

सुविधाओं का अभाव व्यक्ति को आगे बढ़ने नहीं देता है। इन पर विचार किया जाए।

विद्यालयों में शिक्षकों की उपस्थिति निरीक्षण सम्बन्धी

सुझावः—

की

2. विद्यालयों में शिक्षकों की उपस्थिति सम्बन्धी सुझाव या शिक्षामित्रों पूर्णकालिक उपस्थिति नियमित

की अनिवार्यता का निरीक्षण ऐसे शिक्षकों द्वारा किया जाये जो रहते हैं और अर्धकालिक या सैटिंग के आधार पर विद्यालय में नहीं जाते हैं। उनके प्रति कार्यवाही की जाए और जो नियमित रूप से कार्य करते हैं। उन्हें प्रोत्साहित किया जाए। वेतन सम्बन्धी अनियमितताएँः—

3. शिक्षकों के नियमित वेतन की व्यवस्था की जाए कौवरी वैसे मेरे नहीं तो “जैसी तेरी गीत”

वाली कहावत होती है। और होती रहेगी।

मध्याह्न भोजन सम्बन्धी समस्याएँ एवं सुझावः—

4. मिड डे मील में आ रही शिकायतों के हेतु ऐसे जो कि वर्तनों की व्यवस्था हो ठक्कनदार हों

और भोजन खुला होने पर जिम्मेदार व्यक्ति को दण्डित करने की व्यवस्था हो।

शिक्षण कार्य में ग्राम प्रधान के हस्तक्षेप सम्बन्धी सुझावः— 5. शिक्षण कार्य के समय प्रधान के हस्तक्षेप की समाप्ति की जाए क्योंकि वह विद्यालय शिक्षण कार्य में अनावश्यक हस्तक्षेप करते हैं जिससे शिक्षक अपना कार्य नहीं करते हैं।

प्रधान की और शिक्षक की योग्यता में अन्तर होता है वह अपने व्यावहारिक ज्ञान थोपते हैं जो नहीं होना चाहिये।

महिला शिक्षकों की उपस्थिति के सम्बन्ध में अधिकारियों के प्रति सुझावः—

6. महिला शिक्षकों की उपस्थिति सम्बन्धित अनियमिता पाये जाने पर उनके प्रति कार्यवाही और ऐसे अधिकारी जो व्यवस्था करवाते हैं या व्यवस्था के तौर पर वसूली करते हैं उन्हें निस्काशित किया जाये।

शिक्षकों की चारित्रिक गरिमा सम्बन्धी सुझावः—

7. ऐसे शिक्षक जो कि चारित्रिक तौर पर दोषी पाये जाते हैं उन्हें उम्रकैद नहीं अन्य देशों की भाँति सजा ए मौत दी जाए जिससे इस कूरता को करने का अन्य कोई व्यक्ति दोबारा सिर लडकियों की

नहीं उठाये। आज भी असुरक्षा की भावना हर क्षेत्र में आगे बढ़ने से रोकती है। इस प्रावधान से इस समस्या से छुटकारा मिल सकता है।

ऋद्ध की मुख्य भूमिकाएँः—

उपर्युक्त कार्यों के सम्बन्ध में मेरा सुझाव है कि ऋद्ध के कार्यों में ग्राम पंचायत का हस्तक्षेप नहीं हो या फिर वह अधिक पढ़ा-लिखा होना चाहिये जिससे उसे शिक्षण कार्यों की जानकारी होगी तो वह निरर्थक कार्यों की ओर ध्यान नहीं देगा। प्रधानाध्यापक सम्बन्धी बाधाएँः— प्रधानाध्यापक के कार्य हैं। कुशल प्रशासन कर्ता के रूप में— 1. कुशल प्रशासनिक व्यवस्था लेकिन वह अपने राजनितिक कार्यों में रुझान लेने के कारण

विद्यालय में समय ही नहीं देते या फिर सारी फ्रस्टेशन कही सुनी के आधार पर एक ही दिन में पूरी कर लेते हैं। और साथ ही विषिष्ट प्रशिक्षण कार्यकर्ता की जगह जो टीचर है उसी से काम निकलने की कोषिष में रहते हैं।

पर्याप्त संसाधनों की व्यवस्था हेतु सुझावः—

साधनों की बाधाएँ साधनों की

2. एकल विद्यालय में सीमिति कमी है। और साधनों की कमी का अभाव रहेगा और प्रधानाचार्य का शारीरिक होना तो काम और मानसिक तौर पर शिक्षक

षोषण

और छात्रों का करने का उद्देश्य रहता है।

छात्रा शिक्षक अनुपात सम्बन्धी समस्याएँ एवं सुझावः—

शिक्षक के समक्ष अन्य बाधाएँ:— शिक्षक और छात्र का सम्बन्ध पिता और पुत्र का होता है लेकिन कुछ समस्याएँ हैं जिनके कारण यह व्यवहार नहीं हो पाता है।

1. प्रवेश के नियमों की नीति की बाध्यता एवं सत्र के संचालन के समय शिक्षकों के अनुपात की कमी। 2. विषयवार शिक्षकों की कमी एक ही विषय के शिक्षक से अन्य विषयों का शिक्षण कार्य किये जाने की बाध्यता आदि।

शिक्षण प्रशिक्षण संस्थाओं में आ रही समस्या एवं समाधान:—

पर्याप्त शिक्षकों (स्टाफ:) की अनिवार्यता:—

1. आज बी.एड एवं बी.टी.

