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INVESTIGATING TEACHER EDUCATION IN THE POST-INDEPENDENT EDUCATIONAL COMMISSIONS AND POLICIES OF INDIA

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ABSTRACT
Everyone agrees that teaching is the oldest and most esteemed profession, and it has a profoundly transformative effect on both individuals and societies. Therefore, by producing capable, moral, and skilled teachers, teacher education holds the key to the advancement of the country. Form the ancient, Buddhist, Muslim, and British eras to the post-independence reforms, this essay provides a comprehensive analysis of the evolution of teacher education India. It covers important suggestions from notable commissions and policies, including the Radhakrishnan, Mudaliar, and Kothari Commissions, and policies such as the NEP (1968, 1986, 2020). Each contributed to restructuring teacher training, professional development, and institutional quality. Even with advancements, there are still issues with guaranteeing accountability, openness, and efficient policy execution. The study comes to the conclusion that improving teacher education via creativity, honesty, and ongoing evaluation is essential to reaching national educational goals and sustainable development.

KEYWORDS: *Teacher Education, Educational Commissions, National Policy, Professional Development*

INTRODUCTION
In the world the oldest and most respected profession is teaching. Rabindranath Tagore (1913) said that, "Despite continuing to study oneself, a teacher can never be a true teacher. Unless it keeps burning its own flame, a lamp can never light another lamp". Teacher is the key for shifting every nation by his transformation of knowledge, skills and philosophy. The teacher makes better human resource continuously for our society. Goods Dictionary of Education explains- "Teacher education is the collective term for all of the formal and informal experiences and activities that help someone become qualified to assume the responsibilities of a member of the educational profession or to perform his duties more successfully". It is universally recognised that they are the back bone of education system. W.H. Kilpatrick (1927) stated teachers training by his views that "Animals and circus performers receive training, but humans receive education. Teacher education includes professional skill, effective pedagogical theory, and teaching talents. Teaching skills, pedagogical theory, and professional competences make up teacher education". So 'Teachers Education' is more important by its upgradation of skills, theory and practices. UNESCO-ILO stated that "Although various people have varied definitions of teacher quality, those in charge of teacher education continue to view it as a crucial factor in student accomplishment". Good teacher education programs, policies, and practices produce great teachers. It is in the hands of teachers to shape students' characteristics, to enrich students' achievement, motivation through his/her quality education. In Indian scenario teacher education change time to time on its regulations, curriculum and time periods.

This paper is an attempt to investigate the teacher education of according to post-independent Indian policy and commission to comprehensive way and in manners of concise.

An Overview of the Changes in Indian Teacher Education up till 1947
Ancient period (2500 B.C. to 500 B.C.): In the ancient period the start of Hinduism civilizations the teachers teach about 'Vedas'. In the four classes of Hindus, brahmins are play the roles of teacher. In the times of Vedas, the teachers are the top most positions in the societal hierarchy. In this period aims of the teachers (Gurus) was to bring the students ultimate salvations through his teaching. Teacher transmitted the knowledge through orally (Khatun & Ahmed. 2018).

Buddhist Era (500 B.C. to 1200 A.D.): In the Buddhist era, teacher preparation was to become formally. The teacher was the most disciplined and respected person. Teacher imparts discipline into the student through his spiritual speech. The method of teaching was question-answer, debate, discussion and religious story telling. Teacher put the question in the mind of students for their intellectual upgradations (Dahiya. 2016).

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Muslim period (1200 A.D. to 1700 A.D.): After the Buddhist period and beginning of the Muslim period the formal systems of teacher education was less visible. There were two educational institutions one is called Maktabs for primary education and other is called Madrasah for higher education. In Maktabs generally moulvis teach the students, and the scholarly person were chosen to serve the teaching positions. The teacher teaches holly Koran through orally. Monitorial system was employed to find out the future teachers. The teacher teaches practical subject like mathematics by practical method. Analytical method was used when he teaches about religious, philosophy and logic etc (Kayoom. & Kushwaha. 2016).

