

A COMPREHENSIVE PLAN OF ACTION TO IMPROVE TEACHER EDUCATION INSTITUTE

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Pragya College Of Education

INTRODUCTION

The progress of a country depends upon the quality of its teachers and for this reason teaching is the noblest among all professions. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

The National Council for Teacher Education has defined teacher education as - a programme of Education, research and training of persons to teach from pre-primary to higher Education level.

Teacher Education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Good dictionary of Education, Teacher Education means, "All the formal and Non-formal activities and Experiences that help to qualify a person to assume responsibilities of a member of the Educational profession or to discharge his responsibilities more effectively."

Teacher Education encompasses teaching skills, pedagogical theory and professional skills.

TEACHER EDUCATION

Teaching Skills + pedagogical theory + professional skills

Teaching skills include providing training and practice in different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession.

MEANING OF TEACHER EDUCATION INSTITUTE

An educational institute refers to an institution that performs a significant function of providing learning experience to lead their students from the darkness of ignorance to the light of knowledge.

The key personnel in the institution that play an important role in being a teacher.

this transformation are teachers.

As stated by NCTE (1998) in quality concerns in Secondary Teacher Education, "It is the teacher who is mainly responsible for implementation of the Educational process at any stage."

This shows that it is the future of a Nation imperative to invest in the preparation of teachers, so that the future of a Nation is secure.

OBJECTIVE OF TEACHER EDUCATION INSTITUTE

- ★ To develop and disseminate learning resources like textbooks, laboratory Manuals, video-programmes, Computer Assisted Instructional Multimedia Materialy.
- ★ To arrange conferences, seminars workshops and lectures on Educational and related problems.
- ★ To undertake, promote and assist Experimentation and innovations in Education and development.

- ★ To Establish centres to carry out the purpose of the Institute in different parts of Country.
- ★ To cooperate with other organisations and centres for furtherance of Education and development in mutually beneficial areas to carry out the objectives of the institute.
- ★ To consequently understand education as cultural transformation.
- ★ To conduct interdisciplinary social science research that leads to a humanist understanding of science and society.
- ★ To contribute research in Education, and especially in relationship between education and society and Education and development.
- ★ To conduct advanced level training programmes, Especially for M.phil / ph.D degree in Education with an Emphasis on social science inquiry.
- ★ To articulate the philosophy of the humanization of Education.
- ★ To challenge Educational orthodoxy.

* To carry on research (including action research) and Extension work in relation to various Educational problems within and outside the formal Educational system, including General Educational of the masses through social action.

* To develop international contacts and collaborative arrangements for the study of comparative Education especially in the developing Countries and to collect information about innovations and development and experiments in the field of Education and development from other Countries or as to disseminate the information to interested organizations and individual in India.

Generally to work both within and without the system to make Education a better instrument of social transformation, to link it more meaningfully with development and the life, needs and aspirations of the people, to promote science Education and cultivation of a Scientific temper and to spread Education among the underprivileged groups with a view of helping their emancipation and creating higher quality of Educational opportunity.

PROBLEMS IN TEACHER EDUCATION INSTITUTE

- Poor Academic Background of student Teachers.
- Lack of proper facilities such as laboratory, library and physical equipment.
- Little or no interaction with the main academic stream of a university.
- Inadequate base of empirical Research in various field of Teacher Education.
- Ineffective methods of Teaching.
- No impact on school practices.
- Less emphasis on development of professional attitudes.
- No effort made to regulate demand and supply in accordance with the requirements of various subject teachers.

If the institutions follow these objectives then half of the battle will be won. But now we have

facing some problems in Teacher Education Institute.

PROBLEMS IN TEACHER EDUCATION INSTITUTE

During Teacher Education Training we face some problems in Teacher Education Institute these problems are mention below:-

* Poor Academic Background of Student Teachers:-

In most of the Institution proper admission procedures are not observed. The student teachers have to use public pressure and underhand methods for securing a seat in the teacher's College.

In most of the Institutes those applying for admission to teacher Education department.

* Lack of Proper Facilities Such as Practicing Schools Laboratory, Library and physical equipment:-

About 20 percent of the teacher education

institutions are being run in rented buildings and there is no facility for an experimental school or laboratory library and other equipment necessary for a good teacher Education department.

In the most of the teacher Education Institute there is no separate hostel facilities for student teachers.

* Little or no interaction with the main Academic stream of a university:-

The teacher Education departments in the states are like cutoff isolated and at present there is nothing very exemplary in them on the basis of which may function as models for the university departments. It is a fact that other university departments treat the teacher training section as something inferior.

They run away from the idea of collaborating in any programmes sponsored by teacher Education section.