सी. कॉलेजों में शिक्षकों की दयनीय स्थिति देखते ही बनती है 100 में से 80 कॉलेज ऐसे हैं जो एक प्रिन्सिपल और एक बाबू से काम चलाने की जुगाड में लगे रहते हैं। ऐसे में आप गुणात्मक शिक्षा की कल्पना कैसे कर सकते हैं।

क्या मानकों को लिफाफे देकर पूरा करने से गुणवत्ता आ जायेगी तो आज देख लीजिये 2010 के सेमिनार से 2016 की स्थिति कितनी उच्च या निम्न है। मेरे जैसे हजारों प्रवक्ता इस षोशण के शिकार हो रहे हैं।

बी.एड/बी.टी.सी. कॉलेजों में छात्रों के प्रवेश सम्बन्धी समस्याएँ एवं सुझाव:—

2. छात्रों के प्रवेश दलालों द्वारा प्रवेश दिये के जाते हैं और छात्रों को प्रलोभन दिया जाता है

कि आपकी बी.एड/बी.टी.सी. घर पढ़ने से हो जायेगी ऐसे में छात्र की मिली घर पर डिग्री में कितनी गुणवत्ता होगी तो मेरा एस.एम.सी. से अनुरोध है कि जिनके विद्यालय हैं। वह अपने

विद्यालय में अच्छे शिक्षकों द्वारा गुणवत्ता परक शिक्षा देने का प्रयास करेंगे तो छात्र उन्हीं के उच्च विद्यालय में प्रवेश पाने के इच्छुक रहेंगे तो इस स्थिति का सामना करना पड़ेगा।

एक कहावत है कि “बोया पेड बबूल का, तो आम कहाँ से आयेगा” जो फल बोया आपने, वैसा ही फल खायेंगे”

वेतन सम्बन्धित समस्याएँ:—

‘डब्ल्यू’ कमेटी की यह धारणा रहती है कि कम खर्च में सारे कार्य पूरे लिये जाए यहाँ पर या तो शिक्षकों की नियुक्ति ही नहीं होगी और गयी तो वेतन नहीं देते 6 माह तक हो कहाँ जाता है। समाजकल्याण से पैसा नहीं आया या छात्रावृत्ति नहीं आयी जब आयेगी तब दिया जायेगा। ऐसी स्थिति में शिक्षकों के समक्ष शारीरिक मानसिक आर्थिक तनाव की स्थिति बनी रहती है कि कार्य को कुशलता जो पूर्वक करने में बाधक होती है अतः मेरा ‘डब्ल्यू’ कमेटी से अनुरोध है

जिस प्रकार हम अन्य

कि कार्यो का बजट बनाते हैं उसी प्रकार से शिक्षकों के वेतन का भी

बजट बनाकर कार्य किया जाये तो शिक्षा में गुणात्मक सुधार के उद्देश्य को पुरा किया जा सकता है। छ।ब्लू छब्ब की टीम निरीक्षण करती है तो सारे मानक कागजों में पूर्ण कर लिया जाता

है। और फिर स्थिति जैसी की

तैसी बनी रहती है। मेरा निरीक्षक कमेटी से अनुरोध है कि

औचक निरीक्षण करा जायें और

इस लिफाफे बाजी के किस्सों का खत्म किया जाये अन्यथा

आप स्वयं यह जान सकते हैं कि छात्रों का भविष्य कैसा होगा। आज जो गोद लिये जा रहे

गाँव या शहर के बच्चों भी तो

आपके

ही है। उनका भविष्य इन्हीं पर निर्भर है। इनको सुधारने

की आवश्यकता है।

अन्त में अपना के वाणी देने से पहले एक बार अनुरोध करती कि आप सभी वरिष्ठ अधिकारी और वरिष्ठ क्योंकि का ही बनिए भ्रष्ट नहीं। भ्रष्टाचारों का ही बौल बाला बढ़ रहा है। वरिष्ठों से ही कनश्ठ सीखते हैं और यही चलता रहा तो आपके 6 से 14 साल आयु बह जायेगा। साइकिल चैन की वर्ग का वैश्विक सपना व्यर्थ ही की भौति चैन की मजबूती होगी तभी सफर तय किया जा सकता है कड़ी टूट जाने पर सफर पूरा नहीं किया जा सकता है। मुल्यांकन:-

शिक्षा का अधिकार अधिनियम 2009 के सन्दर्भ में उपयुक्त बिन्दुओं पर विचार करें तो शिक्षा के स्तर में आ रही गिरावटों को दूर किया जा सकता है तथा निःशुल्क एवं अनिवार्य शिक्षा के

यदि यह उद्देश्य को पूरा करने में उपयुक्त वर्गों की महती भूमिका है वर्ग अपने कर्तव्यों का रूप यह कार्य और अधिक आसान हो पालन नियमित से करे तो सकता है। क्योंकि निम्न

सभी अधिकारी वर्ग कर्तव्यों को स्तर, मध्य स्तर, उच्च स्तर पर अपने भूलकर कभी किसी उद्देश्य को पूर्ण नहीं कर सकते हैं। अतः 21वीं सदी के जो नियम बनाये जा रहे हैं। उनके लिये नियमों का कर्तव्य करना भी आवश्यक है। आज का नागरिक है कल का राष्ट्र निर्माता

होगा। यह सिद्ध हो चुका है। तो उन नागरिकों की शिक्षा का आधार मजबूत करना हमारा

परम कर्तव्य है। अन्त में अपनी वाणी को विराम देने से पहले एक बार फिर अनुरोध करती हूँ कि आप सभी वरिष्ठ अधिकारी है और वरिष्ठ ही बनिए भ्रष्ट नहीं। क्योंकि भ्रष्टाचारों का ही बौल बाला बढ़ रहा है। वरिष्ठों से ही कनश्ठ सीखते हैं और यही चलता रहा तो आपके 6 से 14 साल आयु वर्ग का वैश्विक सपना व्यर्थ ही बह जायेगा। साइकिल की चैन की भौति चैन की मजबूती होगी तभी सफर तय किया जा सकता है कड़ी टूट जाने पर सफर पूरा नहीं किया जा सकता है।

सन्दर्भ पुस्तकें:-

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## REVIVING TEACHER EDUCATION

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## ABSTRACT

Over the last few decades there is a great deal of focus on reforming teacher education. It is widely recognised that the increasing effectiveness of teachers is the solution to improve students' learning at schools. Conventional teacher preparation programs have been long criticized for their weak pedagogy, lack of coherence among courses and field work with little linkages with the theory. This paper attempts to study the varied aspects such as curriculum, pedagogy and field experiences through which initial teacher education programs could be restructured. Different scholars have presented proposals for reform in teacher preparation; this paper tries to presents a review of research of such aspects through studying the features of few successful teacher education programs. It also endeavors to consider framework that can guide the development of powerful and responsive teacher education programmes.

