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## Research Article

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# Professional Development of Redefining Teacher Education During Post Independent India

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## Abstract

### Keywords

Educational Policy,  
Professional  
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Teacher Education,  
Teacher Educator

During the post-independence period there were many improvements in the teacher training system. The main advances made emphasize the use of modern and innovative strategies and methods. Professionalism and professional development are different characteristics of a profession, although they are linked. The advancement of science and technology in modern times has raised every profession to its highest level. In our study we focused to make a clear concept of Professionalism and professional development of teachers and the factors which affect their validation with educational policies. As a result, the teaching profession flourished. Finally, he outlines the emerging tasks of critical scholars and activists in the context of the restructured role of educators at the interfaces between globalization and educational policy.

## Introduction

After the country's independence in 1947, teacher education was influenced by emerging socio-economic and political situations. Teacher education involves discussing various topics related to the content, learning and teaching methods, material development, and capacity-building requirements for their effective

implementation (Das & Chowdhury, 2019). The Indian government set up various committees and commissions whose main objective was to deal with various issues related to education in general and teacher education in particular. It was found that a large number of teachers were untrained and lacked the necessary skills and abilities to perform the functions of the job to the required standards. The main concerns about teacher

education are related to both quality and quantity. This underscores the fact that teachers in the country were in deficit in terms of quantity, i.e. there was a lack of teachers in schools and other educational institutions, and they also lacked superiority and prestige. In 1948 the Central Institute of Education was established in Delhi and the Government Training Institute in Allahabad became the Central Pedagogical Institute.

After independence, the University Education Commission turned into appointed Beneath Neath the chairmanship of Dr. S. Radhakrishnan. The fee submitted its file in 1949. It turned into discovered via way of means of the fee that there had been now no longer any variations with inside the concept papers supplied in diverse instructor schooling institutions. But there had been a lot of variations with inside the practices which can be accompanied via way of means of them. The wide variety of supervised training varies from ten to sixty and the form of exercise coaching and scholar coaching additionally varies from one to another. The fee discovered that the schooling faculties now no longer have a simple orientation with inside the essentials. To result in enhancements in instructor schooling, it's miles cautioned that the instructor educators have to have a take observe the entire path from a one-of-a-kind perspective. The concept and exercise desire to be supportive of every other. The existing B.Ed. the curriculum has been revised from one year to two years, although the infrastructure is well behind the infrastructure (Das & Roy, 2019). The instructor running shoes want to be professional and proficient, so they're capable of carrying out their activity obligations of schooling appropriately. the entry subjects studied (math, science, accounting, English, engineering, etc.) and job market factors affect the speed at which graduates land their first college job. (Purcell and Elias, 2004); Mathematics has a close relationship with other subjects such as history, geography, life sciences, drawing, sociology, law, and language in two years B.Ed. program (Das, K. et al., 2019). The impact of the mid-level influenza outbreak on the Indian education sector also points out some fruitful

recommendations for conducting educational activities during the pandemic situation. In addition, the role of teachers and access to infrastructure for online education is identified (Das & Das, 2020). Faced with a multitude of tasks and demands in such a context, teachers face the need to define and redefine their professionalism and professional development (Day, 2000; Esteve, 2000; Hargreaves, 2000). Learning and conversation technologies (ICT) are a basic piece of day-by-day life, including the teaching-learning process in teacher education (Das and Roy, 2019).

## **Methodology of the study**

This study employs an interpretative approach where qualitative data were collected and analyzed by documenting the research papers from journals, reports, books, edited books, and online documents. The methodology of the proposed study is based on the document analysis and interview method.

## **Results**

### **Teacher Education in Independent India:**

In Independent India, commissions and committees have focused on teacher education and these have been stated as follows: (Historical Development of Teacher Education in India.