The British period (1700 A.D. to 1947 A.D.): When the British period started teacher education was dramatically changed. The Britishers were changed it systematically according their philosophy and needed. They renew the system by their advance technology and modern systems. The first teachers training school 'Normal' School introduced in Calcutta (Serampore) by Danish missionaries (1793) (Mangal, 2018). **Wood's Despatch 1854**- In this report (19 July, 1854) some valuable suggestions about teacher education were recommended. It suggested some smart allowances for the teaching persons which called school master. This documents also recommended that to arranged proper training for the teachers and after completions of training provides a certificate. **Government of India Resolution on Education Policy (1904)-** It was the most crucial for teacher education under Lord Curzon. This policy suggested for open more and more training schools in Bengal, and it recommended for open five training college in Madras, kurseong, Allahabad, Lahore and Jubbulpur. Graduates' students can admit in this colleges. Students' stipend amounts and course regulations were suggested in this policy. **The Government of India Resolution on Education Policy (1913)**– the second resolution on educational policy suggested that periodically upgradation of course for teachers. No teachers recruited without their certificates. **Calcutta University Commission (1917-19)**– this one also known as Sadler Commission. This commission suggested to open Education as a post-graduate subject and it was the first PG subject in university all over in India. It followed by Mysore University through open Faculty of Education 1925. So, its impacts on teachers training showed in Indian education system (Calcutta University Commission, 1919). **The Hartog Committee (1929)** – this committee carried out further educational plan of Calcutta University commission. It recommended that teachers always engaged in seminar, conferences, workshop, refresher courses for their professional developments. After that it was observed Faculty of Education open 13 out of 18 Universities as a new department. **The Sargent Report (1944)** – "Post-war Educational Development in India" presented by CABE (Central Advisory Board of Education)1944, this title known as 'Sergent Plan' suggested many of recommendations in teacher education system. This report was suggested that select suitable boys and girls for teaching and after that refresh they're by proper training and revised pay scale of teacher for attracted better talent (Bhattacharjee, 2015).

Before independent we see on above various changed in teacher education from ancient periods to British periods and after independent the govt. of India took many initiatives in teacher education by the educational commissions and policies. Discussed about teacher education according post independent commissions and policies given below.

Teacher Education in Post-independent India

Radhakrishnan Commission (December,1948-August,1949): after independent the first commission in education was Radhakrishnan Commission or University Education Commission suggested that the functions of teachers are transfer of humanity's ethical and intellectual legacy to the next generation, enhancement of this legacy, expansion of knowledge, and personality development. Teachers at universities are categorized as follows: (i) professors or universities professors; (ii) readers or professors; (iii) lecturers or assistant professors; and (iv) instructors. Teachers at universities make between Rs. 950-1350 for professors, Rs. 630-900 for readers, Rs. 325- 600 for lecturers, and Rs. 325-600 for instructors or fellows. Research Fellows Rs. 250-500. Affiliated institutions that do not provide postgraduate courses pay: (i) lecturers Rs. 215-400; (ii) senior positions Rs. 425-600 (two in each college); and (iii) principles Rs. 640-800. Colleges offering postgraduate courses pay: (i) two senior positions at Rs. 525-800; (ii) principles at Rs. 840-1000; and (iii) lecturers at Rs. 215-310. **Retirement ages-** the age of retirement be ordinarily 60 but extensions be allowed up to 64 in the case of a professor. **Teaching Courses-** there be no prescribed textbooks for any courses of study. Refresher course, school practice, workshop, seminar, that could be organised by universities for high schools and intermediate colleges teachers (University Education Commission, 1948-1949).

Mudaliar Commission (October, 1952- June, 1953): Secondary Education Commission that is called Mudaliar Commissions suggested on teacher education are, **Methods of teaching-** The commission preferred activity method of teaching, groups work, differentiate method of teaching for different levels of intelligence, probing methods, for upgradations of students intellectual thoughts, personality etc. And the teacher training should be (i) Primary (or Basic) Teacher-Training; (ii) Secondary Teacher-Training; and (iii) Graduate Teacher-Training Institutions. **Method of recruitment-** Mudaliar commission recommended that for choosing the teaching personnel was there should be a uniform system. The commission suggested that the headmaster serve as an ex-officio member of a tiny selection committee that is tasked with hiring personnel at all privately run schools. A candidate from the Department of Education should ideally serve on the Managing Board. Additionally, we suggest that a similar policy be implemented in schools run by local boards or municipalities, and that the responsibility of choosing instructors be gives to either the State's Public Service Commission or a body established along similar lines. **Period of probation-** in the recommendation of commission the probation period was one year. After the satisfactory completion of one year, they can permanently be appointed in their profession until the retirement age. **Pay scale-** the recommendation of this commission was there must be a uniform pay scales

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for teachers. The pay scale should be according to the central pay commission which was recommended by Central Advisory Board of Education. The commission also recommended the 'triple benefits' policy for teachers, that is pension cum provident fund cum insurance (Secondary Education Commission, 1952-1953).

