

FROM GURUKUL TO TECHNOLOGY-ENABLED TEACHING: EVOLUTION AND EMPOWERMENT OF TEACHERS IN INDIAN EDUCATION

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ABSTRACT

The history of Indian Education reveals a long and dynamic change of teaching learning process and the role and duties of teachers. From the Gurukul Education system to where the teacher worked as a mentor and guide in the present era of technology-friendly learning the role of teacher has undergone deep transformation. This study examines the historical development of teacher roles and responsibilities in India and analyzes how educational changes and technology enhancement have changed teaching learning practices. By using a descriptive and analytical research design based on secondary sources such as policy documents, articles book and educational data the study finds the changing role of teacher in education from conventional mentorship models to modern professionalized systems supported by technology integration. Particular concentration is given to the impact of the National Education Policy (NEP) 2020, which emphasizes teacher empowerment, digital learning, and continuous overall professional development. The study finds that while technology has extended access to knowledge and created new educational opportunities, challenges such as digital inequality, insufficient infrastructure, and inadequate training remain significant. The paper concludes that the addition of conventional pedagogical values with contemporary technological tools is vital for empowering teachers and improving educational outcomes in India. This historical and analytical perspective contributes to understanding the evolving individuality of teachers in Indian education and highlights the significance of policy support, technological integration, and teacher competence building.

Keywords: Indian Education, Gurukul system, Teacher Empowerment, Educational Technology, Teacher Education, NEP 2020, Digital Learning.

1. INTRODUCTION

Education has always played a crucial role in shaping Indian society. The history of education in India reveals a continuous change influenced by social development, cultural development, political development and technical development. From the **guru-shishya** practice to the modern digital technology enabled classroom, teachers have been involved in transmitting knowledge, moral values and skills across generations.

In ancient India the Gurukul system represented one of the earliest organized well structured forms of education. Students and teachers lived together and acknowledged holistic education that emphasized intellectual, moral, social and spiritual development. The teacher was not only an instructor but also a mentor who responsible for shaping the character and entire life of students. However the nature of education began to change during the British colonial period. The beginning of Western education policies and formal schooling educational

systems changed conventional educational process and redefined the teacher's role and identity. Teachers became classroom instructors responsible for delivering curriculum. After independence India undertook many educational reforms to increase access and enhance quality. Institutions and regulatory bodies were established to strengthen teacher education and professional development. In recent decades the fast expansion of digital technology integration has further transformed education system.

The **National Education Policy (NEP) 2020** marks a significant milestone in this transformation by emphasizing digital technology integration, teacher empowerment, and creative and innovative pedagogical methods. The policy enforced the use of digital technology platforms and open educational resources to improve quality in teaching and learning processes.

This paper seeks to analyze the historical evolution of teachers in Indian education and examine how technology integration advancements have changed their roles and responsibilities.

2. OBJECTIVES OF THE STUDY

The present study aims to:

1. To examine the historical evolution of teaching traditions in India from the Gurukul system to modern education.
2. To analyze the changing role of teachers in different phases of Indian educational development.
3. Evaluate the impact of digital technology and policy reforms on teacher empowerment.
4. Identify challenges and opportunities linked with technology-enabled teaching in India.

3. RESEARCH METHODOLOGY

This study adopts a descriptive and analytical research methodology based primarily on secondary data.

Sources of Data

The research relies on the following sources:

- Academic journals and Research articles
- Educational policy documents
- Government reports on education
- Books
- Scholarly publications on Indian educational history
- Studies on technology-enabled teaching

The collected literature was analyzed to identify major trends in the evolution of teacher roles in India. Historical analysis was combined with present policy evaluation to understand how conventional teaching learning process has change in the context of technological and educational reforms.

4. HISTORICAL EVOLUTION OF TEACHERS IN INDIAN EDUCATION

4.1 The Gurukul System and Teacher Authority

The Gurukul system shaped the foundation of traditional and conventional Indian Education. In this system students lived with their teacher and acknowledged education in various streams such as philosophy, mathematics, literature, languages, medicine, ayurveda and warfare.

The teacher or guru was regarded as an idealistic spiritual guide and intellectual person. The relationship between teacher and student was purely based on respect, discipline and personal interaction. Education in Gurukuls emphasized holistic development of all aspects rather than academic achievements.

Teachers played multiple roles, including:

- Instructor and knowledge provider
- Moral, Ethical, Spritual guide
- Community leader and Advisor

This system fostered close mutual relationships and experience based learning.

4.2 Medieval and Ancient Universities

During ancient and early medieval periods, India witnessed the rise of renowned centers of higher Education such as Nalanda and Takshashila. These institutions attracted students, scholars from different parts of India and Asia.

Teachers in these universities were scholars who occupied in intellectual debates, research and teaching. The academic environment influence critical thinking, interdisciplinary study, and scholarly exchange.

These institutions show that the practice of academic excellence and teacher scholarship has deep roots in Indian history.