### **University Education Commission (1948-49):**

The University The Education Commission was the first commission in independent India. In 1948 it analyzed the current courses in teacher training programs and suggested that the courses should be flexible and adaptable to circumstances. The commission recommended that the courses be revised. Schools should be established for practical training and more time should be devoted to school practice. In 1950 the first Training Schools Conference was organized in Baroda to discuss their programs and functions. Teacher training received a new nomenclature and was henceforth considered teacher training.

### **Secondary Education Commission (1952-53):**

This commission proposed reforms in secondary education. It was recommended that qualified teachers should be trained in teaching methods in at least two subjects during one year of training. Practical training should not only involve practicing teaching, observing, demonstrating, and evaluating lesson plans but should also include topics such as the design and administration of school examinations, the organization of supervised forms of study, and student associations. , conducting library times, and keeping cumulative records.

### **End of the Ford Foundation (1954):**

The Government of India, in cooperation with the Ford Foundation, appointed an international team of eight experts in 1954. These professionals took a closer look at the key recommendations made by the Secondary School Commission. It has been recommended that educational institutions recognize and operate laboratory schools that train students to conduct experiments. In addition, students are also equipped with the structure of the curriculum and put advanced teaching methods into practice.

### **Pires Committee (1956):**

This committee recommended that practical work should be as important as other methods of training. The practical tasks would allow people to develop a deep understanding that they should be able to carry out the tasks in practice once they get the training. In other words, both theory and practice should be considered. The examinations are to be limited to four: Fundamentals of Education and School Organization, Pedagogical Psychology and Health Education, Methods of Teaching Two School Subjects, and Current Problems in Indian Education.

### **Education Commission (1964-66):**

The Education Commission is also known as the Kothari Commission. He was interested in the field of teacher education. It was taken into account that it is necessary to formulate an adequate program for the professional training of teachers. It was essential to achieve qualitative improvement at all levels of education. The improvements in teacher training were deemed essential to achieve improvements in the national education system.

### **National Policy Statement on Education (1968):**

According to the National Policy Statement on Education, of all the factors that determine the quality of education and its contribution to national development, the role of teachers is given the highest importance. The teaching profession is considered to be one of the noblest professions and teachers are held in high esteem. It is of vital importance to ensure that your working conditions, remuneration and allowances, and other working conditions are fair and appropriate to your qualifications and responsibilities.

### **First Asian Conference on Teacher Education:**

This conference is jointly organized by the Association of Teacher Educators and the International Council on Education for Teaching (ICET). It was held in Bangalore on June 14-19, 1971. The conference recommended that school education and teacher training programs in each country should be modified to meet the new challenges.

### **ITEP Plan of the National Council for Education Research and Training:**

The Department of Teacher Education of the National Council for Education Research and Training has initiated a plan for comprehensive improvement of teacher education. The name of

the teacher training program is the Intensive Teacher Training Program (ITEP). This program must work in collaboration with professional colleges with the main objective of bringing about desirable changes and improvements in teacher education.

### **Indian Association of Teacher Educators (IATE):**

The Indian Association of Teacher Educators was formerly known as the All India Association of Training Colleges. It is the only national organization of teachers in training institutions. National conferences have been organized since their first meeting in Baroda in 1950. IATE formed a study group known as the Baroda Study Group to complete the B.Ed. Program. The program was the Bachelor of Education program, in which people enrolled to earn a teacher training degree. It was felt that this program needed reforms in policies and methods to produce competent and competent teachers.

### **National Commission on Teachers – I (1983-85):**

In the National Teachers' Commission - I for school teachers, four-year post-baccalaureate training and five-year post-baccalaureate training are recommended. For primary school teachers, a two-year training course at the end of grade XII is desirable. The four-year integrated training to become a qualified teacher consists of two main areas: general education and professional preparation. The Primary Teacher Training Curriculum emphasizes teaching language and communication skills. University teacher educators must come from different disciplines such as psychology, sociology, philosophy, etc. The minimum qualification preferred for the teacher educator is to be a postgraduate in the subject and preferably an M.Ed. Degree. The minimum qualification to become a teacher educator for basic educational institutions is a postgraduate B.Ed. The commission also suggested using the term “internship” instead of teaching internship.

