

Vol 4 Issue 11 May 2015

ISSN No :2231-5063

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, IasiMore
Titus PopPhD, Partium Christian University, Oradea,Romania		

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org

International Recognized Double-Blind Peer Reviewed Multidisciplinary Research Journal

Golden Research Thoughts

ISSN 2231-5063

Volume - 4 | Issue - 11 | May - 2015

Impact Factor :3.4052(UIF)

Available online at www.aygrt.isrj.org

VISION OF TEACHER EDUCATION IN INDIA



Khalil A Bandy

Teacher in Department of Education, Govt. of Jammu And Kashmir.

Short Profile

Khalil A Bandy is Teacher at Department of Education in Government of Jammu And Kashmir.



ABSTRACT:

In the global world, educational institutions perform a significant function by providing the learning experiences and leads towards the light of knowledge rather than the darkness of ignorance. The institutions are not run by big officers, bureaucrats or administrative person but **it's a teacher who plays great responsibility for the society by teaching and provide the oceans of knowledge to the students.** It is true that, the mother is the first school of a child, but she cannot provide that what a teacher can provide to a student. The **National Council of Teacher Education (1988)** states that teacher is the most important element in any educational program and is mainly responsible for the implementation of the educational process at any stage.

KEYWORDS

teacher education , educational process , pre-service education and continuous professional development .

Article Indexed in :

DOAJ
BASE

Google Scholar
EBSCO

DRJI
Open J-Gate

INTRODUCTION :

Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Each society therefore makes some provision for pre-service education and continuous professional development of teachers in order to help them contribute in the growth of society. Besides in the present period where **teacher is considered as second father of a student**. Education without values is just a like a flower without fragrance. The only motive of students to get rid off from their educational responsibilities will never solve the purpose of true education. Unless education shapes your character, it's certainly of no use. Teacher is the future of our nation and infact the future leaders of our society. One can say that, teachers are the mean and generation of true character and morality is the end.

In India, the encouraging news is, almost more than ninety percent of the students of both rural and urban background are now enrolled in schools, either in government schools or private schools. Education in India is constitutionally listed in concurrent list, which gives right to both the governments (Centre and State) to formulate policies regarding education. Moreover, Education in India is well provided by public as well as private sector.

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. Merely increasing enrollment in schools will not serve purpose but the provision of providing quality education both at primary and secondary levels needs to be chalked out, but it's really encouraging that the enrollment is increasing which is a good sign and a kind of indicator that the drop out ratio is relatively coming down.

The constitution of India also provides free and compulsory education to the children between the ages of 6 and 14; it's the fundamental right of every citizen to get free education up to the age of 14. Beside constitutional push, India has also started various policies and taken various initiatives in reaching out to the far flung areas in providing quality education.

POLICIES OF THE GOVERNMENT

Right from the beginning, Govt. of India has taken various steps...

Ministry of education, Govt. of India appointed a University Education Commission under the chairmanship of Dr Radhakrishnan in 1948 and was assigned the task to submit its report on the aims of university education, courses of study and standard of teaching. But interestingly the report submitted was hinting on the need of focusing school education first than on university education. Report categorically said that, our high school and intermediate standards are undoubtedly low, and in order to improve them we need to improve our teaching in schools considerably. We cannot raise examinations standards unless we improve the quality of teaching first.

Govt. of India again appointed a commission under the chairmanship of Dr A. Lakshmanaswami Mudaliar in 1952, very well known as Secondary Education Commission, this commission was assigned the task to examine the prevailing system of secondary school education in the country. This commission strongly recommended that, teachers must receive due training and he or she must be well equipped with all basic teaching methodologies besides focusing on other issues.

Article Indexed in :

DOAJ	Google Scholar	DRJI
BASE	EBSCO	Open J-Gate

VISION OF TEACHER EDUCATION IN INDIA

Later Govt also formed many committees like Committees on the higher education for rural areas in 1954, National Committee on women's education in 1958, Review committee on education in 1960, Committee on emotional integration in 1961, Study Group on the training of Elementary Teachers in India 1961 under the Chairmanship of Shri Raja Roy Singh on 31 October 1961. The Group was appointed for preparing a programme for the improvement of teacher training at the primary stage. Education Commission in 1964-66 under the chairmanship of Prof. D.S. Kothari, Chairman, University Grants Commission. This was the first Commission which had the purview of all stages of education.

Almost every commission and committee when submitted its report, stressed upon the provision of quality school education particularly at primary and secondary level. The trained teachers requirement was the other most stressed recommendation almost by every commission and committee. Actually the quality of a nation depends upon the quality of its citizens and quality of citizens will in turn depends upon the quality of their education system and no one would argue about the dependence of the whole education system is only and only on the quality of their teacher.

Our education system will get a definitive boost if focus can be laid down on:-

- 1-The length of the academic preparation.
- 2-The level and quality of subject matter knowledge.
- 3-The repertoire of pedagogical skills that teachers possess to.
- 4-The degree of commitment to the profession.
- 5-Sensitivity towards contemporary issues and problems.
- 6-The level of motivation.
- 7-Understanding level and interest of the students.
- 8-Provision of proper teaching and learning environment.
- 9-In Primary and pre Primary level, Play way methods and techniques needs to be undertaken.
- 10-Teachers should undergo proper training from time to time.

