

Recent Developments in Teacher Education: An Overview of Commerce Teachers' Preparation

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Abstract: The country is as good as the teacher. In the educational pyramid, the teacher is the most significant academic and professional individual. In terms of how they are implemented, he or she is the centre around which all educational initiatives revolve. Teachers prepare persons and create manpower for every sector of human activity. Our children's futures and, thus, the future of our country is largely shaped by their teachers. In India, teachers were the most esteemed members of society due to their noble function. Teachers were just the best and most educated (NEP, 2020). They are responsible for establishing a learning society that is always changing in terms of its social, cultural, and ethical facets. The teachers are expected to have commitment and capacity to remain lifelong learners. They provide education to the younger generation and one also expected to guide the society. It is often said that one effective means of societal restoration, growth and development of the country is education.

In the present research paper, an attempt is being made to build a theoretical background based on the issues regarding the preparation of commerce teachers. This is particularly in terms of the knowledge, content and skills which have been highlighted as the areas of concern. An attempt is also made to look at the brief history of Teacher Education in general and with reference to commerce education so that the preparation of commerce teachers is understood by locating it in both the historical and the contemporary contexts.

Key words: Teacher, Teacher Education, Commerce Teachers' Preparation.

Introduction

The society that the education system is a part of is not apart from it. Caste, economic status, gender roles, cultural variety, and the unequal economic development that defines Indian society all have a significant impact on children's school involvement and access to education. However, there are also significant implications for education from globalization and the growth of market linkages into all areas of society. A new set of difficulties is brought about by the quality issue. It is necessary to look at the quality dimension from the perspective of the experiences created for the child's knowledge and abilities. "The quality, skill, and character of teachers are without a doubt the most important of all the several aspects that affect the quality of education and its contribution to national development; without good teachers, even the best educational system is bound to fail." according to the Kothari commission (1964–66). However, what is the precise function of education that requires qualified teachers?

Let us try to understand the kind of education that has prevailed in the Indian context since independence, it is seen that after the independence of India, the issues raised by schooling during the Freedom Struggle. The Secondary Education Commission (1952–53) and the National Education Commission (1964–66) both conducted a review of it. Up until 1976, the Indian Constitution's provisions on education gave state governments the authority to decide on any issue relating to curriculum and other aspects of schooling that fell under their purview. The Centre was solely able to advise the States on matters of policy. The National Education Policy of 1968 and the Curriculum Framework created by NCERT in 1975 were both first attempts to address these issues. Education was included to the Concurrent List of the Constitution in 1976, and the nation as a whole finally established a unified National Policy on Education in 1986. A standardized core component for the national curriculum was suggested by the NPE (1986). Additionally, the policy assigned NCERT the duty of creating the National Curriculum Framework and conducting regular reviews of it. According to the NEP (2020), education is essential to realizing one's full potential, creating a just and equitable society, and advancing national development. The foundation of India's ongoing rise and leadership in the world in terms of economic expansion, social fairness and equality, scientific breakthroughs, national integration, and cultural preservation is the provision of universal access to high-quality education. The value of education was emphasized, and as a result, there was a larger need for schools and, intern, for qualified instructors. A significant overhaul of our educational system was required. It was argued that the nation's needs were not being met by the educational system at the time. In order to prepare teachers, these demands also necessitated modifications to teacher education. It became clear that teacher education encompasses more than just teacher preparation. In addition to

teaching knowledge, a teacher must help students develop their personalities since they will be citizens in the future and it is the duty of educators to raise morally upright people. Subject-specific preparation required to be done in addition to this overall preparation. Given that the topic of this research paper is business, it is important to comprehend how commerce schooling evolved.

Development of Commerce Education in India

In the nineteen hundred and sixties, on the basis of the recommendation of the Kothari commission, in order to prevent young people from climbing the educational ladder without a goal and to steer them in a more productive direction, a separate educational stream known as the vocational stream was developed at the +2 stage of senior secondary education nationwide. To increase the employability of the graduates, emphasis was placed on offering skill-based education and training. The academic stream and the vocational stream are the two different educational streams that are currently prevalent in the nation. Both the academic and practical streams offer instruction in commerce. A commerce teacher would therefore be crucial to both programs. Teachers of commerce should be prepared for both academic and professional streams.

But currently, the most widely held belief is that higher secondary commerce education should offer students with a fundamental grasp of the many business-related concepts, processes, and practices, rather than just meeting their skill or occupational demands. It should also promote knowledge of the economy and the community where business and industry-related activities are conducted. It should equip the students to pursue careers in business. Thus, in addition to teaching pupils, commercial knowledge and skills is required, secondary schools should also teach them about the history of commerce and how it impacts community life. Many contemporary educational philosophers endorse this integrative approach to liberal and practical education. It is suggested that education should help people become proficient in knowing and understanding the concepts in very well approach. As a result, it becomes clear that commerce ought to be studied as a subject involving both knowledge and skills.