### **National Policy of Education (1986):**

The 1986 National Education Policy (NPE) recommended that teacher education should be a continuous process. The pre-vocational and in-service components of teacher education are inextricably linked. The National Education

Policy and its Action Program placed great emphasis on improvements in teacher training. The reason for this is that it was seen as a prerequisite for improvements in school education. The NPE linked in-service teacher training and in-service teacher training. He provided for the establishment of District Institutes of Education and Training (DIET) in each district, updating 250 faculties of education as faculties of teacher training (CTE), establishing 50 Institutes of Advanced Studies in Education (IASE), and strengthening them by the State Council for Educational Research and Training (SCERT).

### **Acharya Ramamurti Committee (1990):**

The Acharya Ramamurti Committee determined that an internship model for teacher training should be adopted. This is because the internship model is based on the main value of real field experience in a realistic situation. It also focused on developing teaching skills through practice over some time. The Committee recommended that in-service and refresher courses should be tailored to teachers' specific needs and requirements. In addition, assessment and monitoring should also be considered as part of the system.

### **NPE 1986, amended to (1992):**

Amended 1992, states that teachers have multiple roles to play. Education and training will be mandatory for teachers and sufficient reserves for further training will be made available. The personnel development program is integrated at the state level and coordinated at the regional and national levels.

### **Yashpal Committee (1993):**

The Yashpal Committee, established in 1993, found that inadequate teacher preparation programs lead to unsatisfactory quality of learning in schools. Hence the B.Ed. program must provide knowledge and information leading to a specialization in secondary, elementary, or pre-school education. The duration of the program must be one year after graduation or four years after high school. The content of the program needs to be updated and restructured to ensure that it meets the changing needs and demands of school education. The main goal of these programs is to ensure that students can develop independent thinking and work effectively towards achieving desired goals and objectives. For the years 1998-99, there were 45 DIET, 76 CTE, and 34 IASE. The statutory NCTE introduced the Curriculum Framework (1998) to guide the content and methodology of teacher education. As a result, many institutions and state governments have revised their teacher training courses.

### **National Curriculum Framework (NCF) 2005:**

The National Curriculum Framework included peace education as an area of study in the teacher education curriculum. Pre-service training programs need to be more comprehensive and longer. These must include sufficient opportunities to observe students and to integrate pedagogical, theoretical, and practical knowledge through the school internship. The subjects of health education, physical education, and yoga should be appropriately integrated into the initial education of primary and secondary school teachers. Teacher training courses should include peace education as an elective. Teacher training must be aligned with the goals and objectives of the educational institutions and the members. To achieve the desired goals and objectives, people must recognize their duties and responsibilities and carry them out effectively. The teachers must be approachable, encouraging, and understanding. In addition, they must have adequate listening skills. These skills would enable them to build

effective conditions and relationships with the other members of the educational institutions and also acquire opportunities for advancement. The tasks of teachers are not primarily aimed at imparting scientific knowledge and skills to pupils, but should also enable pupils to discover and use their talents. In other words, there must be opportunities for students to recognize their abilities and skills. Students must be able to recognize the importance of education and use it

effectively to promote the well-being of the community and the nation. In addition, it is considered one of the main goals of teacher education programs to promote professionalism between teachers. Teacher training is multidisciplinary in the educational context. In this program, individuals are challenged to put into practice the efforts, tasks, actions, processes, concepts, and actions. Teacher training programs must provide an adequate understanding of concepts whose primary purpose is to achieve personal and professional goals. The teacher's role is that of facilitator, companion, mentor, and guide in promoting learning and raising students' awareness of important issues.

### **National Knowledge Commission (2007):**

The National Knowledge Commission was established in 2007. She has made significant strides in schooling since the country gained independence. The main areas considered by this commission are general literacy, infrastructure, general access, and enrolment in schools.

