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2nd semester

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

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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.

2.B.2.6. THE SEVENTIES

During the seventies there was much emphasis on implementation of the new pattern of education, i.e. 10+2+3 pattern. This called for rethinking and reforms in teacher education. In 1973, a bold and imaginative step was taken by the Government of India. It set-up the National Council for Teacher Education (NCTE) which was to work as a national advisory body for teacher education. The NCTE drafted a curriculum for preparing teachers for the new 10+2 pattern. The new curriculum was a task-oriented. The framework envisaged that the teacher should play the role of the leader inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development. The framework defined the objectives of teacher education in very clear terms, developed the relationship with the community, emphasized and worked out the Socially Useful Productive Work (SUPW), and defined the role and functions of the teacher in the emerging Indian Society.

2.B.2.8 CHALLENGES FOR THE EDUCATION POLICY

In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisaged an educational system which would prepare the youth for the 21st century. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that

much of teacher education was irrelevant, that selection procedures and recruitment systems were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme and on in-service education.

The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986. According to National Policy on Education (NPE) 1986, stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETs) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There was provisions for research and innovation in IASEs.

The revised National Policy on Education, 1992 also emphasized the functioning of teacher education institutions.

There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions. During the year 1998-99 the NCTE received 2426 applications from the existing training institutions for recognition and conducting teacher training courses. Recognition was subsequently granted to 408 institutions in addition to 1294 institutions accorded provisional recognition. Similarly, 1349 applications were received for starting new institutions and courses. Recognition was accorded only to 277 new institutions/courses. Besides, provisional recognition was accorded to 1035 institutions.