Subsequent to this understanding of development of education and commerce education, it becomes significant to understand how teachers have been prepared in India. This would enable us to understand the preparation of commerce teachers as well in a historical context.

Preparation of Teachers

Earlier Period

The education whether of the young ones or for would be teachers have always remained a matter of great concern in a developing country like India. Teaching in ashramas, pathshalas, maktabs or madrasas did not require any formal training on the part of teachers. In ancient India, a senior student called Jatak, under the

supervision of a guru, used to teach the scriptures and theology to junior students. He thus learnt the art of teaching. *Though neither any teacher training course existed nor any formal recognition to a practitioner* through awarding of certificate was in vogue, it was necessary for a teacher to have a scholarly bend of mind, high degree of intelligence and devotion to acquire perfect mastery of the subject.

In the medieval period, the monitorial system of education was in vogue in India. The teachers used to identify and select few talented scholars who were intelligent and bent of acquiring knowledge. Such scholars used to get some special attention from their teacher who would detain them in the school for a longer period and make them competent to take over charge of younger and the mediocre pupils. This batch of monitors after having gained maturity, knowledge and ability in taking charge of the younger colleagues, *brought in an element of teacher training in the history of teacher education for the first time.*

The attention on the growth and development of teacher education was not given by the foreign rulers till the end of the eighteenth century. The foreign missionaries started a few institutes for teachers training especially for the primary grade teachers. In 1856, a government normal school was established in Madras. The status of the school was changed in a college in the year 1886. It was the first college where secondary school teachers were trained. It was for the first time in Indian history that an Indian Education Commission, known as 'Hunter Commission' was suggested to inquire into the character and quality of the instruction imparted in secondary school education. The commission made various suggestions such as: training should be made compulsory qualification for school teacher, separate curricula for graduate and matriculate teachers should be framed, and secondary school teachers must take an examination in theory and practice of teaching.

After Independence:

The term teacher education began to be used after independence. A new concept of teacher education was emerged and the emphasis under this new concept was that the teachers should not only be trained but they should be educated and that teacher should be skillful and weightage should be given to the practice and theory papers too.

The University Education Commission of 1948-49 recommended several improvements to teacher training, including:

- **Expanding training facilities:** Increasing the number of places for teacher training
- **Lengthening training programs:** Making teacher training programs longer
- **Creating specialized institutions:** Establishing teacher education institutions like DIETs and IASEs

- **Prioritizing in-service training:** Focusing on training teachers who are already working
- **Strengthening standards:** Improving the rules and standards for teacher education
- **Improving professional development:** Supporting teachers' professional growth through ongoing training and education
- **Creating orientation and refresher courses:** Offering orientation programs and refresher courses for teachers
- **Developing curriculum:** Including topics like societal issues, the education system, and management training
- **Evaluating teachers:** Using exams, projects, and participation to assess teachers

The commission also recommended that new teacher education institutions be located in an environment that encourages multidisciplinary and interdisciplinary work.

The Secondary Education Commission (1952-53) recommended several things for teacher education, including:

- **Training institutes:** Establish teacher training institutes to improve teacher training
- **Training programs:** Offer two-year training programs for those with a school leaving certificate or higher secondary school leaving certificate
- **Graduate training:** Offer one-year training programs for graduates, with the option to extend to two years
- **Training institutions:** Affiliate graduate training institutions with universities, and have secondary grade training institutions under a separate board
- **Training stipend:** Provide a stipend to pupil-teachers during training
- **In-service training:** In-service teachers should get chance to complete refresher courses, short intensive courses, workshops, seminars, and professional conferences as part of training.
- **Training institutions:** Have training institutions work closely with the Department of Education and schools
- **Teacher salaries:** Pay teachers well so that society respects them
- **Teacher benefits:** Provide teachers with pension, provident fund, and life insurance benefits
- **Teacher children:** Provide free education to the children of teachers
- **Teacher medical care:** Provide free medical service to teachers and their dependents

The Kothari Commission (1964-66) recommended several measures to improve teacher education, including:

- **Improve service conditions:** Provide teachers with adequate salaries, benefits, and working conditions
- **Establish quality assurance:** Create a statutory body to regulate teacher training institutions
- **Integrate practical training:** Increase opportunities for teachers to practice teaching
- **Raise the status of teachers:** Promote the profession to attract talented people
- **Provide on-the-job training:** Establish a system for ongoing training for teachers
- **Establish minimum pay scales:** Set minimum pay levels for teachers based on location

The Kothari Commission was established to examine India's education system and advise the government on how to improve it. The commission's recommendations helped guide major reforms to India's education system.

