



CONTEMPORARY ISSUES AND TEACHER EDUCATION PROGRAMME

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ABSTRACT

Researcher has tried to explore that contemporary issues in Indian education why teach to teacher trainees in educational institution. Today is need to all teachers (inservice/ preservice) have proper knowledge about Indian concerns of education and how many attempts has done for educational improvement of children. Keeping all critic of education Justice verma committee have thinked with pain that our teacher education institutes not prepare the teacher for Indian society by they produce salesman only. Jvc has prepared the programme schedule of teacher education institute and recommend the suggestions that MHRD, NCTE and UGC that reconstruct the curriculum of teaching profession for which two years courses has constructed and run since 2015. In this syllabus contemporary issues in Indian education is compulsory paper to study for all teacher trainees. According to Jvc suggestions VBSPU Jaunpur UP has constructed two years course for teacher trainees including contemporary Indian education. Researcher has used critical analytical approaches of methodology and found the result that contemporary education should be compulsory for all.

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INTRODUCTION

According to the constitution, most of the responsibility of educational organization lies with the State Governments. Some ministries of the central have established schools and colleges at some places under special circumstances. Railways, Defence and Education ministries are main among them. Several big centers of Railway service have been established in some towns and small cities where general education facilities are not easily available to the children of Railwaymen, so primary and secondary schools and colleges have been established by the Railway Ministry at such places according to the local needs. In these educational institutions the service conditions are like those for other Railwaymen but regarding examinations and curriculum etc, these institutions are governed by the local government rules. Central Defence Ministry has established Military Schools (Academics) for preparing students for Military Services.

Special attention is paid to the physical development of children in these schools. Alongwith it, the Defence Ministry like the Railway Ministry has also established schools for the education of children of its servicemen. The education ministry has established secondary schools under the education development programmes and the entire burden of educational provisions in centrally administered areas rest on the Centre. The condition of schools thus established by different ministries is much better than the average schools and due to the attraction of better salaries and service conditions, the teachers, too, are better qualified and efficient. Besides the above efforts made by the different ministries of the Central Government of India for education of the children of Central Government employees, Kendriya Vidyalayas (Central Schools) have been established in 1962 for education of children engaged in various types of Central services. These Kendriya Vidyalayas have been started to serve as model school in collaboration with the National Council of

Educational Research and Training (N.C.E.R.T.) and Central Board of Secondary Education (C.B.S.E.). These Vidyalayas admit children from any family if seats are not filled in by children of Central Governments employees. Needless to state that preference is always given to the Central Government employees children. It may be noted that the Kendriya Vidyalayas are running parallel to the secondary schools run under the jurisdiction of the Central Government and it is too early to say that they are working as models to the schools established earlier for the wards of the employees of the Central Government. The state governments have received a long chain of Government Secondary Schools as legacy of the British rule.

Since then their number has also increased in various States and in some States their form has also changed. In states where there was sufficient number of educational institutions established by other organizations, fewer government schools and colleges were opened than in States which had less of these educational provisions. In some states, secondary schools for general education were converted into multipurpose and technical schools and government girls school were established for the development of girl's education in backward areas. Behind the establishment of new government schools there were the two – fold aims of providing educational facilities to the people in all spheres and to inspire other organizations for establishing educational institution. Even today the new government schools are established on the same basis. The greater the backwardness of a particular area, the greater is the number of government schools in that area.

In democracy, an individual is a part of the nation. So the obligations of the nation are also the obligations of the individual and the number of persons co-operating in the national responsibilities denotes national progress. In India, the efforts of the different individuals and organizations in the field of education, no doubt, reflect the developing feeling of nationalism in the country. Most of the Indian educational institutions fall in this category. A part of the schools of this category has been established by rich people and they are being established even now. Some rich persons have appointed trusts by donating money for establishing schools. The remaining educational institutions have been established by persons and organizations interested in education. Various types of courses are taught at the university stage. The student unrest at the university level is attributed to unsuitability of the curriculum. An attempt is being made to pacify students by seeking their co- operation in the university administration. For this students are opted to serve on some of the committees of the university.