* Inadequate financial Provision:-

In Most of the states teacher Education is still - being run by the fee collected from student teachers. The share of the state govt

is much too small. This has led, upon the financial health of teacher education institutions and most of them are in a bad shape.

* No in Built System for the Professional Development of Teacher :-

There is little stimulus provided to the teacher education for their professional growth, because of which even the summer institutes which are being run with the help of VITE and NIKERT are not able to deliver the goods. Most of such programmes are being conducted in a routine and unimaginative manner.

* No effort made to Regulate Demand and Supply in accordance with the requirements of various Subject Teacher :-

The State Education Departments have in majority of cases no control in the starting of post-graduate teacher education departments. The teacher education departments on the other hand have no data what so ever on the education departments on the other hand have no data what so ever on the basis of which they may work out the desired intake for their institutions.

* Inadequate base of Empirical Research in Various Fields of Teacher Education :-

Research in Education is considerably neglected. Whatever research is being reported is so of a very inferior quality. The teacher education programmes have not been properly studied nor undertaking any systematic research.

The result is that unwarranted suggestions based on mere speculation become the guiding principles in conducting teacher education programmes.

* Artificiality in Courses of studies including theory and practice :-

Teacher Education courses of different levels are the continuation of the patterns adopted more than a quarter of a Century ago. They embody a course content which is not helpful in preparing an effective teacher. The theory courses in particular have no articulation with practical work and teaching skill requirements.

* Ineffective methods of Teaching :-

Teacher education in our country was reverse to

innovation and experimentation in use of methods of teaching. They have shown a remarkable allegiance to the traditional method of Instruction, viz, lecturing and dictating of notes.

Their acquaintance with modern classroom communication device is inadequate. In many cases the lectures are dull, monotonous and uninspiring.

* Less Emphasis on Development of Professional Attitude:-

The entire teacher education programme is so designed that little emphasis is laid on the development of professional attitude which is so important for a sound programme of teacher education. Needless to comment that in some of the states the teacher education programme has been commercialized and optimum saving is made through the revenue raised through the income elicited from the capitation fee charged from student teachers of B. Ed classes.

* No impact on School Practices:-

The Education Commission has rightly observed the teachers education, both a primary and

the secondary level, has been isolated from schools and current development in school education.

The method of teaching followed in the schools, their curricular and various requirement there is not fully implemented in the teacher education departments.

COMPREHENSIVE PLAN

Comprehensive planning is a process that determines community goals and aspirations in terms of community development. The outcome of Comprehensive planning is the form policy in terms of transportation, utility, land use, recreation and housing.

Comprehensive plan typically encompasses large geographical areas a broad range of topics, and cover a long-term time horizon. The term Comprehensive plan is most often used by urban planners in the United States.

A Comprehensive plan law does not mandate how a local community should grow, but it requires public participation at the local level in deciding a vision for community

future.

Here we suggest a Comprehensive plan of action to improve the teacher education Institute.

A COMPREHENSIVE PLAN OF ACTION TO IMPROVE TEACHER EDUCATION INSTITUTE

- Suggestion for Infrastructural facilities.
- Suggestion for Recruitment of Staff.
- Suggestion for Pay Scale and Emoluments.
- Suggestion for Curriculum planning.
- Suggestion for Professional Advancement.
- Suggestion to ensure the quality of Teacher education.
- Training and Networking.

- Monitoring and Feedback.
- Research and Advisory.

A COMPREHENSIVE PLAN OF ACTION TO IMPROVE TEACHER EDUCATION INSTITUTE

★ After find out many problems in Teacher Education Institute we can suggest some measures or a Comprehensive plan of action to improve the teacher Education Institute.

★ Suggestions For Infrastructural facilities:-

- Fixed Guidelines should be laid down for compliance by recognised institutions, for starting new courses or training and for providing physical and instructional facilities staffing patterns and staff qualification.
- Norms regarding tuition fees and other fees chargeable by the recognised institutions should be fixed. Availability of Technical

workshops, laboratories, adequate number of classrooms, library, playground should be the minimum requirement for the approval of an institution for teacher training.

* Suggestions for Recruitment of staff:-

- i) The candidate must fulfill the eligibility criteria set by NCTE.
- ii) Pre - preference should be given to those candidates who are having good academic record.
- iii) The bulk of the staff should be recruited from people who have first hand experience of school training.

* Suggestions for Pay Scale and Emoluments:-

- i) Pay and service conditions of teachers should be commensurate with their social responsibilities and with a need of attract talent to the profession.
- ii) Efforts should be made towards the desirable objective of uniform emoluments service conditions and grievance removal mechanism for teachers throughout the country.