More Recent Developments:

This was followed by the formulation of the NPE 1986, the NCF 2000 and 2005. The more recent National Education Policy 2020 and the Position Paper released on Teacher Education gave significant recommendations and implications for the teacher education programs in future.

The National Policy on Education (NPE) of 1986 recommended several reforms to teacher education in India. These included:

- **Training programs:** Improve teacher training programs and establish new teacher training institutions
- **Teacher status:** Enhance the status and working conditions of teachers
- **Centrally sponsored schemes:** Launch centrally sponsored schemes to establish new teacher training institutions
- **District Institutes of Education and Training (DIETs):** Establish DIETs to provide pre-service and in-service training to elementary school teachers
- **Continuing education:** Emphasize the need for continuing education for teachers
- **Networking:** Create networking arrangements between institutions of teacher education and university departments of education
- **National Council of Teacher Education:** Established the National Council of Teacher Education with the resources to accredit teacher education institutions and provide affiliation to teacher education programs too.

The NPE of 1986 also recognized teachers as the cornerstone of the education system. It also emphasized the removal of disparities and equalizing educational opportunity.

The National Curriculum Framework (NCF) 2000 provides several important recommendations for teacher education in India. These recommendations aim to improve the quality of education by enhancing teacher preparation, professionalism, and pedagogical practices.

The overarching aim is to create an education system that nurtures creativity, critical thinking, and active participation in society.

The National Curriculum Framework (NCF) 2005 for Teacher Education provides a comprehensive vision for improving teacher preparation, emphasizing pedagogical renewal, professional development, and the holistic growth of teachers. It builds on the insights from NCF 2000 and makes significant strides toward aligning teacher education with the changing needs of society and the educational system. **NCF 2005** emphasizes a shift towards a more reflective, flexible, and inclusive approach to teacher education, which is focused on nurturing teachers who are not only knowledgeable in their subject areas but also skilled in addressing the diverse learning needs of their students. Teachers are seen as active participants in shaping the future of education, and the framework underscores the importance of ongoing professional development, critical thinking, and a strong commitment to values and ethics in the teaching profession. The expectations from teachers and their role are shifting from that of being a source of knowledge to being a facilitator in the child's construction of his/her own knowledge. In the light of the expectations, the role of teachers has undergone a shift in focus. It affects the preparation of teachers in general and that of subject-teachers including Commerce, in particular. (in teacher education institutions.)

The National Curriculum Framework for Teacher Education (NCFTE) 2010 offers a set of recommendations aimed at revamping the teacher education system in India. The framework emphasizes the need for a comprehensive, learner-centred, and reflective approach to teacher training, aiming to address the diverse challenges faced by teachers and ensure they are better equipped to meet the demands of modern classrooms. The NCFTE 2010 aims to make teacher education more holistic, reflective, inclusive, and professional. By focusing on a constructivist approach to learning, integrating theory with practice, and fostering continuous professional development, the framework aims to prepare teachers with the skills, proficiency and values needed to meet the evolving needs of pupil and society.

The National Education Policy (NEP) 2020 anticipates a broad vision for transforming educational landscape of India, with a specific emphasis on improving education for teachers to meet the importunity of the 21st century. It recognizes that teachers in the society play a crucial character in shaping the quality of education, and their development is a priority for ensuring better learning outcomes for students. The NEP 2020 for teacher education emphasizes a

transformative transpose in preparing educators who are not only knowledgeable in their subjects but also capable of fostering critical thinking, creativity, inclusivity, and technological literacy in their students. The focus is on ensuring that teachers receive a well-rounded, continuous, and reflective education, while also emphasizing the development of teachers as professionals and lifelong learners. By addressing these areas, the NEP 2020 objectives to elevate the quality of teaching and, intern, improve the quality of education in India.

Preparation of the teachers in the context of Recent Developments in Teacher Education:

It is very profound and easy to locate that in the present scenario teacher education has to respond sensitively for emerging demands from school and classroom. In this light one finds it immensely important to understand the role of teachers in general and also to earmark the role of teachers of various disciplines. It is obvious that the specific disciplines on one hand challenge the teachers to adopt some specific ways and means to encourage teaching-learning situations, on the other hand they demand that teachers must also follow the most commensurate role according to the needs of classroom and learners in the present time.

In order to situate the questions of this research it becomes a necessity to outline a frame, which describes the vision of and expectations from an emerging commerce teacher. There is no existing framework that defines the preparation of teachers of different disciplines separately. All the existing theory about teacher preparation and teacher education provides the basis to delineate requirements of teacher preparation in three major disciplinary categories i.e. science, language and social science. NCF 2005 and NCFTE 2010 also draw upon the large body of teacher education theory and the discourse of teacher preparation to make observations and recommendations about emerging teacher preparation in India.