**Keywords:** *Teacher preparation, Pre-service teacher education, Pedagogy, teacher education-reform-REFORM-IN TEACHER-EDUCATION*

Over the past two decades there has been a great deal of focus on reform in teacher preparation. The reasons behind such restructuring and evaluation of teacher preparation are varied. First, the demand from teachers to become increasingly effective in the classroom has risen considerably. This can be attributed to the widely believed presumption which is now supported by recent researches in the teacher preparation (Darling-Hammond et.al, 2000; Wilson et. al, 2001) about correlation between initial teacher preparation and the achievement levels of students in schools. With the dominance of neo-liberal policies in the educational arena, an increasing standardization of learning in measurable outcomes has led given impetus to research in the area of teacher education. The effectiveness of a teacher education programme is now tied up with the performance of teachers that in turn is related to the achievement of their students in schools. As

suggested by Darling-Hammond (2006) that the improvement and 'survival' the enterprise of teacher education solely depends on developing strategies to evaluate outcomes of the teacher education programmes.

Secondly, the recognition of teaching as a professional activity has led impetus in revisioning of teacher education programmes. Teachers all over the world are engaged in complex work that usually looks deceptively simple to many people. Administrators and policy makers customarily believe that anyone with a basic understanding about a subject can become a teacher and gradually teach reasonably well through his/her experience in teaching (Grossman et al, 2009). Such notions are often derived from a lack of recognition of teaching as a profession. The need for an extremely complex knowledge intense preparation at both personal and professional levels is not considered crucial for preparing teachers.

Thirdly, the existing teacher education programmes continue to prescribe traditional approach of psychological, philosophical and sociological basis of education instead of focusing on how the knowledge of these cognate disciplines can be related to understanding to form a composite understanding about learners or educational issues. Student teachers regularly struggle to make an informed understanding of contemporary classroom scenario in which the enterprise of education flourishes. A student teacher might be aware of numerous psychological theories but does not know how to 'apply' that in a real social classroom situation. Deep understanding of learning and childhood interwoven with the social realities of society are historically not being part of Indian teacher education. Thus, such conventional pre-service teacher preparation programs have been criticized for being fragmented and a lack of coherence among courses and between courses and field experiences, as well as for the absence of standards and clear goals (Feiman-Nemser, 2001; Zeichner, 2006).

In India, with the coming up of Right to Education act (RtE, 2009) and expansion of schooling the demands on teachers have become manifold. Teachers now have to make learning experience meaningful to a diverse group of students and are expected to enhance students' performance and skills which earlier were reserved to a 'selected group' only. This has also created an urgent need to design programs with a wider and deeper knowledge base that help prospective teachers to understand wide array of things about learning, social and political contexts, and be able to translate these understandings through teaching in dynamic classrooms serving increasingly diverse students.

## SPECIAL TRAINING CENTRES

The Right to Education Act in Chapter II mandates provisioning of Special Training Centers with a view to bring all out-of-school and dropout children within the arena of elementary education. It further endeavours to open special training centres (STCs) to facilitate learning in out of school children. The act states that "...provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a

right to receive special training". These children either never went to school or dropped out-of-school and generally belong to backward and minority communities. The STCs aims at mainstreaming these children by creating opportunities such as bridge courses and special training. Therefore it becomes extremely crucial to prepare teachers at both initial teacher preparation and in-service training who can assist in this enterprise of bringing students in school.

## LIMITATIONS OF EXISTING MODELS OF TEACHER EDUCATION IN INDIA



Research has shown that successful professional development experiences have a noticeable impact on teachers' work and on students' learning levels. Teacher's capacities can further be enhanced through in-service training as teaching is a process of lifelong learning. Continuous professional development (CPD) is crucial for development of autonomous, confident and capable teachers. On the contrary, there is no unified vision of the continuous professional development of teachers. Informal discussions with teachers points out the mechanical mode in which in-service training is often conducted. The opportunities to acquire specialized and pedagogical content knowledge is limited. Initial teacher education is relatively short to provide and sustain that kind of space to prospective teachers and school experience programme lacks a collective, reflective dimension.

### THE CHANGING PARADIGM OF RESEARCH IN TEACHER EDUCATION

Cochran Smith and Fries (2008) have traced the development of research done in the area of teacher education outlining the changing nature of questions posed, methods used and

solutions sought. They have described the underlying assumptions, the political, professional and historical context which steered research under teacher education in a particular direction. During 1950s, the 'problem' of teacher education research was identified as a curriculum problem. The focus of such researches was on identifying the key skills of effective teachers and making it part of the teacher education curriculum. Research in teacher education during 1980s focused on empirical studies within the psychological research tradition from a positivist paradigm where teaching is conceptualized as a technical activity.

Within this paradigm, the teacher education problem is seen as a training problem and attempts were done to identify the training procedures which could lead to the development of teaching behaviours that in turn correlated with high student achievement. In this research perspective, training and teaching behaviors were assumed to have a linear relationship, with the training as the starting point and teaching behavior as the end point of teacher education. The decision making aspect of teaching depending on the complex and particularistic nature of each classroom and the knowledge, beliefs and experience of teachers were not acknowledged. After 1980s, teacher education was defined as a learning problem rather than as a training problem. This research tradition attempts to study teachers' professional knowledge base through their attitudes, beliefs and practice in order to understand how teachers acquire knowledge it through their professional lifespan. After 1990s, the authors studied teacher education as a policy problem where the focus of teacher education was increasingly tied up with the student's performance level in schools rather than teacher's learning. Cochran-Smith (2001, p.2) has observed that teacher education is currently driven by the outcomes question. She identified three ways that outcomes of teacher education are currently being considered:

1. through evidence about the professional performance of teacher candidates;
2. through evidence about teacher test scores; and
3. through evidence about impacts on teaching practice and student learning.

From the above research paradigms, it becomes clear that it is crucial to study the design of teacher preparation programme. As the programme design helps in understanding the kind of experiences a student teacher will undergo and the kinds of knowledge, skills and dispositions that will shape up their future professional life.

### RESTRUCTURING TEACHER EDUCATION

Various attempts are done by scholars to restructure teacher preparation programmes that makes difference in the way teachers are being prepared through the conventional teacher education programmes. Hammond and Bransford (2005, p.11) suggests a framework for initial teacher education that is organized on three intersecting areas of knowledge Their vision of professional practice entwines the knowledge of learners and how they learn and develop within social contexts, including knowledge of language development; associated with this is the understanding of curriculum content and goals, including the subject matter and skills to be taught in light of disciplinary demands, student needs, and the social purposes of education; and lastly the understanding of and skills for teaching, including content pedagogical knowledge and knowledge for teaching diverse learners informed by an understanding of assessment and of how to construct and manage a productive classroom.