### **National Curriculum Framework for Teacher Education (2010):**

The National Curriculum Framework for Teacher Education (NCFTE) considered that the education and training of future teachers will be effective to the extent that it was conducted by teacher educators who are competent and professionally ready for the job. In other words, when people perform the job tasks of teaching skills and

abilities, they must have the right knowledge and information. To achieve improvements and reforms in the quality of teacher education programs, measures need to be formulated and initiatives were taken. To this end, NCTE has taken several initiatives and actions. Working with the National Assessment and Accreditation Council (NAAC) to promote quality assurance and maintenance. The Children's Right to Free and Compulsory Education (RTE) Act 2009, which came into force on April 1, 2010, has important implications for teacher education in the country.

The organization of the Teacher Eligibility Test (TET) for teachers and the Principal Eligibility Test (PET) is carried out at the state and central levels. The main aim of these tests is to improve the quality of school education. Teachers have an important role to play in making progress in the quality of school education. Recruitment and selection of teachers cannot be primarily based on educational qualifications, but they must undergo an examination to ensure that they are suitable for the job. For teacher training, the University Scholarship Commission (UGC) conducts a test, the National Eligibility Test (NET). To get teaching positions in colleges, people have to take this test.

### **Professional Development of Teacher Educators:**

The professional development of teacher educators is considered essential not only to improve the quality of their work but also to improve their status and position as a professional group (Lunenberg, Dengerink, and Korthagen, 2014). The professional development of teacher educators is mainly related to improving their professional behavior. To adequately carry out their professional tasks, teacher educators must demonstrate competence and experience in carrying out tasks and functions. The professional development of teacher trainers would not only enable them to achieve personal and professional goals but also make an indispensable contribution to maintaining their jobs.

### **Technology in teacher education:**

The use of technology has gained importance not only in teacher education but at all levels of education. It is considered extremely important. In the present existence, people cannot perform any task and function without the use of technology. The use of technology has numerous advantages. People can raise awareness and collect information in all areas and topics. They can adequately prepare for their tasks and projects. With the advent of technology in the classroom, the quality of classroom discussions has increased and students are more engaged in education (Granberg, 2018).

### **Listening Skills:**

Good listening skills have become a rare gift, but in education, both teachers and students must possess these skills. The ability to listen allows people to receive and interpret information promptly. As part of their professional activity, teachers are obliged to attend further training courses as well as workshops and seminars to acquire sufficient knowledge and information about teaching and teaching methods. To develop good listening skills, people need to be open-minded, which is necessary without judging the other person's way of thinking or thought processes.

### **Problem Solving:**

Problems are considered difficult to understand, manage, or solve. Problems can be a task, a situation, or even people. Problem-solving includes methods or skills required to provide solutions to specific problems. In teacher training programs, problem-solving is considered to be one of the most important areas students are taught. Various teaching-learning methods are put into practice. Problem-solving is considered one of the most important methods. In this case, the students receive cases and are supposed to offer solutions. Carrying out an analysis of the cases is seen as one of the aspects that favors the improvement of the individual's skills and abilities in terms of problem-solving.

### Effective Communication:

Students must be able to process new and complex information and articulate it in a way that is applicable and beneficial to educational institutions. When communicating with others, it is important to keep certain aspects in mind. These are, you must be polite and friendly, and you must maintain eye contact, especially when communicating face-to-face. It's important that people are efficient and that respond quickly, especially when communicating with each other via email or messages. Even when questions are asked that require detailed answers, people must provide proper explanations that can be informative. Therefore, it can be said that effective communication allows people to properly perform their professional duties and maintain effective conditions and relationships. Another point to keep in mind when communicating is that you should avoid working on other tasks, especially if you are engaged in verbal communication.