Kothari Commission (1964-1966): the Kothari commission reported with title named "Education and National Development". This report we commonly known as Primary Education Commission because its mostly recommended for primary education. The Kothari commission also suggested for teacher education. **Remuneration-** the commission was found that inter-state differentiation of teacher remuneration and also founded some intra-state differentiation of teacher salary. So, the report was suggested that for abolition this differentiation and handsome remuneration for teacher in all-over India. **National scale of pay-** the Kothari commission suggested UGC for national level pay scales for university, colleges and affiliated colleges teacher. For school level teacher suggestion was, Govt. of India should take a minimum fixed pay scales and state and union territory adopted this guide line and fixed the scales according to their local conditions. **Teacher education system-** (a) establishing standards for training institutions; (b) enhancing curricula, programs, tests, textbooks, and instructional materials for teacher education; (c) establishing requirements for the recognition of training institutions and setting up their periodic inspection; (d) providing consultative services to the institutions; (e) guaranteeing that candidates who successfully complete the required courses are qualified to teach in state school; (f) creating plans for the immediate and long-term development of teacher education; and (g. both qualitative and quantitative. (h) reorienting subject knowledge; (i) revitalizing professional studies; (j) improving teaching and evaluation techniques; (k) improving student-teaching; (l) creating unique courses and programs; and (m) revising and improving curriculum. **Durations of course-** duration of primary teacher course should be two years who have completed his/her secondary education, one year for who completed graduation education. The commission also suggested for in-service and pre-service teacher education for professional development (Education Commission, 1964-1966).

National Policy on Education (1968): The first national education policy was introduced in 1968. This policy was made under the term of first women prime minister of India Indira Gandhi. In this report under point number two (2), discussed about recommendation for teacher education. (i) The education policy suggested that academic freedom for teachers' speech for national international issues, research independency to save the nationality and culture of the nation. (ii) Emphasise on in-service teacher education for professional development (National Policy on Education, 1968).

National Commission on Teachers-1 (1983-1985): The commission published the report with the title of 'The Teacher and Society'. National commission on teachers was headed by Prof. D.P. Chattopadhyay. Under the section vii of this report, it discussed about teachers training. This commission removed 'Practice Teaching' and suggested the new term 'internship'. The commission suggested that four years training programme after secondary education, and two years training programme after completions of graduation. In primary teachers training programme the subject should be mastery on language and communication skills. On the other hand, in college teacher education subjects should be emphasise on various subjects like sociology, psychology, history etc. The teacher's educator's minimum qualification suggested that post-graduate degree in any subject with B.Ed. and M.Ed. (National Commission on Teachers, 1985).

National Policy on Education (1986): After the independent most vibrant and prominent educational policy was NPE (1986). NPE 1986 and its programme of action give us tremendous plane for improving teacher education systems. The policy was suggested District Institute for Elementary Education (DIET) for improved school level teacher education systems. For college and university level teacher education improvement the policy was suggested that Institutes of Advanced Studies in Education (IASE), State Council of Educational Research and Training (SCERT) and Colleges of Teachers Education (CTEs). This policy was suggested that pre-service and in-service education of teachers for the formal school system and Induction level continuing education for Non-Formal and Adult Education Instructors and Supervisors. Institution managers get instruction and exposure in micro-level organizing, institutional preparation, and management. Academic support to school complexes and District Boards of Education (National Policy on Education, 1986).

The Acharya Ramamurti Committee (1990): in the review committee of the NPE 1986 suggested that teacher training should be adopted on an internship model because "…the internship model is firmly founded on the fundamental importance of practical field experiences in a real-world setting, on the gradual improvement of teaching abilities via practice" (Report of the Committee for Review of NPE 1986, 1990.)