Thus there is an increasing teacher-student co-operation at the university stage. If education has to meet the needs of modern conditions, necessary changes must be introduced in the curriculum and methods of teaching. It is now felt all over the world that curriculum must reflect the needs of the society and those of the individuals to be educated. The various courses of study should be integrated and should not be so much as to over lode a student. In their organization the physical, emotional, mental and social development of the child should be taken into consideration. It is believed that up to the primary stage the curriculum should be so liberal as to develop awareness in the child about his immediate environment. It is from the secondary stage that in the organization of the curriculum the needs of the economic development of the

society may be attended. In Russia, the practicalness of the acquired knowledge is emphasised at the primary and secondary stage. In Mexico learning by doing is emphasized at the primary 'level and learning by production' is the chief objective at the secondary level. In African countries education is being correlated with the needs of the rural environment. In this attempt the students are taught how to keep the environment neat and clean and how to check the pollution of the atmosphere. At educational institutions information's are also imparted regarding population control. The central importance of the teacher is recognized everywhere: In spite of the inventions of the inventions of teaching machines. Radio and television the place of the teacher in education is as secure as ever.

In order to make education meet the aspirations of the individual and society, it is felt that special attention should be given on teacher's education in order that the newly prepared teachers may meet successfully the new challenges faced by education. So refresher and part-time courses are being organized all over the world for keeping the teacher-in-service adequately informed about the latest developments in educational theories and practices. In many countries there is a dearth of teacher of mathematics and science and also of teachers for rural areas. So an attempt is being made to prepare teacher for these purposes. For making their incomplete qualifications fuller diploma courses are also in various allied area of education. The teachers are now encouraged to participate in programmes of community development.

Keeping the above views VBSPU Jaunpur UP has constructed M.Ed. course according to Jvc recommendations as follow-

Contemporary Issues In Indian Education

Objectives: After taking this course the student will be able to

- Critically analyze the contemporary issues in Indian education.
- Under the need for new policies and program for education.

Unit I: Educational Access, Quality, Equity & Universal Values

- Free universal and compulsory school education: SSA and RMSA- provisions, challenges and remedies. Vocational education and education for entrepreneurship. Higher Education: Access, quality and equity concerns.
- Peace, environment and humanitarian concerns, life skills and education, paradoxical trends (alienation-integration, local- global, altruism-consumerism.) Ethics Education. Education for democratic living, education for universal human values.

Unit II: College campuses and issues of participation

- Campus disturbances: Students unrest, Menace of ragging, student entitlements.
- Education and the masses: Public- private partnership, community participation in functioning of institutions.
- Mass concerns (medium of education, drop-outs, weakening of informal agencies).

- Professional bodies in Teacher Education.

Unit III: Management For Excellence

- Online provisions- Entrance, teaching learning and evaluation, knowledge networks (NKC), Institutional websites as MIS, ODE.
- Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC).
- Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC).
- Choice based credits, Internationalization and Credit transfer.

Unit IV: Reorganization of Teacher Education

- Effect of Globalization, Liberalization and Privatization on teacher education.
- Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009.
- Teacher Education Reforms: Justice Verma Commission and Implication for teacher education.

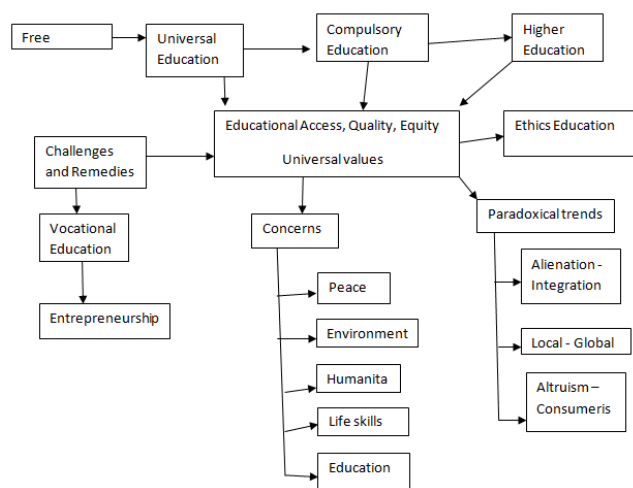
Transactional strategies: Any one

- Critical review of any policy document.
- Case study of Quality institution.
- Group discussion on selected issue – based themes.
- Seminars and workshop.