### Interpersonal Skills:

Developing interpersonal skills is considered extremely important, especially when people are dedicated to achieving goals and goals. These skills are considered to be just as important as knowledge and information. Important interpersonal skills are self-confidence, a positive attitude, the ability to work in a team, deal with pressure, flexibility, and a strong work ethic. Individuals who share these abilities do not have any problems or difficulties in achieving personal and professional goals. In addition, they can please and satisfy their employers, maintain good conditions and relationships with other members of the workplace, offer appropriate solutions to conflicts and disputes, overcome stress and achieve job satisfaction.

Some perceptions about professional development illustrate a set of principles for good-quality professional development (Day, 1999). These perceptions are listed as follows:

- (i) Teachers as models of lifelong learning for their students.
- (ii) Lifelong learning in order to keep up with change and innovation.
- (iii) Learning from experience is not enough.
- (iv) Active learning styles which encourage ownership and participation.
- (v) Successful schools are dependent on successful teachers.
- (vi) The synthesis of “the heart and the head” in educational settings.
- (vii) Content and pedagogical knowledge cannot be separated from teachers’ personal, professional and moral purposes.
- (viii) Continuous professional development is the responsibility of teachers, schools and government.

### Concept of professionalism:

The dictionary meaning of professionalism is the experience characteristics of a professional or the pursuit of an activity such as a profession. Some views on professionalism are listed below:

- (i) Professionalism is the quality of a professional person.
- (ii) Professionalism has to do with the attitude towards work, that is, the dedication, the sincerity with which we approach our work, the work with which we earn money.
- (iii) Professionalism means following rules and regulations and having the courage to change them.
- (iv) Professionalism means balancing private and professional life. It means being practical and professional in life. Someone who has skills, knowledge and attitudes and uses them is called a professional. The attitude of a professional is called professionalism.

To get a clear idea of professionalism, we have to agree that just because you're a professional, you don't automatically demonstrate professionalism. A very general and rough idea of professionalism is a set of the following concepts:

- (i) A purposeful approach
- (ii) Pride in what one does
- (iii) Confident
- (iv) Competent
- (v) Responsibility
- (vi) Respect for people without that you mind Rank
- (vii) Overall responsibility towards a specific goal
- (viii) Motivation for a specific goal
- (ix) Commitment in word and deed and
- (x) Good command of emotions

From the above discussions we can get an idea that professionalism is anything done with a lot of common sense. It's something that is done with the bottom line in mind. It's something that is done with planning. It's something where the person shows a vision of the future. Professionalism means knowing how to do it, when to do it and how to do it. In short, professionalism is language, behaviour, action, dress and work. It has to do with how we behave in situations.

## Conclusion

Teacher education in post-independence India has undergone several changes and developments. Several commissions and committees have been established that have focused on teacher training. These are the Commission on University Education, Commission on Secondary Education, Ford Foundation Term, Pires Committee, Education Commission, National Policy Statement on Education, First Asian Conference on Teacher Education, National Research and Training Council ITEP Plan Education, Indian Association of Teacher Educators, National Teachers Commission - I, National Education

Policy, Acharya Ramamurti Committee, Yashpal Committee, National Curriculum Framework, National Knowledge Commission and National Curriculum Framework for Teacher Education. The primary goal of these commissions and committees is for teachers to make a compelling contribution to the advancement not only of individual pedagogical skills and abilities but also to the well-being of the community and the nation at large. To make progress in the quality of education, the importance of teacher education must be recognized.

In our study, we focused on making a clear distinction between professional teacher development and professionalism. There is an inevitable connection between Teacher education and society. We must have a clear understanding of the basic purposes of schooling. As discussed so far, teachers differ significantly from professional experts in professional training, the process of initiation into the subject, professional autonomy, the practitioner-client relationship, and social status. These differences not only characterize the type of teaching but also determine the type of education that students receive in schools. Since the professionalism of teachers has been a major concern for advocates of educational reform since the early 1980s, more attention seems to be paid to the status of teachers.

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