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DEVELOPING LEADERSHIP SKILL AT SECONDARY AND HIGHER SECONDARY LEVEL

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ABSTRACT:

In the current years India has taken a fresh and more basic take a gander at the part of training inside the setting of general national advancement. The objectives of instruction take after the national objectives of advancement. This implies advancement of the HR. The improvement of HR is conceivable through an appropriately sorted out program of instruction.

Key Words: health education ,operator of social change ,potential scholastics .

INTRODUCTION :

It is basic, that the instructor needs to accept more noteworthy accountability in order to start activity for the change of society as an operator of social change and subsequently help accomplish the objective of national improvement. In this way achievement in completing



instructive changes and acknowledgment of the new part by the educator relies on upon the quality the instructor which, thus relies on upon the nature of educator training.

OBJECTIVES OF TEACHER EDUCATION PROGRAMME AT SECONDARY LEVEL AS RECOMMENDED BY THE NCTE :

- to keep up the coherence of guideline and to compose understudies for the investigation of heterogenous courses and worthy selection of subjects at the senior optional stage,
- To enable the potential scholastics to embrace disciplinary approach in instructing, and to create among understudies enthusiasm for such reviews.
- To change them to get a handle on the ramifications of facilitating, privatization, financial process (LPG) free market, W.T.O. furthermore, Outsourcing and so on training and embrace precautional measures against their unsound impacts.
- to mentor them inside the utilization of ICT, its endowments, disservices and shields,
- To shorten academic and social crevice between the affluent and furthermore the poor the schools implied for them by embracing proper instructive methodologies.
- To create among the potential scholastics cherish for Indian culture, and its commitment to the planet and to impart a method for national pride and character.
- To change them to build up the showing abilities and execution aptitudes for the topics they have to

show, exploitation satisfactory guides and also ICT, sort out supplementary scholastic exercises and inspire group participation,

- To enable understudy scholastics not exclusively to get a handle on the character of subjects however conjointly the solidarity and trustworthiness of information,
- to sort out them for the occasion of demeanor, instilling of qualities, cultivating the soul of citizenship and super patriotic feeling.
- to frame among them the consideration of natural assurance and wish to keep up Associate in Nursing environmental adjust.
- To change understudies to collect, build, technique and use data according to the need of conditions,
- to help them to know the most push of the program and create adequate value-based and investigation courses for indistinguishable.
- To change them to incorporate Hinduism, wellbeing, physical, tasteful and exhaustive training with option scholarly exercises.
- To change the potential scholastics to arrange and sharpen the researchers with care and alert in regards to Life ability instruction. HIV/AIDS preventive training, productive wellbeing, and so forth.
- To create among them the ability for big business activity examination for rising the standard of instruction, for the appropriate response of its issues and to develop the way of life particular and group ordained teaching method.
- to help them advance upbeat and sound staff and group relationship and advance enthusiasm for deep rooted learning,
- To familiarize them with Indian country's particular character of 'solidarity of assorted qualities' and embrace program advancement practices to fortify them.
- So also, somewhere in the range of a ton of goals is likewise created in consonance with the rising patterns inside the setting of local to world situation.

OBJECTIVES OF TEACHER EDUCATION AT THE HIGHER SECONDARY STAGE AS RECOMMENDED BY NCTE (ACADEMIC STREAM) :

1. To create among educators an adequate sought viewpoint about scholastic stream and comprehension of its inclination, reason and rationality,
2. To make them mindful of the reasoning, reason and showing learning techniques of the subjects they need to educate,
3. To enable them to make indepth instructive investigation of the subjects they need to educate and comprehend their importance to tertiary training.
4. To engage imminent educators to fathom the attributes of understudies for making reasonable instructive arrangements for them.
5. To empower them to guide learners and set them up for self–ponder, free learning, to create reference aptitudes, attempt aggregate learning, basic considering, conceptualization, self – assessment of their own execution and get information/data from ICT, broad communications and MCLS,
6. To create among them the abilities to convey dynamic and complex thoughts and ideas in straightforward terms,
7. To make them comprehend the targets, value-based systems, assessment strategies and educational modules outlining in various territories of learn at this stage,
8. To enable the forthcoming understudy educators to comprehend the territorial indicates and instructive requests and set up connection with the standard of national life and to propose reasonable arrangements there off.
9. To create among them the aptitudes for advancing devoted feeling national cognizance, social

attachment, collective amicability and widespread fraternity.

10. To empower the viewpoint educators to develop require based and culture particular teaching method,

11. To make them mindful of national issues, ecological emergency and Indian social ethos and

12. To empower them to situate and sharpen the understudies about HIV/AIDS, preventive training and to acquire attitudinal change understanding numeriuos issues identifying with solid life, fundamental ability advancement, shame and segregation and so on.

STRUCTURE OF TEACHER EDUCATION PROGRAMME AT SECONDARY AND HIGHER SECONDARY STAGES AS RECOMMENDED BY NCTE :

NCTE while concluding the structure and educational modules system took after two criteria i.e. Adaptability and Integration adaptability for portability of educators starting with stage then onto the next, versatility starting with one teach then onto the next and from pre-administration to in-administration.

