

ACCOUNTABILITY OF TEACHER

RECOMMENDATION OF VARIOUS COMMISSIONS

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Introduction

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- Accountability of teacher is very significant aspect in teacher education. It is very essential for quality assurance in education. The concept is more relevant in profession like teaching to ensure teachers responsibilities. This is necessary if educational accountability is to be successfully implemented.

Accountability of teacher

Good Biddle and Murphy define accountability as follows:

1. Making them responsible for people is accountability.
2. It is not unilateral concept. In the educational system the principal, teachers and non-teaching staff and the community is accountable for the products of education.

ACCOUNTABILITY TO WHOM? TEACHERS ARE ACCOUNTABILITY TO

- STUDENTS
- PARENTS
- SCHOOLS AUTHORITIES
- GOVERNMENT SUPERVISION

CRITERION OF ACCOUNTABILITY TOWARDS LEARNERS

- ❖ Love and affection for children.
- ❖ Tolerance towards their mistakes, mischief coupled with their pedagogically correct interpretation.
- ❖ Towards this progress and development.
- ❖ Towards their human empowerment.
- ❖ Core for the development of quality of life among the children.

CRITERION OF ACCOUNTABILITY TOWARDS PARENTS AND COMMUNITY

- Children of the poor and deprived section need extraordinary care and love
- Encouragement to make them educated
- Encouraging Adult to joint adult education and non-formal education
- Enrolment of children into formal school
- Develop sense of equity for the children of the poor and illiterate parents.
- Community mobilization for development of school.
- Willingness to participate in enrollment drives.
- Develop a sense of belongingness with the community

Criterion of accountability towards school management

- ❖ Account to the management, action acts, programmes.
- ❖ Develop mutual trust and respect.

CRITERION OF ACCOUNTABILITY TOWARDS EDUCATION DEPARTMENT:

- Follow rules and regulations with meticulous care.
- Obedience and strict observance of education acts, programmes and policies.
- Participation in department programmes' whole heartedly.

HOW TO ACCESS ACCOUNTABILITY AMONG TEACHERS

1. Allocation for construction of school building should be increased in the central and state budget, and community resources mobilized on the basis of equalization. Loans and grants in aid should be given on a liberal basis to provide schools for the constructed of building.
2. The norms and guidance available as a result of the work of a number of committees appointed by the central and state governments and on behalf of Ministry of Education, the Ministry of works and the planning commission, U.G.C. and the central building Research Institute of Roorke and the Indian standard institute, for spacing and planning of school buildings should be put into practice.
3. In view of the shortage of traditional building material and the cost involved, well –designed and constructed Kacha structures should be accepted as a part of the school system.
4. In rural areas, efforts should be made to encourage local initiative and contribution in putting up school buildings. The “nuclear” approach suggested by the Ministry of Education is recommended for general adoption.

RECOMMENDATION OF VARIOUS COMMISSIONS

The recommendation of various commissions is as follows:

Kothari Commission made important recommendations regarding salaries of teachers their status

- Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers and to attract talented young persons into the programmes.
- The most urgent to upgrade the remuneration of teachers substantially particularly at the school stage.
- The system of retirement benefits to the teachers should also of uniformity and purity.

The recommendation of Indian Education Commission 1964-66

- In view of the present unsatisfactory position regarding school building it is necessary to take steps to clear the backlog of unobstructed school.

Hunter Commission

- In 1882 the Hunter Commission came into existence. The commission suggested that the government should conduct examinations for the teacher's trainees both in principles of teaching and practice. Jobs were given to the successful candidates. At the same time the Indian Education Commission (1882) also made the training of teachers a condition for initial employment in any school but for permanent employment. At the end of the 19th Century there were only 'six training colleges' in India for secondary school teachers. There were none in Bombay.

Hunter Commission

- 1900-1950 was the crucial period in the “Teacher Education”. The government of India’s resolution on education policy, 1904, emphasized that the time has come to extend the system to all provinces where it does not exist and supply trained teachers which shall be adequate to the needs of the secondary schools throughout the country. The resolution also laid down the following norms for establishment of training institutions.

THANK YOU