This framework is based upon an extensive study that examined seven exemplary teacher education programs that creates extraordinarily well prepared teachers who have deep understanding and a strong knowledge base. The study reveals that despite outward differences in the programs such as their conceptualization, funding-government or private, duration of the program and the student intake-graduate or undergraduate, serving different needs of student teachers, all of them had few common features that makes them distinct from other programs. These are as follows: *a common, clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning experiences; well-defined standards of professional practice and performance that are used to guide and evaluate course work and clinical work; a strong core curriculum taught in the context of practice and grounded in knowledge of child and adolescent development and learning, an understanding of social and cultural contexts, curriculum, assessment, and subject matter pedagogy; extended clinical experiences—at least 30 weeks of supervised practicum and student teaching opportunities in each program—that are carefully chosen to support the ideas presented in simultaneous, closely interwoven course work; extensive use of case methods, teacher research, performance assessments, and portfolio evaluation that apply learning to real problems of practice; explicit strategies to help students to confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves; strong relationships, common knowledge, and shared beliefs among school-and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education* (Darling-Hammond et. al 2000, p.13).

A study (Korthagen et al., 2006) tried to analyze effective features of teacher preparation programs in Australia, Canada, and the Netherlands and helps in forming an initial framework of seven fundamental principles to guide the development of responsive teacher education programs that make a difference. The three programme share the familiar organizational features of curriculum and were therefore compared. On the basis of studying the underlying principles of

these programmes that make them effective and different from other teacher preparation programme, the following seven principles were identified that can be kept in mind while studying teacher education programmes.

**Principle 1: Learning about teaching involves continuously conflicting and competing demands Teacher education needs to prepare future teachers with the capacity to changing demands of the contemporary society. As it can never prepare teachers for their entire professional careers therefore effective teacher preparation programs needs to focus on building capacity of teachers to leran from experience and build from the complexities of practice. During this process they respond to a range of conflicting and competing demands as 'learners of learning and learners of teaching'. For instance the need to listen to the students and at the**

same time the compelling demand of letting a planned activity turn chaotic requires planning strategies that can be developed only through practice aspect of teaching. The approaches that make student teachers cognizant of their learning about learning and their learning about teaching need continually to be made explicit. It would also help in breaking the boundaries that student teachers create for themselves due to the apprenticeship of observation as suggested by Lortie (1975). The role teacher educator can play is by helping student teachers recognize and respond to such challenges rather than making teaching appear simple and unproblematic.

**Principle 2: Learning about teaching requires a view of knowledge as a subject to be created rather than as a created subject** It is crucial to develop process-oriented view of knowledge and to break with traditional ways to introduce theory into teacher education programs. The knowledge needs to be created by the learners themselves through a 'process of guided reinvention.' When students are involved in learning on the basis of their own experiences through structured reflection and discussions, they realize the processes involved in knowledge creation. One of the unique feature of a teacher preparation program was 'one to one teaching', where a student teacher has to teach a student for few weeks on an individual basis. This is built on the premise that a novice teacher gets overwhelmed initially while teaching a whole class. The focus of the student teacher shifts on the issues of classroom management rather than focusing on the learning of students. Therefore this kind of teaching provides student teachers a space to observe nuances of the learning process.

**Principle 3: Learning about teaching requires a shift in focus from the curriculum to the learner** It is often assumed that the university based components of teacher preparation will provide theoretical inputs and the school teaching component will offer opportunities to translate the learned principles in the field. Such teacher education programmes that are driven by the curriculum often lack possibilities that place student teachers experiences as central to the process of learning. It is important that ample opportunities are provided to the student teachers to construct and deconstruct teaching practice. The focus should be on experiencing the various aspects of teaching such as planning, reflecting rather than stressing on completing the lesson plan.

**Principle 4: Learning about teaching is enhanced through (student) teacher research** As student teacher discover new practices while teaching, it becomes crucial that they research their own practice. Programmes need to prepare teachers as classroom researchers so as they can continually inquire into their work keeping in mind the ever changing learning environment. By creating and sharing their understanding of practice through the results of their own research, perceived distinctions between theory and practice may get blurred. The substantial range of experiences can be viewed as data from which they might become more informed about their own development as teachers. Therefore, actively researching their own practice can be a catalyst for student teachers to reframe a situation and to thereby gain insights into how they might come to better understanding. One of the teacher preparation programme used the strategy of anecdotes by the student teachers to research their own teaching. Development of anecdotes as a technique can encourage student teachers to critically reconsider situations where their granted assumptions about teaching can be shaken. This will reinforce their belief of teacher as a learner and knowledge as a socially constructed process.

**Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers** In traditional pre service programme, isolation of the individual teachers in their classroom is one of the most fundamental features of teaching. It is important that prospective teachers need to develop their practice within the context of supportive learning communities. In one of the restructured teacher education programme, teacher students were assigned to meet teachers of other associate schools on a weekly basis. They decide the agenda and write a brief report about the meeting. This meeting helped student teachers to learn vicariously from the experiences of the peers and teachers. The range of knowledge for teaching has grown so extensively that it is difficult for an individual teacher to master it therefore collaborated learning with peers can help in understanding diverse ways of learning.