As for as governmental support in terms of budgetary allocation is concern, it's almost sufficient and acknowledgeable. Both the governments of centre and states specifically allocate budgets for the education sector, that too separately for higher education and school education. Specially meant schemes like (SSA) Sarv Shiksha Abhiyan and RMSA must be appreciated at any cost, beside huge allocation of funds, Govt also laid down special stress on mid day meal scheme to increase the enrolment in the govt schools.

VISION OF TEACHER EDUCATION

Teacher education has to become more sensitive to the emerging demands from the school system. For this, teachers needs to play dual role for the meeting the all the emerging demand.

Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and,

An active member of the group of persons who make conscious effort to contribute towards the

Article Indexed in :

DOAJ	Google Scholar	DRJI
BASE	EBSCO	Open J-Gate

VISION OF TEACHER EDUCATION IN INDIA

process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

To be able to realize such expectations, teacher education has to comprise such features as would enable the student teachers to:-

- A teacher must always care for his students and in turn students must love to remain with teacher in school campus during school time.
- A teacher must also be able to understand students within social, cultural and political contexts.
- View learning as a search for meaning out of personal experience;
- Understand the way learning occurs, possible ways of creating conducive conditions for learning, differences among students in respect of the kind, pace and styles of learning.
- A teacher must view knowledge generation as a continuously evolving process of reflective learning.
- A teacher needs to be receptive in nature and wish for constantly learning.
- A teacher must view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.
- A teacher must view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
- A teacher must own responsibility towards society, and work to build a better and developed nation.
- A teacher must have a sound knowledge base and basic proficiency in languages of its concern.

As the teaching community is considered as the future builders and hope of the future for the coming eras, a teacher indeed needs to be respected whole heartedly by the society. The current system of schooling poses tremendous burden on children. Educationists are of the view that, the burden arises from treating knowledge as an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The best of the education system requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge.

Impact of National Policies:

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education-

The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and,

The National Curriculum Framework for school education, 2005.

The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crores children in the 6-14 age group till class 8.

Article Indexed in :

DOAJ	Google Scholar	DRJI
BASE	EBSCO	Open J-Gate

VISION OF TEACHER EDUCATION IN INDIA

Inclusive Education:

There are two kinds of provision prevalent in schools; one is for child with disabilities and the second one about those students who belongs to the socially and economically deprived backgrounds. There is a dire need to equip teachers to overcome their biases in these regards and positively handle these challenges.

The Persons with Disabilities (PWD) Act of 2005 provides for free and compulsory education up to the age of 18 years for all children with disabilities. The education of socially and economically disadvantaged groups, especially the SCs, STs and minorities has remained a primary national concern of education for several years. The enrolment and retention of girls and therefore their participation has also remained behind those of boys. Teachers will have to be specially equipped if the social deprivation has to be overcome through education. To realise the goal of inclusive education, until the marginalised section not had been incorporated, the real target and goal will not be achieved.

Role of Teacher:

A teacher indeed not just a teacher when he/she is doing his/her job. The aim of pre-primary education is that, child develops learning to learn skills and positive self image, acquires basic skills, knowledge and capabilities from different areas of learning in accordance with their age and abilities.

The difference roles teacher performs at the pre-primary level are:

Manager

As a manager observes class's overall feeling and tone. Consult with other teachers for curriculum ideas, sharing materials and scheduling common activities.

Facilitator

- Assist children who need individual help to work.
- Remain in contact with the whole group and sense changing mood or activity.
- Treat children with unconditional positive regard and provide individualized care for needs.

Evaluator

- Provides proper atmosphere for the development.
- Organises activities properly so that preschool children pick them up quickly.

Guide & Counsellor

- Give guidance about how to interact with others.
- Develops healthy & safe play environment.
- Meets with other educational professionals and parents to discuss above the improvement of

Article Indexed in :

DOAJ Google Scholar DRJI
BASE EBSCO Open J-Gate

VISION OF TEACHER EDUCATION IN INDIA

classroom techniques and progress of children.

CONCLUSION:

No one would ever doubt and question about the utility of teacher education but we certainly need to understand that, can we claim to be a responsible citizen and a real successful human being by just focusing on teacher education, after all we also needs to be a bit spiritualistic in nature too for the realisation of actual mean of the education. Besides providing motivation and guidance to our youngsters, value education also builds character which is beneficial for growth of both the individual and the society in general. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it cannot guide you to lead your life. Education must teach a person what life is and what its goal is.

As the teachers are builders of the nation and the students are the icons of the future. Educational institutions are sacred places. Students cherish their career in the wake of moral values with spiritual blend, innovative and creative talents and skills at the educational institutions along with emphasis on extra-curricular activities which are very essential for a person's physical and psychological growth and development. Girl child education is inevitable in countries like India. Since, it cope the family, society and nation at large for generations together. Teachers and governments, parents should feel responsible towards making the right leaders for tomorrow.

Above all the role of educational institutions is inexorable in imparting value-based education at large to make superior human capital.

REFERENCES

- [1] Dr. Y.N. Sridhar- value development. www.ncte-india.org
- [2] Divine Vision by Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilyam ,Andhra Pradesh, Nov, 2006.
- [3] Akhiles Debey – Commercialisation of Education in India-APH Publication, New Delhi.
- [4] Mohanty Jagannath (2000) Teacher Education in India
- [5] Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.
- [6]. National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
- [7] Wikipedia

Article Indexed in :

DOAJ	Google Scholar	DRJI
BASE	EBSCO	Open J-Gate

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org