Yashpal Committee (2009): the committee was published the report with the title of "Renovation and Rejuvenation on Higher Education". The committee was suggested that all school levels teacher education programmed should be regulated by under the higher education department. Pre-service teachers training programme should came into B.Ed. department and all teachers training system managed by the state govt. The committee was also suggested that refresher programme, orientation programme should be organised by the institutions for newly recruited teachers' professional development (The Committee to Advise on Renovation and Rejuvenation of Higher Education, 2009).

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National Curriculum Framework (2005): The framework was recommended for teacher education that continuously development of teachers, fulfilment of teachers' status by provide best training, remuneration, professional developments (Bhattacharjee, 2015). **National Curriculum Framework for Teacher Education (2009):** NCFTE was recommended for continuously assessment with NAC accreditation of all teachers training institutions. Its also suggested that to enhance teachers' profession national level teacher eligibility test (TET) should be organised for selections of teachers, and PET for selections of principal. University level teacher examination NET national eligibility test should be conducted by the union govt. and state level eligibility test SET organised by the state govt (National Curriculum Framework for Teacher Education, 2009).

Justice Verma Committee (2012): Justice Verma committee report was published by the title of "Vision of Teacher Education in India Quality and Regulatory Perspective". **Pre-service teacher education-** The report was found that 90% of pre-service teachers training institution in non-government organisation. The state should transparent students' selection procedure for preservice teachers training programmes. Instead of one year the teachers training programme should be two years durations. Faculty development programme for teacher educator should be institutionalised. **In-service teacher education-** all existing teacher education institution should strengthen in in-service education with the help of CRCs, BRCs, DIETs and SCERTs. **Teacher performance and teacher audit-** the report was recommended that the central govt. with the alliance of state govt. and others stake holders may develop a framework for assessment of teachers (Vision of Teacher Education in India Quality and Regulatory Perspective, 2012).

National Education Policy (2020): The National Education policy 2020 in its part-ii under points of 15 the recommendation of teacher education was mentioned. (i) In this policy mentioned that teacher education should be integrated with values, ethos, ethics, cultures, tribal cultures, spiritualities. The pedagogy also includes this subject matter for advancement of training. (ii) For reduce the malpractices time to time audit, accreditation, assessment be needed. Rise the standard, integrity, efficacy, credibility and high quality of teacher education. (iii) sound, vibrant, multidisciplinary education systems should be implemented by 2030. (iv) 4 years integrated B.Ed. programmes, in cooperation with other academic disciplines including math, physics, psychology, philosophy, sociology, neuroscience, Indian languages. Music, art, history, literature, and physical education. And with along its 2 years B.Ed. programme also runed. (v) online training programme SWYAM/DIKSHA should be carried out for teachers training programme. (vi) ITEP (4 years integrated teacher training programme B.A. B.Ed./B.Sc. B.Ed./B.Com. B.Ed.) teachers will be appointed only through ITEP from 2030 and it will be multidisciplinary university at a same time (National Education Policy, 2020).

CONCLUDING OF OBSERVATION

We can say it specially that "If we give education to a boy, we educate a single person if we give education to a girl, we educate a family if we give education to a teacher, we educate a whole community." Teacher is the person who makes the resources of the nation. So, it is necessary to educate a teacher very well. If we make a loss on it we lose our national development in its results. Teachers have a sound role to extension of cultural and social values. Through the above discussed teacher education systems according to various policies, commissions and committees we can say that teacher education system was dramatically changed in the British era. In the British era we found teacher education grew up systematically, in organised way, and procedurally. For its result after the independent various policy, commissions and committees were proper looked on teacher education. From the investigating things of the policies are, all of the above policies talk about the system of teacher education process, curriculum, regulation, assessment and hierarchy and it was the kind of similar things. Its seems that in today's situations of teacher education system is well organised things, but on the other hands many institutions are not play the transparency process on its. Because the lack of examine procedures, assessment system of govt. and lack of implementations of rules. We seeing at that time many of private institutions does not follows the govt. guidelines about teacher education systems. So, it is duty of the policy makers to ensure the implementation process works properly to enrich the system which is to be made up. If the implementation of the policy not done as it is the systems of teacher education process totally disbalanced.

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