe freely. Having students in different languages creates an inclusive environment among them. By teaching in different languages, the teacher's confidence increases and the teacher becomes efficient. As the teacher is proficient in different languages, the teacher can easily control the classroom.

**Keynotes:** - Pedagogy, Multilingual Pedagogy, Indian Knowledge System, Teacher Education, modern period.

### **Introduction:**

The Indian education system has a long history. From ancient times to modern times, knowledge culture accelerates the development of education. The relationship between individuals and society is based on observation, spirituality, and logic. We get the idea of teacher education from the Vedic period. Where the teacher's place was at the top, everyone respected him not only as a sir but also for appropriate knowledge, skill, and motivation. During the Buddhist period, the process of learning was through oral comprehension, problem solving, storytelling, etc. In the Islamic period, good teachers had the opportunity to teach; in the absence of them, junior teachers had the opportunity to teach. In the modern period, teachers set up learning institutions and talk about setting up more institutions. At the end of the training, you will be offered a job and a certificate. It is also said that instead of bringing teachers from outside, he talks about making teachers in the rural environment. Men and women set up one and a half separate teaching and learning institutions. More teachers will be appointed to set up educational institutions. About learning and practice. We know multilingual pedagogy is multilingual pedagogy. In the Indian knowledge system, multilingual pedagogy has a positive impact on classroom control, inclusive environments, teacher up skilling, and learner development.

### **Objective of Study:**

1. To know about teacher education of ancient period.
2. To know about teacher education of modern period.
3. To understand pedagogy with multilingual pedagogy.
4. To effect multilingual pedagogy in the classroom.
5. To discuss how to create an inclusive environment by multilingual pedagogy.
6. To analysis the competency, more knowledgeable and personality development by multilingual pedagogy.
7. To analysis multilingual pedagogy effect on teacher education.

### **Method Of study:**

This study Vedic to modern Era: Multilingual Pedagogy Impact on Teacher Education in Indian Knowledge System is a qualitative study. This is secondary data. It is taken from various books, journals, and online resources. This is a narrative study of qualitative research. Here, the teaching of teachers in the Ancient and Modern Periods is described. The views of various academicians, psychologists, and researchers on pedagogy and multilingual pedagogy have been described in detail. The impact of multilingual pedagogy in the classroom is described. How multilingual pedagogy makes an inclusive environment in the classroom has been described. The impact of multilingual pedagogy on teacher learning has been discussed.

### **Concept of Indian knowledge system:**

The Indian Knowledge System Method is a composite form of Indian knowledge based on spirituality, observation, and logic. It harmonizes with man, nature, and the universe.

**Concept of Teacher Education:**

The first teacher comes in the Vedic period of learning. The quality and range of success of a student depend on the sufficient knowledge of the teacher, the motivation of the teacher, the skill of the teacher, and the responsibility of the teacher. Adequate training is required for the teacher to develop the knowledge, skills, motivation, and responsibilities of the teacher. Teachers need to be trained. Teacher education began in the Vedic period (1500 BCE—600 BCE). Different academicians have given their different opinions as to the definition of this teacher education. These were the opinions.

National Council for Teacher Education (NCTE) Teacher training is the training, educational research, etc. for teachers from the primary education level to the higher education level. (Halstead, Teacher Education Dedu505, 2024)

According to UNESCO's 2005 Socio-Economic Issues, the creation of rural and culturally relevant teacher education programs for all pre-service and in-service teachers. (C, Kumar, Dey, Pandey, & Kuruvilla, 2017)

From 1906 to 1956, teacher training was called teacher education. (Sharma & Kulshreshtha, Teacher Education, 2021-22)

**Vedic Period (1500 BCE-600 BCE)**

In the Vedic period, the position of the teacher is the highest. Teachers were highly respected by the community. Respect is not just for knowledge. For his personality, discipline, and sense of self-respect. The teacher was the symbol of all virtues. This includes knowledge, skills, discipline, and responsibility. According to the Rigveda, we know that the teacher was selected with proper knowledge and proper training. Appropriate knowledge had to be acquired from a recognized institution. In fact, the teacher should have good knowledge in practical matters and the ability to accept good knowledge and the ability to respect. In the Upanishadic period, personal attention was given to the students. A deep connection like that of a guru-shishya was formed when the student used to sit near the disciple. Emphasis was placed on the freedom and moral duty of the student. Courses were taught in both oral and written form. The tendency of the teacher to imitate by practical methods increased. (Teacher education of Mumbai university, 1857)

