

TEACHER EDUCATION AND FIVE-YEAR PLANS

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ABSTRACT

The study of policy perspective indicated that many of the recommendations made by various commissions and committees regarding secondary teacher education from time to time have been implemented by the Government of India. After independence, in order to provide secondary teacher education a number of public institutions were established by the central as well as the state government. In this way various five years plans also laid stress on teacher education in the country. Outlays were ear marked for teacher education related programmes over different five year and annual plan periods. And this study also has shown that during the last seven decades after independence, teacher education has come a long way from its initial bleak structure to gain identity as a complex network of institutions and programmes. The expansion of pre-service secondary teacher education in India in a particular way, has been quite impressive. It has also been concluded that in the flush of enthusiasm for quantity, quality of secondary teacher education has largely been sacrificed. So in this study researcher try to draw an outline the role of five year plans in the field of teacher education .

Keyword: Teacher Education, Five-Year Plan

INTRODUCTION:

This study is solely based on secondary information and secondary sources like govt. documents, reports, articles , new paper articles etc.

Objectives of the study:

- To study the policy perspectives in secondary teacher education in India after independence.
- To study the expansion pattern of secondary teacher education in India after Independence.
- To study the working role of Five-Year Plan in the field of teacher education programme in India
- To study the views and perceptions of teacher trainees, parents, teacher educators and Principals about various issues related to the secondary teacher education vis-à-vis societal needs.

Teaching has been considered as a noble profession in this country since ancient times. In order to develop the personality of his students, the teacher had to impart knowledge, inculcate various skills and develop in them a particular attitude towards life and nature. Although there were no formal institutions for training the teachers, yet the teachers knew the art of communication, possessed high moral qualities and were well learned. The society respected them very much. In the Jataka period, monitors used to help the regular teachers in

the teaching work. The class was divided into a number of groups and each group had a monitor. A senior student was generally made monitor and as soon as the monitor got enough experience and proficiency in the teaching work he was appointed as a regular teacher to teach the young students.

It may be appropriate here to trace the development of teacher education in the five year plans so as to highlight the focus of concern over the years since independence. After achieving Independence, India adopted the planning process for its economic and social development through five yearplans. The first Five Year Plan was formulated and its implementation was started during the financial year 1951-52. Education was included as one of the human social development components right from the First Plan. Teacher Education covering training of elementary and secondary level school teachers has been assigned due importance in the planning process of school education. Outlays were earmarked for teacher education related programmes over the different Five Year and Annual Plan Periods.

First Five-Year Plan:

It was observed that the position of expansion of training facilities for teachers was highly

unsatisfactory. A very large percentage of them were untrained. In 1949-50, the percentage of untrained teachers was 46.4 in secondary schools. For the purpose of educational reorganization, most of the trained teachers also required considerable retraining. Expansion of training facilities, therefore, deserved very high priority.

The scales of pay and conditions of service of teachers were generally very unsatisfactory to constitute a major cause of the low standards of teaching. It may be observed that teachers' training facilities expanded differently at different levels. While the number of trained teachers during the year increased by 54 percent in the case of secondary schools. It may be mentioned that a high percentage of development of training facilities at all levels was contemplated during the Plan period. But the existing facilities were so insufficient that this increase could not make much impression on the prevalent situation where a very high percentage of teachers belonged to untrained category. Thus, the percentage of untrained teachers in 1950-51 was 44 in the case of secondary schools. As a result of expansion of training facilities during the Plan period, the percentage of trained teachers was estimated to rise by 6 percent in the case of secondary teachers.

Second Five Year Plan:

Teacher is viewed as the pivot in the system of education. This was specially the case during the period of basic change and reorientation. There was general consensus that the teaching profession failed to attract a sufficient number of persons who adopt teaching as a vocation and that far too many persons work as teachers for short periods and then move on to other occupations. Improvement in the conditions of teachers was, therefore, considered to be an important desideratum of progress in education. Measures, which were necessary, whether by way of better training or better salaries and conditions of service, were held back because of the large number of teachers involved. Thus, the number of teachers had risen from 7.3 lakhs before the first plan to 10.24 lakhs in 1955-56 and was expected to further increase to 13.56 lakhs in 1960-61. In the Second Plan, Rs. 17 crores were provided for increasing training facilities for teachers and, besides expanding existing institutions, it was proposed to establish 231 training schools and 30 training colleges. At the end of the Second Plan, it was expected that the proportion of trained teachers would increase to 68 per cent in secondary schools.