Coordination implied incorporating hypothesis part with one aggregate program. Each stage included 3 fundamental zones –

- 1) Pedagogical Theory
- 2) Working with Community
- 3) Content cum philosophy including work on educating

In instructional method center papers were shown center preparing program concentrated on improvement of abilities for educators paying little respect to their subject, zone or level. Each stage will likewise go for creating particular expertise for educating.

Working with group was presented with particular reason for applying hypothesis to genuine circumstance. Weight age to be given to these 3 regions at the optional stage is

Teaching method - 20%

Working with group - 20%

Content cum system - 60%

Weight age at higher optional stage is

Teaching method - 30%

Working with group - 20%

Content cum strategy - half

Section capability at auxiliary stage is graduation with 3 pagers in school subjects with least useless. Term is 1 year. Section capability for higher optional stage is post graduate in 1 of 2 subjects with least 55% at post graduate level. Two sorts of courses i.e. scholastic and professional have been planned.

The attributes of courses of scholastic stream are:

- Differentiated, outlined and particular substance
- Subject and teach introduction preliminary to detail
- Enriched and far reaching educational programs with objective specificity
- Regrouping of subjects into mandatory and optionals
- Emphasis on dynamic and innovative deduction and higher intellectual capacities to manage complex thoughts and confounded ideas
- Directed and centered towards higher reviews

Vocational Stream :

- Job situated

- Skill based
- Useful
- Practical
- Manipulative
- Rich in financial qualities
- Employment or independent work arranged
- Terminal in nature
- Suitable for center level laborers in economy

ROLE AND COMPETENCIES REQUIRED OF THE TEACHER AT THE SECONDARY LEVEL

At secondary level union happens and furthermore understudies are set up for the future life. The point of optional instruction is creating initiative, majority rule citizenship, self – dependent aptitudes, political capacity and social qualities.

The different roles teacher performs at the secondary level are :

1) Manager

As an administrator instructor creates HR i.e. understudies by making enthusiasm for the scholastic, corresponds the subject with different subjects. Likewise as director to create aptitudes of time administration, classroom administration and material administration.

2) Facilitator

- Keeps as a top priority the scholarly improvement of the understudies.
- Develops capacity for theoretical thinking and conceptualization.
- Emphasis on understanding/grasping as opposed to retaining.
- Organised type of learning.
- Values and states of mind critical for attractive method for working in the general public.
- Developing basic speculation and logical disposition.

3) Evaluator

- To screen learning improvement.
- Developing a mindfulness that part of assessment is straightforwardly corresponding to educating.

4) Guide and Counsellor

- Give direction for the improvement arrange i.e. immature about fast physical development, passionate changes.
- Guidance for kind of vocation to be picked, i.e. proficient/specialized and so forth.
- Developing solid mentality towards work.
- Act as a good example.

Competencies Required :

1) Personal

- Physically fit and solid.
- Active and Energetic.
- Emotionally steady.
- Aware of self.
- Socially warm and cordial.
- Intellectually – adore for educating.
- Have standards and qualities.

2) Professional

- Subject Specialist with handle and profundity and upto date information about subject.

- Appropriate instructing aptitudes.
- Ability to experiment with creative strategies for educating.

3) Social

- Develop bury individual and intelligent abilities.
- Be interested in Criticism.
- Achieve the objectives of the establishment.
- Working in joint effort and coordination.
- Be a pioneer.
- Developing affinity and making suitable and benevolent condition .

ROLE AND COMPETENCIES REQUIRED OF TEACHERS AT HIGHER SECONDARY LEVEL :

Teacher performs various roles as –

1) Manager

Teacher manages human resources i.e. students as well as material resources i.e. Equipment, Facilities and so forth. As managing understudies educators ought to connect, share, demonstrate concern, help to get practical objectives and face the disappointment.

2) Facilitator

- Developing life – aptitudes like basic leadership, critical thinking, Critical speculation and so forth.
- Cope with quickly expanding information blast.
- Develop subject ability.
- Be a helper.

3) Evaluator

• Not just assess understudies (Continuous and Comprehensive) additionally, program, Course material and educator her/himself.

4) Guide and Counsellor.

- Friend, confidant, counselor.
- Problems of association with inverse sex.
- Extending exercises to society.

Competencies :

1) Personal

- Develop positive self idea
- Emotionally steady
- Physically stable
- Self – helper
- Wider perusing interest
- Research disapproved
- Competency of Presentation (Communication, Mechanics of conveyance, recreation and aptitudes of educating)
- Competency of looking after teach
- Competency of assessing methods
- Competency of taking care of criticism

CONCLUSION:

We have discussed the objectives, structure, Curriculum system of educator training program at auxiliary and higher optional level. It likewise manages part and capabilities required of educators at auxiliary and higher optional level.

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