4.3 Colonial Transformation of Teacher Roles

The colonial period introduced major systematic structural changes in the Indian education system. Educational policies intended to create a system that would produce administrative and executive individuals for colonial government.

The introduction of Western curriculum and English language as medium of instruction in education transformed traditional way of teaching learning process. The teacher's role shifted from mentor-guide to classroom instructor responsible for delivering prescribed content according to curriculum.

This transition gradually replaced personalized individual learning with standardized and examination-oriented education.

4.4 Post-Independence Educational Reforms

After independence, the Indian government recognized education as most important asset for national development. Various commissions and educational policies were introduced to enhance quality education access and improve quality teaching standards.

Teacher education institutions were established to provide professional training for educators. These reforms emphasized:

- Pedagogical skills

- Subject knowledge expertise
- Research orientation and research skills
- Professional development

5. TECHNOLOGY AND THE TRANSFORMATION OF TEACHING

5.1 Emergence of Digital Education

The speedy advancement of ICT has significantly changed education worldwide. Computers internet, and digital platforms have develop new opportunities for teaching and learning.

Technology enables:

- virtual learning platforms
- e- learning resources
- digital classrooms
- interactive teaching tools
- technology friendly campus

Educational technology has expanded access to knowledge and made learning more flexible, accessible and personalized.

5.2 Technology Integration under NEP 2020

The National Education Policy 2020 emphasizes the use of technology in education to increase quality and accessibility. It encourages virtual learning platforms, virtual teacher training programs and innovative teaching methods.

The policy also proposes the establishment of the **National Educational Technology Forum (NETF)** to promote the use of technology in education system and support research and innovation.

Furthermore, platforms such as SWAYAM and DIKSHA provide digital environment and training opportunities for teachers and students. These initiatives aim to strengthen empower teacher capability, capacity and support professional development through technology enabled learning. Recent studies show that educational technology can significantly improve teacher training and classroom engagement when supported by adequate infrastructure resources and policy implementation.

6. TEACHER EMPOWERMENT IN THE DIGITAL AGE

6.1 Professional Development

Teacher empowerment in the modern technical era requires continuous unstoppable professional development. Digital platforms allow teachers to participate in online virtual training programs, webinars and collaborative learning communities.

NEP 2020 encourages competency-based teacher education and lifelong learning among educators. Teachers are expected to adapt to new pedagogical approaches and ict tools to enhance student learning experiences.

6.2 Changing Role of Teachers

In ict-enabled classrooms teachers are no longer the providers of knowledge. Instead, they act as:

- Facilitators of learning
- Mentors and Guides of students
- Designers of learning experiences
- Evaluators and Innovators
- Student centered approaches

This shift reflects a broader transformation from teacher-centered to learner-centered education.

6.3 Opportunities Created by Educational Technology

Educational technology offers several advantages for teachers:

1. Access to global knowledge resources
2. Interactive and multimedia teaching methods
3. Flexible learning environments
4. Improved communication and collaboration

These innovations allow teachers to adopt more creative and engaging teaching strategies

7. Challenges in Technology-Enabled Teaching

Despite its potential benefits, technology integration in education faces several challenges.

Digital Divide

Access to digital devices and internet connectivity remains uneven across regions particularly in rural areas.

Infrastructure Limitations

Many educational institutions lack of adequate technological infrastructure and resources.

Teacher Training Gaps

Teachers may lack of sufficient training to effectively integrate technology into their teaching practices.

Socio-economic Barriers

Economic disparities influence students' access to digital learning tools.

Addressing these challenges requires coordinated policy efforts, investment in infrastructure, and comprehensive teacher training programs.

8. DISCUSSION

The historical analysis presented in this paper demonstrates that the role of teachers in India has changed extensively over time. In the Gurukul system teachers worked as mentors and moral guides responsible for shaping the holistic development of students. In the colonial period, the emphasis shifted toward standardized and formal schooling.

In the present era, the integration of technology and the implementation of educational reforms such as NEP 2020 have introduced new dimensions to the teaching profession. Teachers are now expected to combine traditional pedagogical wisdom with modern technological ICT tools.

The challenge for the Indian education system is to maintain the values and strengths of TRADITIONAL TEACHING WHILE EMBRACING THE OPPORTUNITIES OFFERED BY DIGITAL TECHNOLOGY.

9. CONCLUSION

The evolution of teachers in Indian education reflects the broader transformation of society and knowledge systems. From the personalized mentorship of the Gurukul tradition to the technology supported classrooms of the 21st century the role of teachers has continuously adapted to changing educational contexts. The National Education Policy 2020 provides a comprehensive framework for strengthening teacher education and promoting the use of technology in teaching and learning. By emphasizing e-learning professional development and innovative pedagogy the policy aims to empower teachers and improve educational output. However the successful implementation of these changes requires addressing challenges related to digital resources expert teacher training and educational inequality. Collaboration with traditional educational values and modern technological tools will be essential for creating a balanced and effective education system in India. Teachers remain the foundation stone of educational development, and their empowerment is very important for shaping the future of Indian society.

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