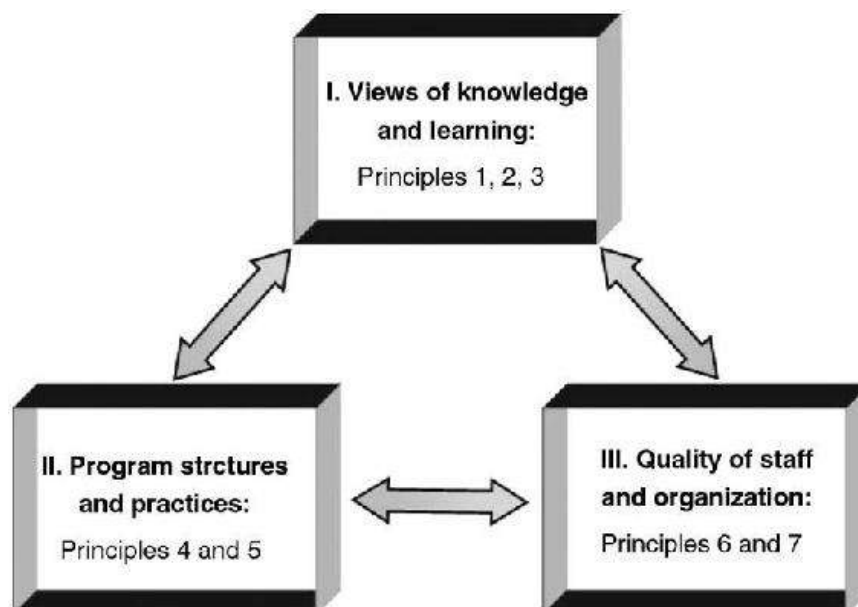
**Principle 6: Learning about teaching requires meaningful relationships between schools, universities and student teachers** In all three teacher education programme that were studied, the practice of close cooperation among the cooperating (school) teachers who supervised the student teachers as well as the university teacher resulted in enriching the programme. In one of the course, university based teacher educators provided training to the cooperating teachers in supervising students. This kind of close partnership among all leads to professional development through regular sharing.

**Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are modeled by the teacher educators in their own practice** The findings of the study conclude that it is crucial for the teacher educators to model and illustrate the practices that they teach in their classrooms if they want to bring reform in teacher education. For instance, if a constructivist model is adopted then ample opportunities needs to be provide to he student teachers to actively engaged in their own knowledge construction. In one of the programme that was studied, student teachers were are offered the opportunity to critique their teachers' teaching and to discuss the pedagogical reasoning (from the teacher's perspective) that underpins different teaching episodes.

The above mentioned principles are interconnected and represejnt three main components of initial teacher education programs and are fundamental to any change in teacher education. The study also concludes that restructuring a teacher education program is an in-depth process and takes many years to become effective. These seven principles offer a common language for the development of pedagogy of teacher education.

## **THE WAY FORWARD**

The new vision of education emphasizes the principles of constructivist teaching and learning as envisaged by the National Curriculum Framework (NCF,2005) and acknowledging the diversity and plurality of socio-cultural contexts in the learning spaces of teacher education as embodied



by the National Curriculum Framework of Teacher Education (NCFTE,2010) strengthens the role of professional development of teachers. Both curricular frameworks for school education and teacher education advocates a high level of expertise and involvement of teachers in their as well as students learning. The TPD programs must seek to build autonomous teacher communities that continuously improve their own expertise and the effectiveness of their teaching. The mechanisms and structures for strengthening the process of acquiring specialized content and pedagogical knowledge needs to be incorporated in the in-service programmes. In the context of STCs, activities in the CPD should aim at building teachers' sense of a community and autonomy. These activities include discussion, reflection as well as collaborative planning that make them develop sensitivity towards out of school children learning levels. The socio-cultural political aspects of education need to be brought forward so that teachers realize how these dimensions play into force students' achievement levels. It should also provide adequate opportunities to teachers to reflect upon and move beyond their current beliefs and practices so as to make learning meaningful and enriching experience for such children.

### CONCLUSION

From the above mentioned guidelines about revamping teacher education, it becomes clear that a radically different teacher education program needs to have a tight coherence and integration among courses and between course work and the practical experiences during teaching at schools. This kind of integration would provide necessary cross course linkages in the programme that in turn reinforce the core ideas that the programs aims to develop in its learners pursuing the course. Learning about a subject needs to be enriched with a separate course on pedagogy that brings the content and nature of the subject together. Also, successful teacher education programmes focus on building upon extensive supervised internship that incorporates theoretical understanding developed from the course work. At the same time, new relationships with schools develop as novice teachers connect their learning with schools, its students and in turn with local communities. Thus, successful programs challenge the structural and conceptual fragmentation of traditional program and the way they are taught.

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## IMPROVING STUDENT PERFORMANCE IN STC



## ABSTRACT

Special Training Centers are working commendably well in bringing the students out-of-school at par with their peers. The following paper aims to analyse at improving the student performance in STCs.

Bringing in guest lectures from teachers teaching at schools shall help the students know what exactly to expect when they go back to school. Secondly, certain teaching aids need to be utilized. Other than the usual maps/charts/globes, the teachers at STCs should make an effort to encourage the students to watch Youtube videos on educational topics pertaining to their curriculum. Tests should be conducted and evaluated prudently to get the students an essence of the school education. Concentration enhancement practices, along with soft skills lectures need to be inculcated. Additionally, teaching the students how to learn and video lectures on Vedic Mathematics are yet other good suggestions. Students should be encouraged to help their junior-level students to improve their knowledge bank. Activities conducted at STCs should be clicked and uploaded on SCERT website, along with publication in magazines by each STC. These magazines should be made by the students, for the students, of the students, by encouraging them to put in articles and pictures created by them.

## INTRODUCTION

The work of STCs in bridging the gap between school dropouts and their peers at school is laudable indeed. However, in order to further improve the performance of students at STCs, some measures need to be taken. The ultimate aim is that the students in STCs work on their results and put out a better version of them when they go back to schools.

With the perpetual changes in the educational system, some confusion has been seen in students and faculty. Their doubts are justified and need to be cleared. Hence, new and improved measures need to be taken to ensure the goodwill of the students. The need to bring them at par with their contemporaries has been largely felt.

### OBJECTIVE

1. Improving student performance:

#### 1.1 Improved steps to be taken

- 1.2 Difficulty in seating same-aged students to be overcome

#### 1.3 Introduction of moral lectures

- 2 Information about new policies to be disseminated clearly, precisely JUSTIFICATION

The STCs are playing a very important role by bridging this gap between dropouts and currently enrolled students. However, the methods being employed need to be modified. New and modified efforts need to be made so that the monotony of the same teaching methods, policies etc end. It needs to be understood that what worked wonders 10 years back may not bear the same fruits today. With the changing times, the efforts we make need to change as well; a complete overhaul is required in some cases.

It has been deduced that the changes in the educational system are far from constant; they change frequently. The introduction of new policies aimed to help the students somehow land them in the soup as they try to meddle their way with half-baked information. The execution of such policies is a big deal as the teachers are unsure about them, and students suffer consequently. The lack of knowledge on the part of the teacher and lack of effort at the student's front result in the failure of policy.