Third Five Year Plan:

It was targeted that by the end of the Third Plan, the number of training institutions would increase to 1424 and all of them would impart training on basic lines, the number of pupil teachers on roll being about 200,000 as compared to 135,000 in 1960-61.

Fourth Five Year Plan:

At the secondary stage, the number of teachers in 1968-69 was estimated at 0.525 million, of whom 0.381 million or 73% were trained. The training facilities available, at this stage, were considered adequate and could be easily expanded according to the perceived need. The correspondence courses organized by the Central Institute of Education, Delhi and the four Regional Colleges of Education facilitated the process of speeding up the training of untrained teachers. The main programmes during the Fourth Plan addressed their concerns to improve standards of teacher education at this level and to organize a large number of in-service education programmes, especially for mathematics and science teachers. Funds were placed at the disposal of the University Grants Commission to improve physical facilities of the departments of education in universities and secondary training colleges and to upgrade the professional competence of the teacher educators working in them. These programmes were coordinated with those of the National Council of Educational Research and Training, State Institutes of Education and State Institutes of Science Education.

Fifth Five Year Plan:

It may be noted that the plan outlays for education during the first three years of the plan had been somewhat modest because of the economic constraints but the growth in the total governmental expenditure on education, both plan and non-plan, must be considered substantial. In addition to the expansion of educational facilities, provision could also be made for curricular re-orientation, work experience and strengthening of educational institutions for teachers. Under the 20-Point Socio-Economic Programmes, three components namely, provision of books and stationery to students at cheaper rates, supply of essential commodities to hostel students at subsidized prices and expansion of apprenticeship training programmes were undertaken. The capacity of the textbook printing presses was enhanced, book banks continued to be established in educational institutions and the coverage of apprenticeship scheme was expanded.

Sixth Five Year Plan:

It was proposed to emphasize and to allocate adequate funds for several programmes of qualitative improvement such as introduction of socially useful productive work, curricular reform so as to link education to the environment and to make it relevant and interesting to children, relating school vacations to climate and agricultural conditions, provision of equipment and provision of cheap but effectively useful buildings constructed, as far as possible, out of materials by local communities, improvement in the quality of school books, adoption of dynamic methods of teaching and evaluation, emphasis on better teaching of the basic subjects of language, arithmetic and science, creation of scientific awareness and inculcating scientific attitude, better pre-service and in-service education of teachers and improvement of supervision.

Seventh Five Year Plan:

The major concern during the period was that the training of teachers should comprise, apart from pedagogy, the use of mass media, science and technology, planning and curriculum design for local environment-based courses, mobilization and use of community resources and other relevant subjects. A special emphasis was required to be laid on teaching methods and other measures particularly needed for first generation learners and for reducing the number of drop-outs. Teacher training institutions were to be developed and strengthened accordingly. Facilities were contemplated to be created for the training of additional teachers required during the Seventh Plan period. There was as yet no adequate infrastructure in the country for the training of teachers in non-formal and early childhood education. Training of such teachers was thought to be organized by suitably strengthening the existing teacher training centers. Considering the number involved (over 2.5 million teachers), institutionalized in-service education of teachers was difficult to manage not only due to the huge costs involved but also due to lack of facilities for training. It was, therefore, necessary to think of a variety of training arrangements. Among other, these included:

- i)** In-service education by utilizing the mass media, as was done during SITE;
- ii)** Adoption of schools of lower levels of education by institutions of higher levels for upgrading of teacher competencies;
- iii)** Despatch of teacher guidance notes by training

schools;

iv) Publication of bulletins informing teachers of new developments; and

v) Use of correspondence course materials supported by occasional contact.

It was suggested that one of the essential conditions for continuous improvement in the quality of secondary education is an effective system of in-service training of teachers. The existing facilities had to be assessed, additional requirements indentured and steps taken to meet them. The opportunity provided by the new communication technology was to be explored for this purpose. Here again, special attention was to be paid to the development of requisite software. Training of personnel required for effective use of modern communication technology and computers in education was envisaged to be given very high priority.