**The Buddhist Period (600BCE -1200 CE):**

The monastic method is important in the Buddhist education period. At the time of admission of a novice, Buddhist education began with a formal initiation. It had to be under control. The emphasis was on questions, advice, moral, intellectual rigor and guidance. Teaching was done through oral, expository, debating sessions; discussions; stories and illustrations; reasoning; and inductive reasoning. (Teacher education in budhist period)

**The Islamic Period:**

The Holy Quran is considered to be the main focus of Islam, especially in Muslim countries. At that time, special attention was paid to the education of teachers. The educational institutions were school maktabas and Islamic madrasas. The medium of instruction was Arabic and Persian. (Halstead, p. 4) The madrasa had classes in grammar, rhetoric, logic, literature, and metaphysics. The teachers were teaching. Good teachers have the opportunity to teach. By imitating them, the junior teachers could achieve something good, and in their absence, the junior teachers would get the opportunity to teach. This shows

that the teachers were not only trained but also had a clear understanding of their responsibilities and duties.

### **The modern period:**

Before the British came to India, the Europeans set up missionaries, which later came to be known as Teacher Training Centers. The Danish Missionaries formed the Normal School. It is situated in Kolkata. Sir Munro gave some ideas for teacher education. He said that there were one and a half separate educational institutions for Hindu and Muslim teachers. In 1826, the madrasa was a normal school, which later became a teacher education center.

- 1. Wood Dispatch:** In 1854, Wood's Despatch, in his important treatise, made some valuable remarks on teacher education. Those who have the ability to teach and those who can dedicate themselves to teaching should be paid. He wanted to create a system of education similar to that of England. That is why he talked about teacher education institutions in every province of India. At the end of the training, you will receive a certificate and a job offer. (Shankarseth, Wilson, & Daji)
- 2. Lord Stanley Dispatch:** After reviewing the teacher training policy of Wood Despatch in 1854, Lord Stanley's despatch came up with a policy in 1859. Instead of bringing teachers from England, he talked about making teachers from rural areas. (Wilson, Daji, & Shankarseth)
- 3. Hunter Commission:** Hunter Commission (1882), formally known as the Indian Education Commission. He talked about the policy and practice and pedagogy for the training of secondary teachers and teachers in government and government-funded schools. In 1882, a new teacher training center was built, with 116 male teachers training for one and a half years and 15 female teachers training for one and a half years. More training centers would be set up, he added. Humanistic principles took precedence over general education. More emphasis was laid on the planning, practice, and teaching of teacher training.
- 4. Government of India Resolution on Education Policy:** The Government of India's Resolution on Education Policy, 1904, talked about the teacher training policy. It talks about the future of education. An important, tough policy on teacher training has been talked about. For the training of teachers, 5 teacher education institutes have been started in Madras, Kurseong, Allahabad, Lahore, and Jabalpur. To be enlisted according to ability and experience for higher training. Strengthening of educational institutions. The duration of teacher education is said to be 2 years in general, 1 year for graduate students. Every college has been told to keep the scope of practice connected with theory and practice. It has been said to keep properly trained teachers and libraries, and it has been said to set up institutions for teacher training.
- 5. The Government of India Resolution on Education Policy 1913:** Emphasis is being laid on teaching the local language. Teachers should be recruited from their class to burn students. The exam and one-year training in the local language have been talked about. No training or certification will be provided. Trained teachers should be given one and a half opportunities for teaching.
- 6. Calcutta university 1917:** The Calcutta Commission is also known as the Sadler Commission of 1917. The Sadler Commission made some valuable comments on teacher education. He said some painful policies lead to poor quality. A teacher's job is not just to teach. The teacher is a good administrator. That's how teachers are made.

