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2nd semester

Topic : - Development of Teacher Education In
India(post independence era)

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2.B.2 TEACHER EDUCATION IN POST INDEPENDENCE INDIA :

2.B.2.1. THE UNIVERSITY EDUCATION COMMISSION (1948-49)

Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another.

The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a first hand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of inter-university planning.

2.B.2.2. THE PLAN PERIOD IN FIFTIES

In 1950 the first conference of Training Colleges in India was held at Baroda and exchange of ideas took place. The conference discussed programmes and functions of the training colleges.

In the following year, i.e. 1951, the second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organized for college teachers at Mysore. The syllabi in teacher education were revised, new areas of specialization added, and practical work improved. There was a spurt of work-shops, seminars and conference on teacher education.

One of the important events of the plan decade was the Report of the Secondary Education Commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges.

It suggested two types of institutions: (i) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized and officiated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. It recommended three years' teaching experience for M.Ed. Admission, after graduation in education.

The enthusiasm for seminars, work-shops, etc., led to the establishment of Extension Centres. In 1955 the All India Council for Secondary Education was established. The Council through its Extension Centres imparted in service education. In 1957, the All India Council for Elementary Education was formed.

The Second Five Year Plan was launched in 1955-56 and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of Rs. 17 crore was apportioned for increasing training facilities.

All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to co-ordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

2.B.2.5. THE KOTHARI COMMISSION, (1964-66)

In 1964 an Education Commission was set-up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational set-up. The Commission observed that a sound programme of professional Education for teachers was essential for the qualitative improvement of education. The Commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers' colleges with the universities, schools and the teachers' colleges themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the State Governments to prepare a plan for the expansion of training facilities.

The Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some Universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States set-up State Boards of Teacher Education. These changes were welcome steps in the field of teacher education and were expected to meet the needs in this field.

The Planning Commission in the Fourth Five Year Plan (1969-74) laid emphasis on Teacher Education for improving its quality, training more women teachers and teachers from tribal communities, training science and mathematics teachers for the middle classes and organizing in-services training. It suggested correspondence courses for the training of teachers already in service. It recommended greater co-ordination between the NCERT