Eighth Five Year Plan:

During this period, an important development took place. It was articulated that statutory status be accorded to the National Council for Teacher Education (NCTE) to lay down and maintain standards in institutions and courses of secondary teacher education; the schemes of, STEIs and IASEs be continued and their coverage expanded with a view to strengthening institutional infrastructure and programmes of teacher education and suitable measure for selection and professional development of staff in IASEs be undertaken. It was projected that a large number of teachers were to be covered through in service programmes, both institutional and distance education, and reputed professional organizations were to be encouraged to conduct in-service and refresher courses for teachers. Open universities at the national and State level were to be encouraged to introduce induction teacher training courses to supplement efforts of the existing training institutions. The bulk of seats in teachers " training colleges were to be reserved for rural women.

Ninth Five Year Plan:

It was observed that number of teachers working in elementary and secondary schools recorded a six-fold increase from 7.5 lakhs in 1951 to 45.28 lakhs in 1966, with female teachers constituting 34.3 percent of the total number in 1966. The budgeted expenditure on education had recorded an increase from Rs. 644.6 crores in 1951-52 to Rs. 36, 529.29 crores in 1996-97 It was set forth that during the plan period the draft curriculum framework

developed by the National Council for Teacher Education (NCTE) be finalized and made the basis for curriculum change in institutions for teacher education. The assumption was that it would help improve the quality of teacher education programmes. The process of strengthening Teacher Education Programmes be given further impetus by upgrading the physical and academic infrastructures of-

- National Council for Teacher Education (NCTE)
- Departments of Education in Universities;
- State Councils of Education Research and Training (SCERTs);
- Colleges of Teacher Education (CTEs);
- Institutes of Advanced Study in Education (IASEs);
- Block Resource Centers/ Cluster Resource Center (on a pilot basis).

To supplement the efforts to improve school effectiveness, an institutional mechanism was to be put in place to provide on-the-spot counseling and guidance to teachers located in remote areas. This was thought to be in the form of mobile teams of resource persons (MTRPs). Logistic arrangements were to be location specific, based upon felt needs and environment.

Tenth Five Year Plan:

- The Tenth Five Year Plan (2002-07), besides addressing the issue of quality, placed an exclusive emphasis on teacher education. For professional development of teachers, the focus given has been on:
 - Enhancing pre-service training facilities in selected districts where the present capacity is not adequate;
 - Extending the provision of pre-primary teacher training by strengthening existing institutions that provide, or are willing to provide, pre-service education for the preprimary stage;
 - Development of courses for in-service education of teachers that may carry credits and linking these to promotions and benefits.
 - Speedy completion of CTE/IASE projects sanctioned but not completed upto the end of the IX Plan period;
 - Making CTEs, IASEs sanctioned upto the Ninth Plan period optimally functional and operational;
 - Sanction and implementation of fresh CTE/IASE projects to the extent necessary.

Eleventh Five Year Plan :

In the process of formulation of 11th plan, a number of working groups, Steering Committees and Task

Forces were set up for going into details of policies, plans and programmes of different sectors and to make recommendations on various policy matters. For teacher education, the relevant Working Group Report has recommended that the 11th Plan lays stress on -

- Working out an integrated perspective in respect of teacher education system that links Early Childhood Care and Education, Elementary Education, Secondary and Higher Education with teacher education at every level;
- Teacher education has to be inter-disciplinary in terms of institutional structures;
- Teacher education has to enable teachers to reconstruct the view of knowledge in various disciplines along with developing a critical understanding of curriculum and pedagogy;
- Teacher education has to emphasize the social, cultural, economic and political content of children;
- Continuous professional development of teachers;
- Filling systemic gaps.

CONCLUSION:

During the seven decades after Independence, teacher education has come a long way from its initial bleak structure to gain identity as a complex network of institutions and programmes. The expansion of pre-service teacher education in general and secondary teacher education in particular is quite impressive, if we look at the quantitative growth in terms of teacher education institutions. From a mere 10 secondary teacher training institutions in 1948, the number has increased to 6363 in 2010. Moreover, many reports and articles on teacher education indicate that in the flush of enthusiasm for quantity, quality of teacher education has largely been sacrificed. There are a variety of institutions imparting secondary teacher education in India and this implementation is possible by the active and working role of Five-Year Plans.

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