**Concept of Pedagogy:**

Pedagogy: Pedagogy is coming from the Greek word "paidogogs." Pedagogy is a combination of two words. Two words are "paidos," meaning "child," and "agogos," meaning "to lead a child." Various psychologists, educationalists, and researchers give various definitions. (Sharma & kulshreshtha, 2021-2022)

According to the Oxford English Dictionary, "pedagogy is the science of teaching."

According to Alexander (1992), "pedagogy is the teaching method of people or organizations within a framework for educational practices."

According to Watkins and Mortimore, "Pedagogy is a conscious activity any person designs to enhance another person." (Upadhay, Choudhuri Ghose, Karmakar, & Patra, 2025)

**Concept of Multilingual Pedagogy:-**

Multilingual pedagogy is a perspective. Classrooms are used to make the content easier for students to understand and for students to engage. In other words, multilingual pedagogy is the use of more than one language in the classroom for learning. On this multilingual pedagogy, various opinions have been given by various academicians, psychologists and researchers. Jim cummins multilingual pedagogy is the first language that helps to learn a second language. According to Lev Vagotsky Multilingual Pedagogy All Socio-Cultural Activity.

**Multilingual pedagogy effect on teacher education of Indian knowledge system.**

The teaching-learning process in the Indian knowledge system makes an important contribution to multilingual pedagogy. Teaching with the mother tongue and through other languages makes the education system more meaningful and effective. (National Education Policy 2020) Difficult concepts are easily understood by multilingual pedagogy. Doubts of unknown languages can be easily cleared by multilingual pedagogy. New experiences can easily be combined with the experience gained. With multilingual pedagogy, one can easily express thoughts, questions, emotions, etc. and form meanings, thereby helping in active learning and understanding of the learning content. Multilingual pedagogy improves memory and the ability to recall. (benefits of being bilingual, 2024) It's an internal idea. Multilingual pedagogy helps the learner to describe freely, emphasizing discussion, questioning, and collaboration. (UNICEF Multilingual Pedagogy, 2016) The learning ability of the student is understood by teaching by connecting the rural culture and environment with the experience gained through multilingual pedagogy. Multilingual pedagogy enhances the overall understanding and logical aptitude of the learner. Multilingual pedagogy makes an important contribution to professional quality and teacher preparation. Multilingual pedagogy diversifies the sources of knowledge. Teachers develop knowledge by connecting local knowledge with global knowledge. It helps the students to understand different languages. (Sharma & Kulshreshtha, Vision for Teacher Education, 2021-22) The teacher plays an important role in controlling the classroom. Teaching in different languages makes the teacher confident. Teaching in different languages develops creative, innovative, and ethical thinking. Teaching in different languages creates a sense of achievement in the teacher. Teaching in different languages allows teachers to master different subjects, which increases the tendency to respect the students' backgrounds. Through multilingual pedagogy, a peaceful atmosphere is created in the classroom and a sense of unity is created among the students, as well as the feeling of deprivation being reduced among the students. Multilingual pedagogy creates different classroom environments at different times

according to the needs of the students. The teacher should explain in the mother tongue. Teachers should encourage students to learn in different languages. Creating classrooms in such a way that students from all cultures are involved, thereby reducing social inequality.

### Conclusion:

Vedic to Modern Era: Multilingual Pedagogy's Impact on Teacher Education in the Indian Knowledge System. The study clearly shows that cultural, practical, and philosophical connections have been developed. From the Vedic age to the modern age, the role of the teacher was predominant. Over time, the structure, the method, and the expectations have changed. In the Vedic and Upanishad period, teacher education was informal, but the emphasis was on values and moral development, personal discipline, growth, and all-round development of the student through good relations with the guru and disciple. In the Buddhist and Islamic eras, there were formal teachings such as logic and storytelling. During the Buddhist and Islamic periods, practice, practicality, training, and imitation guided the teacher towards professionalism. All these aspects play an important role in adapting the teacher. The Indian Knowledge System supports linguistic diversity, an inclusive environment, and meaningful learning environment. a meaningful

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