METHODOLOGY

Researcher has used the analytical approach for content analysis of constructed course of VBSPU Jaunpur UP and to critical analyze the all parts and correlates whose are responsible. Descriptive method has used to know about implementation with the help of participatory observation.

The first unit of course has shifted the paradigm as follow



Analysis

Researcher has done his work what type of paradigm shift in course. For it each unit of course has analyzed as follow

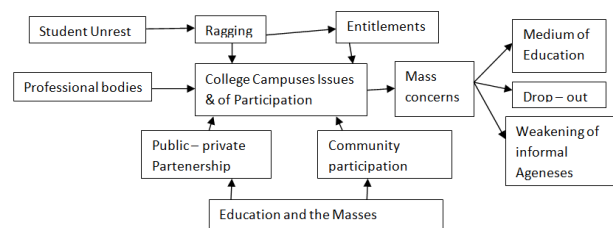
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- Peace, environment and humanitarian concerns, life skills and education, paradoxical trends (alienation-integration, local- global, altruism-consumerism.) Ethics Education. Education for democratic living, education for universal human values.

Unit II: College Campuses And Issues Of Participation

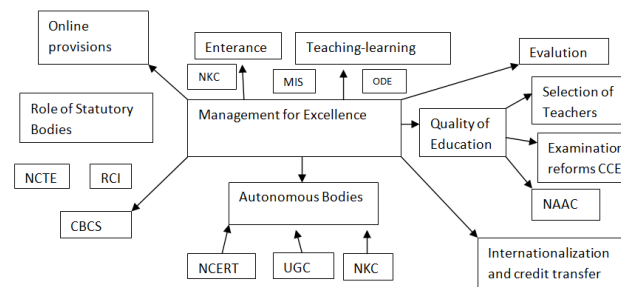
- Campus disturbances: Students unrest, Menace of ragging, student entitlements.
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- Mass concerns (medium of education, drop-outs, weakening of informal agencies).
- Professional bodies in Teacher Education.

This part of course has shifted following paradigms



Unit III. Management For Excellence

- Online provisions- Entrance, teaching learning and evaluation, knowledge networks (NKC), Institutional websites as MIS, ODE.
- Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC).
- Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC).
- Choice based credits, Internationalization and Credit transfer.

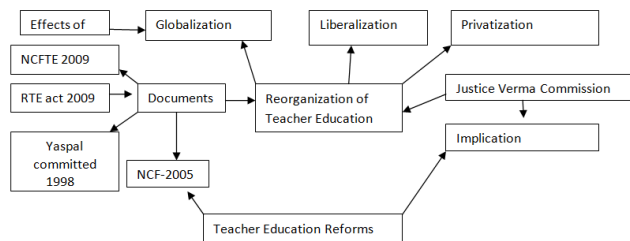


Unit IV: Reorganization of teacher education

- Effect of Globalization, Liberalization and Privatization on teacher education.
- Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009.

- Teacher Education Reforms: Justice Verma Commission and Implication for teacher education.

This unit of the syllabus has shifted following paradigm-



Conclusions

India has been famous in the field of education since ancient times. Besides the ashrams of military education during the Ramayan and Mahabharat periods, institutions of higher education in the Vedic and Buddhist times were centers of attraction for people all over the world. The famous universities of Nalanda and Takshila of that time were autonomous though they received sufficient economic help from the nearby states and the public. Free education was another characteristic of that period. Since then to the advent of the British rule, the Indian educational institutions of all levels were run by voluntary organizations and provided free education. They received generous financial help from the various nearby states, princes and public.

People can only benefit by the developments and the changes in the society if they have the ability to adopt them and education is the only medium for providing this power. Consequently, some important changes had to be made in the educational system in India. Emphasis had been laid down on the development of industries in the Five Year Plans with a view to improve the economic condition in the country. Consequently, some changes were introduced in the curriculum of universities for turning out efficient scientists and engineers.

More importance was attached to the study of science. Side by side, changes were also introduced in the general education for the all-round development of students. This study will exist the paradigm in the mind of student teachers; they can understand that this course will highlight gap area of knowledge about society of India. This study will mile stone in the progressive path of teacher trainees and other professionals.

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