As the number of self - finance teacher education institutes grow, certain fixed norms and service conditions along with reasonable emoluments should be formulated to maintain the quality of teacher education.

* Suggestions for Curriculum planning:-

- i) The courses should be remodelled and more time given to school practice and more weight given to practice in assessing the students performance.
- ii) Teacher trainees should be given the necessary training in the effective methods of development of values amongst students.
- iii) Instead of sticking on the traditional concepts, teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.
- iv) Conceptualisation of internship - in teaching in place of the conventionally offered teaching practice teaching lessons of limited duration should be done.
- v) Such teacher education programmes should be formulated which orient a prospective teacher to

the pedagogical aspects of different stages.

- vi) Vocational programmes as a part of school education have not taken the roots which were visualised by various Commissions and Committees.

Thus in order to make success in this area a meaningful teacher education Curriculum framework should be evolved for vocational education, particularly in areas such as Technology, Engineering, Agriculture, Business, Commerce, Home Science, Health and paramedical etc.

* Suggestions to Ensure the quality of Teacher Education:-

- i) The first step is phasing out sub-standard Institutions of Teacher Education.
- ii) Certain norms of accountability with incentives for good performance and disincentives for non-performance should be laid down.
- iii) The recognition of contributions to educators by outstanding school teachers and teachers Education through a scheme of National Awards should be impartial and transparent.

- ii) Substantial funds should be made available for providing academic support to meritorious poor teacher trainees.

- v) The need of the hour is Computer literacy and Computer knowledge of the teachers for effective use of Computer as a tool for preparing teaching-learning material.

- vi) Specialised programmes like M.Sc Ed introduced by NCERT (1974) should be given a practical shape for preparing teachers for +2 stage in subjects areas like chemistry, physics, mathematics and life sciences in teacher training colleges.

- vii) Commercialisation of teacher education should be checked by discouraging non-viable enrolments in teacher education programmes with apparently fake certificates of teachers shown to be working in schools along with other fake certificates.

* Training and Networking:-

A pedagogy unit needs to be constituted under National Council especially for rendering expert services or training to state/district level resource persons in developing and executing orientation programmes for both Teacher Educators and

teacher trainees based on local needs. The NCTE can facilitate Networking between NCTE efforts and the efforts made by Institutions.

* Monitoring and Feedback:-

Besides General monitoring, regular feedback from state, district and institution should be sought by the NCTE for monitoring the progress of special programmes of teacher Education. The tools and strategies for Evaluation of these special programmes should be developed taking into account the common and diverse problems of College of teacher education.

* Research And Advisory :-

The NCTE should.

- i) All teachers should receive training in one or more of the various Co-Curricular activities.
- ii) A fully professionalized academic schedules should be implemented involving interaction with the community along with the programmes focusing the role of teachers as agents of social change.

* Suggestions for Professional Advancement:-

- i) New programmes of teacher Education should be emphasised to focus on Continuing education for professional development.
- ii) A Code of professional ethics for teachers should be prepared.
- iii) Training Colleges should be average refresher courses, short intensive course in special subjects, practical training in workshops and professional conferences facilitate Networking through inventories of institutions, NGOs, associations and individuals who can help. An effort to link NCTE efforts with universities and research institution can be undertaken.

CONCLUSION:-

only this can be concluded that every change has good and bad both aspect, the most important thing is that, how we are accepting the change.

Hon'ble piers DR. A.P.J Abdul Kalam wants India to be a developed country by the year 2020. In order to achieve this status, apart from other determinant, a proper discrimination should be created

between the odds and even of privatization for teacher Education Institution.

It Could be noteworthy from Henry books Adams (1838-1918) that teachers are the maker of history; A Teacher affects eternity; he can never tell where the influence stops.

Thus the role of teachers-training institution is more important because if the foundation is weak the building can be strong.

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PROJECT OF SOCIAL WELFARE

WORKING WITH COMMUNITY

SWACHH BHARAT ABHIYAN

INTRODUCTION:-

We all are aware of the present scenario the world over where in environmental degradation, violence, cruelty, socio-economic imbalances, intalrances, meanness etc. is seen.

The reason behind it is that the affective dimension of education and knowledge has not given proper attention in our present day community with very rich fraction and glores. part, our Country is going ahead and it is emerging as a New Progressive Nation.

The Process of change in the Indian Society has extend a qualitatively new phase. Education has to play a significant role in shaping our Community. Literate citizens know the value of environment. Education has to make every citizen conscious of his role in Community. It is an imperative that working with Community should be concerned in relation to the socially useful Productive work contemplated for the school curriculum. A Teacher trainer should be able to observe the problem in Society and solve them.