Other than the textual information, some additional efforts need to be made so that when these students go to school, they all have the same kind and level of information-no less, no more; each student in the class has the same amount of information Furthermore, the pupils of same age need to study together. Given the dropout rates, this becomes difficult. In any classroom setting, it is desired that students of the same age group be

seated together. As their minds develop roughly at the same pace, the education they receive needs to tend to each one of them, not missing out any head. If 10 and 14 year old children are seated together to be taught, some discrepancies are bound to occur. A 10 year old surely has an underdeveloped mind with respect to the 14 year old, which should have been in a senior class but is seated with a junior. Won't these affect the student's performance as their minds wander off in these thoughts? The STCs are working to reduce this scenario and providing education to the school dropout students who wish to go back to school.

### SCOPE

The concerned paper 'Improving the performance of students in STCs has a widespread scope and coverage. Undoubtedly, the better the students get, better the results yielded. This applies to not just one classroom, but to the nation as a whole. An informed person makes good choices. And this information is passed on to the raw human brain in schools. In the concerned scenario, the STCs are helping the students to bridge the gap between them and their peers at school. Thus, when these students go back to school, they would be studying with pupils of similar age, removing the differences which arise due to age factor. These educated students, when out of school will make refined decisions, hence adding to the welfare of the society. So, the students need to be encouraged and taught in an all-inclusive manner, as this would be essential to improve their performance.

### STRATEGIES

In order to achieve the aim of improving the student performance in STCs, certain methods and strategies need to be adopted, which have been stated as under:

(i) Guest lectures by teachers presently teaching at schools need to be a part of the STCs. It is suggested that such lectures not only confine to the topics from the curriculum, but also cover other aspects. This would ensure the students at STCs prepare themselves mentally about what the vista would be in school when they go back. This knowledge provided beforehand would avoid any anxious decisions and activities of the students when they attend the school.

(ii) The teaching aids need to be worked upon. The usual teaching aids include maps, globes and charts about certain topics. The umbrella term 'teaching aids' needs to be broadened further so that the students are assisted in better learning. For instance, Youtube needs to be utilised for this. The website is flooded with videos about almost all the topics from the

curriculum. Such videos can be easily downloaded and made

available to the students. Getting to see a new technique to solve the same problems conditions the child's brain.

(iii) Be it the preparatory days' anxiety of not being able to complete the syllabus, the panic on the D-day, or the long dreadful wait for the results, tests at school have scared all of us. Tests are an important part of the student life, not just limited to academics. The tests need to be conducted and evaluated prudently in STCs to give the students an essence of school education they have left behind. Evaluation needs to be done discreetly, and the student should be made aware of the mistakes committed in the exam. This would prepare him for the school.

(iv) One of the main issues arising with students these days is the difficulty in concentrating on a task. The mind wanders off and long before we know it, we are thinking about something unrelated to the assignment at hand. Thus, concentration enhancement practices need to be made a part of the routine so that the students get to improve themselves not only at studies, but at certain areas as well. Mindfulness practices need to be introduced to help the students gain confidence, peace and relaxation from a tiring day.

(v) The students need to be taught how to learn, instead of what to learn. Rote learning needs to be done away with. And this can be done when the students know how to learn their lessons. Supplying a child with the content is not enough; they need to be taught how to keep it intact in their minds, helping to perform better at exams.

(vi) Soft skills are an important part of the life. However, they are done away with today. No emphasis is laid on how to communicate and express your thoughts, or why we should respect fellow human beings. Aren't we expecting a lot from the students at STCs when we expect them to conduct themselves properly at school? When a child had to drop his studies due to some reason, are we providing them any counseling for that trauma? The soft skills need to be worked upon and improved.

(vii) The calculation powers of students need supervision too. This is where Vedic Mathematics comes in. The multitude of videos available on the topic needs to be utilised to the fullest. The students need to be taught the easy and logical method of performing the calculations they always dread.

(viii) Helping the people around with any task improves us as well. The students need to be taught that they must help their juniors with topics of curriculum importance, so that they build up on those areas, cultivating their knowledge consequently.

(ix) The activities performed at STCs should be clicked and uploaded on the SCERT website, in addition to being published in the STC magazine. These magazines should be developed by the students by putting in various articles and pictures created by them. This shall provide a substantiation that the events are being performed at STCs and cultivating the students there. This would serve as a magazine for the students, by the students, of the students.

## CONCLUSION

The aforementioned methods are an endeavour to improve the student performance and reignite a spark to learn, as forced learning shall do no good to the student. These interventions are feeble attempts to help the students at STCs grow academically and provide them with a holistic study environment.

1. It is hence deduced that the technology needs to be utilised to the fullest and made available to the students. There is no objection on the piece of information that the STCs working well on teaching the students, and have a noble objective in mind. They need to be rewarded for that. However, the students they are teaching are a primary concern. The student performance needs to be worked upon so that the pupils become capable of reaching the zenith at education.
2. The need to seat same aged students together is felt. By providing the dropouts education at STCs, we are working in this direction.
3. However, other than providing curriculum based teaching, we need to inculcate certain morals and reduce the trauma a student might have faced when he had to leave the school setting.

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# ROLE AND RESPONSIBILITIES OF HEAD MASTERS UNDER RIGHT TO EDUCATION ACT

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## ABSTRACT

In this study, an attempt has been made by me to study the role and responsibilities of headmasters in age appropriate admission under Right To Education Act. I used a survey method for the present study. I selected to groups of specific school headmasters. I put five headmasters in first group and five headmasters in another group. I have developed two questionnaires, one for each group. In first group the headmasters having their own knowledge regarding age appropriate admission under Right To Education Act appeared in the Pre-Test they scored very less. For second group headmasters before giving test I told them to study the admission rules and their role and responsibilities, which were supplied to them by me. After a span of time and studying the matter, they have been given a test, they scored better by comparing using statistical analysis. After Pre-Post Test analysis it can be said that there is a significant difference between the role and responsibilities of the headmasters of both the groups. Before test, the headmasters had less knowledge regarding the role and responsibilities related to admission, after test they started the work towards Right To Education Act properly. They also started giving admissions according to appropriate age. As headmaster, the educational supreme authority in the school holds key position. Every headmasters realized the role and responsibilities towards Right To Education Act. The result was satisfactory as I expected in the starting of the study.