Viewing the Preparation of Commerce Teacher in the context of relevant developments in Teacher Education:

Based on the discussion in the previous sections, the researcher has tried to build up a vision of preparation of a commerce teacher in the following paragraphs.

There is no dichotomy in the envisaged role of teachers of any subject area considering that thrust of teacher preparation remains the same irrespective of subjects taught. So, teacher education addresses and arrives at integrative practices, makes reflective teaching central aim of teaching-learning process, and focuses on building capacities of teachers to enable learners construct knowledge. It also acknowledges learners as active participants engaging in enquiry, exploration, application and reflection and teachers as facilitators of knowledge in classroom. So it is pertinent to say that teacher today has some broadly defined role and

specific qualities to achieve that must also form part of all teacher preparation programmes.

Similarly, it can be argued, that commerce teachers must also showcase adeptness in acquiring this changing role and addressing the shift. Preparation of commerce teacher must therefore provide opportunities to actively engage in reflective practice and critical teaching situations. As the NCF2005 envisions, It should also focus on the participatory process in classroom where a teacher can share the social context of the learner and be sensitive to the needs of learners in diverse classrooms. It should enable the teachers of commerce view knowledge as personal experiences and constructed in context of teaching- learning. Thirdly, the teacher must obtain an opportunity to engage with multidisciplinary nature of the subject and emphasize the need to form linkages within the various content areas. Teachers must be made to see that there is no division between content and pedagogy and they must organize such situations of learning that allows more space for enquiry and exploration leading to creation of ideas, positions and construction of knowledge by the learners. It is therefore crucial to focus on the preparation of commerce teachers, the emerging linkages between commerce and other disciplines, addressing reflective and critical pedagogic processes, analyzing classroom as diverse and containing multiple realities, forging link between, content, pedagogy and technology to create more viable learning situations for construction of knowledge through well chosen tasks and processes. Developing teaching values and skills through building up professional competencies and strengthening personal development has to be an integrated aim. Lastly, it can be said that the theory of teacher education very specifically earmarks the shift in preparation of teachers in the present scenario and it is significant to view these changes in teacher education programme to prepare advanced and potential teachers.

Summarization

After re-visiting the focal points as highlighted by the various Commission and Committees on Education and Teacher Education and the Emerging Role of the teacher, the role and place of Commerce teacher can be understood in the following context. This is also based on our understanding of the discipline of Commerce per se.

Generally commerce teachers are expected to teach Business Studies and Financial Accountancy at +2 level in the schools. Seeing the nature of two subjects, commerce teachers should have the following qualities:

- Since commerce-based subjects are being taught at +2 level of the school, commerce teachers need to be post graduates in commerce along with degree of B.Ed. with commerce-based teaching subjects.

- Commerce teachers are expected to familiar with the latest business developments.
- Commerce teachers should be good facilitator, as a facilitator he/she should encourage inter-action and engages the students in the thinking process to solve their problems.
- A commerce teacher needs to be a good career counselor.
- Commerce teachers should have the knowledge of computer operations to make the learners understand accounting procedures in accounting software.
- Commerce teachers should have the capacity to organize the business related co-curricular activities e.g. trade fairs, exhibitions, meetings and interviews, etc.
- Commerce teachers should be reflective to enhance the professional growth of teaching and learning process.

Conclusion

The understanding of concepts based on developments in education, teacher education and the various suggestions given by the Education Commissions, Committees and National Curriculum Frameworks have been discussed in this chapter. The understanding of these has helped to clarify the direction of the research and enabled the researcher to understand the issues involved in the topic. The way that knowledge is portrayed in textbooks and other resources must be considered in light of the greater issues that the country and humankind are currently experiencing. Every subject in the curriculum cannot ignore these more significant issues, so the suggested knowledge for each subject area must be carefully considered in light of the socioeconomic and cultural contexts and objectives. In order to meet this challenge, we must prioritize social justice and quality in curriculum reform.

It is necessary to have a clear orientation toward values related to harmony and peace. Concern for life quality in all of its aspects is a component of excellent education. Therefore, rather than being merely value premises, a concern for peace, environmental preservation, and a propensity for social change must be seen as essential elements of quality. The NEP 2020 for teacher education emphasizes a transformative shift in preparing educators who are not only knowledgeable in their subjects but also capable of fostering critical thinking, creativity, inclusivity, and technological literacy in their students. The focus is on ensuring that teachers receive a well-rounded, continuous, and reflective education, while also emphasizing the development of teachers as professionals and lifelong learners. By addressing these areas, the NEP 2020 aims to elevate the quality of teaching and, in turn, improve the quality of education in India. Hence all the commission and policy recommended the importance of holistic teacher development, which includes not only subject knowledge but also an understanding of pedagogy,

psychology, ethics, and socio-cultural contexts. Teacher education should promote the overall development of teachers—intellectual, emotional, social, and moral.

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