MEANING OF COMMUNITY:-

Like family, community is an important informal agency of education. By Community is meant a group of people who live together, and utilize their strength in coordination with one another, and cooperate in meeting common needs of the group.

The word Community is the sum of two words i.e. 'Com' + 'Munis'. 'Com' signifies 'togetherness' and 'Munis' indicates 'to serve'. So Community means 'to serve together'.

Generally Community indicates a group of people living together on a geographical piece of land having common ways of working and common ideas to achieve. As we define a democratic Govt i.e. a Government of the people, for the people and by the people. In the same way, we can define the working of Community as of the Community for the Community and by the Community.

The essential ingredients of a Community are a piece of land, a group of people living more or less a 'common life', having a common spirit of work with common aims and ideals.

Each individual naturally becomes a member of the community in to which he is born and during the course of its development he has to learn to adjust to the social environment and to its cultural heritage.

DEFINATION:-

"A community is a people who dwell in a given place and by means of efforts, build a social system which supports them, people include everyone, all the ages." Cooley and Cooley.

"A community is the smallest territorial group that embraces all aspects of human life." K. Davis.

"By Community is to be understood a group of social beings living a common life including all the infinite variety and complexity of relations which result from common life or constitute it." Lyndberg.

MEANING OF SOCIAL WELFARE:-

The well being of the entire society social welfare is not the same as standard of living but is more concerned with the

quality of life that includes factors such as the quality of the environment (air, soil, water), level of crime, extent of drug abuse, availability of essential social services as well as religious and spiritual aspects of life.

ORIGINAL MEANING OF SOCIAL WELFARE

Society :- Network of social welfare.

welfare :- A condition of physical health, emotional comfort and economic security and the efforts of a society to help its citizens achieve that conditions.

MODERN MEANING OF SOCIAL WELFARE

Social welfare is defined as a society's governmental and non-governmental efforts to help its members function more effectively as individuals and as participants in organized social structures.

SOCIAL WELFARE AS A CONCEPT:-

The concept of social welfare has both subjective and descriptive aspects and it can be defined either in empirical measures.

DEFINATION OF SOCIAL WELFARE

Traditional:- Social welfare means some Nursing depend on methods to teach the person to protect his surroundings effectively.

Modern:- modern social welfare is a planning by which men try to mitigate his problems under any social organization.

UNITED NATIONS (1967):-

Social welfare as an organized function is regarded as a body of activities designed to enable individuals, families, groups and Communities to cope with the social problems of changing conditions. But in addition to and extending beyond the range of its responsibilities for specific services, Social welfare has a further function within the broad area of a country's social development.

OBJECTIVES OF SOCIAL WELFARE:-

- welfare for all
- Overall welfare of for human being
- Help to fulfill the fundamental rights
- Help to build in society.
- Help for poor and vulnerable.
- Development for men and environment.
- Social Problem mitigation.
- Human resource development.
- Social change.
- To develop social relationship.
- Social Control
- Lower-class Employment in the Society.
- Help for Socialization.

Balance distribution of the resources and facilities.

Improve the state of people in the society.

CHARACTERISTICS OF SOCIAL WELFARE

PROJECT

- ★ **Serve community interest**:- identified from Community need assessment, service design to satisfy such needs.
- ★ **Value based**:- eg. human rights, citizen responsibility, social justice, prosperity, stability etc.
- ★ **Non market Activity** & not directly capital generating, not subject to purely market mechanism, depends on donation, subsidy fee charging.
- ★ **Accessible to All**:- citizens right, efficient service, delivery system, equal opportunity.
- ★ **Accountable to public**:- effective public and social administration, professional code of practice.

SYSTEM OF SOCIAL WELFARE

Social welfare is conceived in a broad sense, which is also called "social service" which includes

- Education
- Medical & Health
- Housing
- Income Maintenance
- Personal welfare

LEVELS OF FUNCTION OF SOCIAL WELFARE PROJECT

• Remedial :-

Removing disabling conditions, regaining normal functioning, needy groups, under-privileged sector in society, minimum standard of service provision, emergency relief and human sufferings; also related to social services.

• Preventive :-

Early prevent abnormal behaviour and conditions, creating new conditions, eliminate sources of problems, research analysis on causes for effective prevention. Prevention is a better than cure, screening service, early identification, systematic planning, universal services etc.

• Developmental :-

Improving situations, development of individual and society, constructive planning, social investment, awareness on social responsibility, develop potential and new capacities, growth towards mature and responsible citizenship.