**Keywords:**--Role, responsibilities, headmaster, appropriate, analysis, Right To Education Act

## AN INTRODUCTION

India is a biggest democratic country in this world with the 1.25 crores people(approximate). But one of the major problems of this country is that 42.1 % of people are suffering from inequality in education there(United Nation Development Program – UNDP - 2014). For this reason the position of India (India's HDI Rank - 135) is too behind then the other developed countries like U.S.A, Japan and China in respect to human development index (HDI)(UNDP, 2010).after 69 years of Independence, our country is not able to provide minimum level of education to its all country men till now. According to the report of Indian Census (2011), only 74.04 % people are

literate in our country. It means that around 25.96 % people are illiterate in our country India still now. For this background the right of education act -2009 has taken by the Indian government is a significant and historical initiative which already begins to give flow in the Indian education system since 1<sup>st</sup> April -2010.

## ABOUT THE RIGHT TO EDUCATION ACT – 2009

As India got freedom, Article 45 under the newly formed constitution stated that the state shall Endeavour to provide free and compulsory education to all the children until they complete the age of 14 years within a period of ten years from the commencement of this constitution. 86<sup>th</sup> Amendment Act (2000) via Article 21A (its third part) seeks to make free and compulsory education a Fundamental Right for all children in the age group of 6-14 years. The Amendment also introduced a new Article 21A, which implies a duty on parents and guardians to provide their children with educational opportunities. In October 2003 a first draft of the legislation envisaged in the above article, viz, free and compulsory education for children Bill, 2003, was prepared and posted on the website in October 2003, inviting comments and suggestion from the public at large. In 2004 subsequently, taking into account of suggestions received on this draft, a revised draft of the bill entitled free and compulsory education bill 2004 was prepared. In June 2005, the Central Advisory Board of Education (CABE) committee drafted the right to education bill and summated to ministry of HRD. MHRD sent it to national advisory committee (NAC) where Mrs. Sonia Gandhi was the chairperson. The national advisory committee (NAC) sent the bill to Prime Minister of India for his observation. The finance committee and planning commission rejected the bill indicating the lack of funds and model bill was to states for making necessary arrangement (86<sup>th</sup> Amendment - post) The right of children to free and compulsory education act came into force from April 1, 2010. This was a historical day for the people of India as from this day the right to education will be accorded the same legal status as the right to life as provided by article 21A of the Indian constitution. Every child in the age group of 6 -14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood.

Any cost that prevents a child from accessing school will be borne by the state which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling. No child will be denied admission for want of documents, no child will be turned away if the admission cycle in the school is over and no child will be asked to take an admission test. Children

with disabilities will also be educated in the main stream schools. Mr. Manmohan Singh The Prime Minister of India has emphasized that it is important for our country that if we nurture our children and young people with the right education, India's future as a strong and prosperous country is secured.

All private schools will be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25 % of the enrollment , by simple random

selection. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the state at the rate of average per learner costs in the government schools if the per learner costs in the private school are lower.

All schools will have to prescribe to norms and standards laid out in the act and no school that does not fulfill these standards within 3 years will be allowed to function. All private school will have to apply for recognition, failing which they will be penalized to the tune of Rs. 1 lakh and if they still continue to function will be liable to pay Rs 10,000 per day as fine. Norms and standards of teacher qualification and training are also being laid down by an Academic authority. Teachers in all schools have to subscribe to these norms within 5 years.

NCPCR – The National Commission for Protection of Child Rights has been mandated to monitor the implementation of this important right. A special division within NCPCR will undertake this huge and important task in the coming months and years. A special toll free helpline to register complaints is setup by NCPCR for this purpose. NCPCR welcomes the formal notification of this act and looks forward to playing an active role in ensuring its successful implementation.

NCPCR also invites all civil society groups students, teachers, administrators, writers, artist, government persons, legislators, members of the judiciary and all other stakeholders to join the hands and work together to build a movement to ensure that every child of our country is in school and enabled to get at least 8 years of quality education.

### **ADVANTAGES OF RIGHT TO EDUCATION ACT , 2009**

Right to Education Act has been a part of the directive principles of the states policy under article 45 of the constitution, which is part of chapter 4 of the constitution and rights in chapter 4 are not enforceable. For the first time in the history of our country we have made this right enforceable by putting it in chapter 3 of the constitution as article 21. This entitles the children to have the right to education enforced as a fundamental right.

### **MEANING OF AGE APPROPRIATE ADMISSION**

It means giving admission in a class where the child would normally be if he/she joins school from class 1 at 6 years of age. So if a child is 11 years old and has never been to school, he/she will be admitted to class 5, but will be given special education to make him/her come to the level in a time from ranging from 3 months to two years.

### **THE HEADMASTER AND ROLE & RESPONSIBILITIES**

A headmaster, as the educational supreme authority holds the key position in the school. To become an important person of the school, he has too major responsibilities – 1. Administration of the school



2. **Personal supervision of the teaching learning process** Everything of the school, the staff, the curriculum, methods and techniques of teaching, co-curricular activities *etc.* is organized by the headmaster.

The school character reflects and proclaims the professional skill of a headmaster.

He is the seal and the school is the wax. He is an organizer, leader, governor, business director, coordinator, superintendent, ideal teacher, guide, philosopher, the friend to all the students, guardians, teaching and non-teaching staff. Above all, he is an artist.

The efficiency of the school depends on the ability, skill personality, professional experience of a headmaster. He is the Sun around which the educational planets are being spinning.

According to **P.C, Wren**, “What the main spring is to watch, the flywheel to the machine or the engine to the steamship, the headmaster is to the school”.

To become a leader of the school, the headmaster should understand the place of the school in the social order and the duty it should perform. He should recognize that there are other institutions and agencies in the society which are engaged in the education of the students and to understand their relation to the school. He must be in a position to understand the socio - economic and political environment changes in the society and to explain their meaning for the school, the students and the teachers aware of these changes.

To receive these ends he must have the knowledge in educational sociology, philosophy of education, organization, supervision and administration of education, comparative education, educational psychology and secondary school curriculum. It will help the headmaster in his professional preparation.

