



A study on education commissions on teacher education

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Abstract

The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of self. The Gurukul system fostered a bond between the Guru & the Shishya and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his teacher. The world's first university was established in Takshila in 700 BC and the University of Nalanda was built in the 4th century BC, a great achievement and contribution of ancient India in the field of education. Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities. Indian scholars like Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali and Vatsayayna and numerous others made seminal contribution to world knowledge in such diverse fields as mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical and production technology, civil engineering and architecture, shipbuilding and navigation, sports and games. The Indian education system helped in preserving ancient culture and promoting cultural unity and infused a sense of responsibility and social values. The ancient Indian education system has been a source of inspiration to all educational systems of the world, particularly in Asia and Europe. "Not only is there an art in knowing a thing, but also a certain art in teaching it."

Keywords: teacher, education

Introduction

Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system. Quality teachers and teachers only can be the strong agents of social re-engineering and reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. Planning and implementation of futuristic, exhaustive and farsighted reforms and recommendations can make a real breakthrough and vitalize teacher education. A teacher needs to be a great communicator. They need to be comfortable with public speaking in front of any sized group. They need to be leaders but not overly authoritarian. They must have a strong knowledge of particular subjects. They also must be patient. They need to commit large amount of time outside of the classroom meeting with students, as well as reading and grading papers. A teacher is never good at just one thing. It is an incredibly demanding but equally rewarding profession that requires a number of different skills.

Teaching is the process of changing the behavior and developing desirable skills in learner for his all-round

development. The process of teaching to be conducted effectively depends upon effective teachers. No development of new technology can revolutionize the classroom teaching unless capable and committed teachers are there in teaching profession. The success of a teacher depends on his self-control, good teaching aptitude and work oriented mind.

Review of Literature

Charanjit Kaur Dhillon, (2014) ^[2]. Reported the main objective of the study was to assess the level of prospective - teachers' intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course. The sample of the study consisted of 525 student - teachers taken from 9 education collages of Punjab University., Guru Nanak Dev University and Punjabi University. The study concluded that the achievement of student- teachers at graduation level was quite well and their performance in B.Ed. course also was very satisfactory. Most of the students had average level of intelligence and teaching attitude. A significant difference was found in the intelligence level and B.Ed. marks of the students of the three universities whereas there was not a significant difference in the teaching attitude and graduation marks of the student- teachers.

Deva Anjali, (2015) ^[3] reported as per the Mark Van Doreen's perspective 'the art of teaching is the art of assisting discovery'. A prospective teacher is always ready to learn more. A teacher's professional growth does not close down when he leaves the training institute. A best teacher is always to be a best learner. The overall performance of any institute

depends on its teachers teaching aptitude test. If a teacher has perfect teaching aptitude he/she may feel satisfied from his/her work profile. The present paper is an attempt to compare the teaching aptitude and job satisfaction of teachers from rural and urban areas.

Praveen Sharma, (2011) ^[4] reported Teaching Aptitude test for carry out his work. Singh's Aptitude Test (SAT) and General Teaching Competency (GTC) by Passim and Lalitha, Professional interest inventory prepared by investigator. As per Praveen Sharma, Academic Achievements played a key role in teacher's career. Marks obtained to study Teaching Aptitude, Academic and Professional Achievement and found that there is no significant effect of sex on Teaching Aptitude. Also, they concluded that there is no significant effect of Discipline on Teaching Aptitude.

Dr. K. S. Sajan, (2010) ^[5] conducted a study on teaching aptitude of student teachers and their academic achievements at graduate level. He used Teaching aptitude battery (TATB) by Singh and Sharma (1998). Major findings were that a dimension wise teaching aptitude reveals that the highest scoring dimension is the professional information (75.81%) and the least scoring one is the professional interest (50.21%). Also, the female student teachers are found to score significantly high on teaching aptitude compare to their male counter parts. He also concluded that there exists no substantial correlation between marks obtained in graduate level examination and teaching aptitude of student teachers.

Declining Quality of Education

The factors that contribute to poor quality education and care for children are many and varied. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on children's learning. Factors such as leadership, vision and professional learning and development that contribute to high quality in some services are lacking or ineffective in poor quality services. Rigidly implemented routines, poorly resourced or unsafe learning environments and inappropriate teaching practice are also factors in poor quality education and care.

- Educators not having responsive relationships with children, often coupled with high staff turnover.
- Programmers driven by imposed routines that focus more on adults' routines than the children's needs.
- Adult-directed activities, and rote learning methods, where adults decide what children do, and when and how they should do particular activities.
- Interactions that direct and control children.
- Adults being slow to respond to children or not recognizing their cues or attempts at communicating.

There is a paradigm shift in the role and responsibilities of modern teacher. For remaining at the center stage of the multi-dimensional teaching-learning process, the teacher has to redefine the role, has to undergo rigorous changes, and has to update the knowledge, to have basic human values, to have accountability to the society and to the students. Only such a teacher can work for the formation of right habits, thoughts

and actions, cultivation of values and development of rights. Certain people, who are not in favor of training, hold the view that there is no need of training the teachers. Only they should have mastery over the subject because there is no significant difference found in teaching of trained and untrained person. Theoretically it is not right; training is essentials for every teacher. Train teachers can do much more than untrained teachers. There may be so many reasons for why they do not perform their work effectively. Demand of job/ profession, the objective and expectations from a teacher certify the existence of teacher training. To have mastery over subject matter and to communicate this to students are quite different. Many skills are needed to communicate the information effectively. Example: Skill of questioning, illustrating, demonstrating and explaining. Other skills which may be required are skills of arranging and logically sequencing the subject matter. Teaching is not confined to tell or to impart knowledge of subject - matter to others but in wider perspective teaching aims at all-round development of personality of child. But there are the thing to be taught to the teachers, example what are his responsibilities and duties. These things skills or attitudes can only be developed through systematic training. Hence a systematized knowledge is required in order to achieve these skills and attitude. For this training is must. There is not only the knowledge of these things which are essential for a teacher unless a power has a positive attitude towards students and his job. Attitudes are learnt through experiences. In training program many pleasant experience are provided to student teachers by whom he can develop favorable attitude towards himself, his job and his students.

Conclusion

A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom.

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