• Supportive :-

Achieving objectives of other sectors in society, material benefits among various services and consider support services, education and continuous training community support, inter-related nature of various social policies, better effectiveness and efficiency economy.

SWACHH BHARAT ABHIYAN

INTRODUCTION:-

Swachh Bharat Abhiyan is started by the Government to make India a completely clean India. Clean India was a dream seen by Mahatma Gandhi regarding which he said that, 'Sanitation is more important than Independence.' During his time he was well aware about the poor and dirty condition of the country, that's why he made various efforts to complete his dream however could not be successful. As he dreamt of clean India a day, he said that both cleanliness and sanitation are integral parts of healthy and peaceful living.

Unfortunately, India became lack of cleanliness and sanitation even after 70 years of Independence. According to statistics, it has seen that only few percentage of total population have access to the toilets. It is a programme run by the Government to seriously work to fulfill the vision of father of nation (Bapu) by calling the people from all walks of life to make it successful globally.

MEANING OF SWACHH BHARAT ABHIYAN

The Abhiyan was launched by Prime Minister Narendra Modi on 2nd of October, 2014 at Rajghat, New Delhi with an aim to make India clean. Aim is to provide sanitation facilities to every family, including toilet, solid and liquid waste disposal system, village cleanliness and safe and adequate drinking water supply by 2nd October, 2019.

It will be a befitting tribute to the father of Nation on his 150th birth anniversary. It is significant that the P.M. himself is taking every proactive role in making the campaign by cleaning the street himself.

However, it has been clearly declared that the campaign is not only the duty of the Government but each and every citizen of the country is equally responsible to keep the Nation clean or Swachh.

This mission was launched on 2nd October 2014 (145th birth anniversary of Bapu)

By targeting its completeness in 2019 on (150th birth anniversary of Bapu)

The mission has been implemented to cover all the rural and urban area of the India under the Ministry of Urban Development and the Ministry of Drinking water and Sanitation accordingly.

OBJECTIVES OF SWACHH BHARAT ABHIYAN

- ★ To convert the insanitary toilets into flush toilets.
- ★ To remove the system of manual scavenging.
- ★ To eradicate the system of open defecation in India.
- ★ To make people aware of Healthy Sanitation practices by bringing behavioural changes in people.
- ★ To link people with the Programmes of Sanitation and Public Health in order to generate public awareness.

- ★ To build up the urban local bodies strong in order to design, execute and operate all systems related to cleanliness.
- ★ To completely stop the scientific processing disposal, reuse and recycling the Municipal Solid waste.
- ★ To provide required Environment for the private sectors to get participated in the Capital Expenditure for all the operations and maintenance costs related to the clean campaign.
- ★ It is to create global awareness among common public living in rural areas and link it to the public health.
- ★ It is to support existing bodies to design, execute and operate the waste disposal system locally.
- ★ It is to bring behavioural changes among Indian people regarding maintenance of personal hygiene and practice of Health Sanitation methods.
- ★ It is to make India a clean and green India.
- ★ It is to bring private sector participation to

Develop Sanitary facilities all through the India.

It is necessary to improve the quality of life of people in rural areas.

It is to bring Sustainable Sanitation Practices By Motivating Communities and panchayat Raj Institution through the awareness programmes and health education.

It is to bring the dream of Bapu to reality Come true

NEED OF SWACHH BHARAT ABHIYAN

Swachh Bharat mission is very necessary to run continuously in India until it gets its goal. It is very essential for the people in India to really get the feeling of physical, mental, social and intellectual well being. It is to make living standards advance in India in real sense which can be started by bringing all over cleanliness. Below I have mentioned some points proving

the urgent need of Swachh Bharat Abhiyan.

* It is needed in India to convert the insanitary toilets into flushing toilets.

* It is very essential to eliminate the open defecation in India as well as making available toilets facility to everyone.

* It is to implement the proper waste Management through the scientific process, Hygienic disposal, reuse and recycling of the Municipal solid waste.

SWACHH BHARAT ABHIYAN AT VILLAGE - DULHERA (THAJJAR) FAILURE OR SUCCESS

Village - Dulhera

Block - Bahadur Gash

District - Thajjar

State - Haryana

About Dulhera Village - Dulhera is a village positioned in Bahadur Gash Block of Thajjar district in Haryana, located in rural part of Thajjar district of Haryana. It is one of the 63 villages of Bahadur Gash Block of Thajjar district. As per the administration register, the Village Number of Dulhera is 61788. The Village has 1717 families.

According to census 2011, Dulhera's population is 8586. Out of this, 4635 are males whereas the females count

3951 here. This village has 1137 children in the age bracket of 0-6 years. Among them 600 are boys and 537 are girls.

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