He must have the knowledge and skill which will enable him to administer the high school. He should develop his knowledge about how to develop the institution and administration of the institution, including students activities and different kinds of programs. To acquire knowledge of the methods and procedures through which he will be of assistance of the teachers. The headmaster should have to supervise the methods in teaching and the courses and curriculum. He should also have a power of measurement and evaluation.

As a result of this he will be in a position to assist the teacher in measuring the outcomes of their own institution and the educational program. The teacher can determine the area in which improvement is required and may also evaluate the results as their effort to improve.

He should have vision, initiative, originality, self-reliance and confidence. He should have the qualities like sincerity, frankness, imagination, talents and genuineness. At last he will be an honest person.

To solve the problems of differences of opinion concerning methods, procedures or other aspects of the program, he should possess such roles as self-control, fair mindedness, fact, adaptability, sound judgement, open - mindedness and resourcefulness. He should respect the opinion of others.

He must have superior mental abilities, intelligence, deep intuition and logical reasoning and loyalty for performing the responsibilities regarding admission and school in a better way.

The headmaster will be responsible for getting a survey conducted for all the children eligible to get compulsory education in the area which is in close vicinity of the school and enrolling them. Further, will assist the local authority in performing the task prescribed under section 9 of the Right To Education Act 2009 and will provide a list of the enrolled children to the local authority. He will instruct the teachers and school management committee (SMC) to visit the parents of the children, who have not been enrolled, and contact the parents personally, if necessary.

The headmaster will

1. Cultivate good habits of cleanliness and hygiene among the students and will be responsible for their conduct and discipline.
2. Enhance communal harmony and good will for all communities among the students and ensure that no student is labeled incompetent on the basis of the caste or community and ensure that secular atmosphere prevail in the school.
3. Celebrate the national festivals in school with active participation of the parents.
4. Monitor the implementation of mid day meal scheme and ensure cleanliness of store room, kitchen and food items.
5. Ensure that children get qualitative and nutritious food in adequate quantity.
6. Call meeting of S - M - C timely.
7. Ensure that no student is subjected to corporal punishment or mental harassment.
8. Be generally responsible for qualitative and comprehensive education to all the student of the school.
9. Co-operate with in the school health program of the government, for check – up the students health.
10. Perform duty in such manner that the knowledge, skills, experience gained through training is used in the classrooms directly or in imparting training, guidance to the teachers which may ultimately prove beneficial for the development of the student and school.
11. Be present in the school regularly.

12. Write confidential report and make remark regarding the work of the employee.
13. Will ensure that school property of every description is properly cared for.
14. Distribute the work among teachers with regard to Mid Day Meal Scheme.
15. Provide school related proper information to the Government.
16. Strictly comply with all the rules issued by the government.
17. Make proper planning to ensure that different educational program under Sarva Siksha Mission are implemented in the context of learning outcomes of the students.
18. Endeavor to constantly improve him / herself through the training and make suitable changes in his approach to adept the local situation to achieve optimum outcomes of the training for the students.
19. Prepare pay-bills for the school.
20. Be responsible for in safe custody to the savings offer the disbursement of the government money or the amount of fees.
21. Perform other duties as may be assigned by government officers.
22. Monitor to ensure that the food is cooked as per the weekly planning.
23. Ensure that the grant received to put in the place the deficit infrastructure in the school is utilized properly.
24. Issue receipt against the donation received for the school and credits the amount to the education fund of the school.
25. Pay the amount of scholarship, uniform assistance or any other amount to the beneficiary immediately and maintain the record of the paid receipt and account.
26. Will not bring any political pressure directly or indirectly with regard to the service if they are found guilty of such charges they will be subjected to penal action.
27. Will never actively participate in any political or communal organization, and more.

In addition to above five key responsibilities of the school headmasters as leader are

1. Shaping a vision of academic success for all the students.
2. Creating a climate hospitable to education.
3. Cultivating leadership in others.
4. Improving instructions.
5. Managing people, data and processes.

Now a days the duties and responsibilities and the work loads of a headmaster is increasing to the sky. Due to Sarva Siksha Mission and Right To Education Act 2009, the work loads of the headmaster is too tough to maintain every thing.

After all he is also a human being ,he has also a family with kids and the social responsibilities to do.

#### **OBJECTIVE/ PURPOSE/HYPOTHESIS**

To maximize the use of role and responsibilities of a headmaster in age appropriate admission under Right To Education Act 2009 (section 4).

#### **SCOPE**

I have taken a very small area of 10 schools and their headmasters, but its scope is so vast. It is applicable in every district and state as well.

#### **METHOD / STRATEGIES USED**

As methodology and strategies are concerned I used survey method using purposive sampling. In survey method, I collected the Data Twice from the field for the whole sample. Then these details have been generalized and compared later on.

#### **SAMPLE**

I selected a sample of Ten Schools in which I collected the inputs form the Head Masters regarding RTE.

I divided the sample into two groups. In first group there were 5 headmasters and in second group there were also 5 headmasters. I organized a pre – test for both the groups. The marks had been recorded. I gave the second group headmasters their norms related to roles and responsibilities regarding age appropriate admissions under Right To Education Act 2009 with special method and first group headmasters remain untouched. After a span of 15 days, I conducted post – test for both the groups. The marks had been recorded again. Pretest was conducted in the Starting of the study over whole sample in which all the head masters have been given a questionnaire regarding the age appropriate admission under RTE. Each questions head three options in which only one was correct.

Similarly I have also conducted a post test after a span of time. Again a questionnaire had been given to all. every question was related to age appropriate admission policy under RTE.

Hence the nature of pre and post test was questionnaire.

On comparing the data of both the tests (pre and post) of both the groups, I found that the performance of second group was better. It is only because of the methods used .

**Hence, my objective was fulfilled.**

## RESULTS

The headmasters are not in the position to know all the things about their role and responsibilities regarding admissions under Right To Education Act. When they had been given the material and instructions with special methods to study they knew most of the rule and responsibilities. Hence, the results were satisfactory.

## CONCLUSION

I conclude that this historical act (Right To Education Act 2009) will be more effective if the headmasters will do well in this regard.

We know that the headmasters are the main authority in the school with key function. If a headmaster is doing well for the students and teachers automatically the dream of our country India and the objective of this act (RTE) will also be fulfilled.

It will be a milestone in the development and progress of our country too.

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