

Present Scinerio of Teacher Education in Kashmir Division



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Abstract

Jammu & Kashmir State is the northern part of the India with population more than one crore as per Census figures(2011) and covers the area of approximately 2,22,236 sq. Kms. The state is divided into three regions namely, Kashmir, Jammu and Ladakh and further subdivided into 22 districts, in 10 districts for each and 2 districts for Ladakh. The State of Jammu and Kashmir has two SIE (State Institution of Education) Kashmir and Ladakh comes under SIE Kashmir which facilitates 10 diests of Kashmir and 2 diests of Ladakh and Jammu 10 district diests working under SIE Jammu. In upcoming days there might be possibility to establish third SIE at Ladakh. It is the only state where SIE is working on behalf of SCRT(State Council Of Educational Research and training. But not on the research and training basis only on teacher's educational scenario. The State of J & K has its own Constitution besides the Constitution of India and enjoys special status under article 370.

In this comparative world, Students need to become more professional to meet the needs of globalization. The society is expecting quality education so that youngsters achieve top placements nationally and internationally. It is the teachers who are called as the nation builders. It is in the school where the teachers develop the student's mental setup and prepare them for the forth coming competition. These teachers who prepare the future, themselves are prepared by a professional courses. The education commission 1996-1966 stated that," the destiny of India is now being shaped in her classes' rooms. There was a general notion that teachers are born and not made. It can be true in a few rear cases. It is also not contended that training by itself, it is sure to make a good teacher. The goal of teacher education programme is to develop highly qualified teachers. Who as knowledgeable, effective leaders will be innovative, action oriented role models in classrooms, schools, Districts and communities throughout the world.

Keywords : SIE, SCERT, Division, Constitution, Special status, Facilitates, Policy, teacher Education, Community, School, Child Performance, Globalization, Nation Builders, Education Commission, Challenges, pedagogical scheme, Present Scinerio, orientation, in service, pre-service, Constraints.

Introduction

The teacher occupies very important place in the field of education. Teacher is the custodian of the heritage of mankind and the exclusive appropriator of new knowledge. The success of educational process depends on the charactor and policy of the teacher. A nation is built by its citizens and citizens are molded by teachers and teachers are made by teacher educators. The National Policy on Education NPE (1986) has rightly stated that "no people can rise above the level of its teachers." so for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education. 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 there in.

Teacher education refers to the policies and procedures to the designed to equip prospective teachers with the knowledge, attitude, behavior and skills they require to perform their tasks effectively in the classroom, school and wider community.

In today's educational era, parent expectations as well as demand are more regarding their Childs performance. They expect their children to do well in each and every field they step in. This trends to create a major

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impact on students as well as teachers. The role of teacher becomes very comparative in this time. Students need to become more competent to meet the needs of globalisation. The society is expecting quality education so that youngsters achieve top placements nationally and internationally. It is the teachers who are called as nation builders. The competency of teacher reflects the socio-cultural, religion-political, and psycho-spiritual ethos of a society. It is said that no people can rise above the level of its teachers.

The teachers are the true visionaries of the nation. A good teacher is the most valuable asset of a nation. The teachers place in a community is the most important one. These teachers who prepare the future citizens, themselves are prepared by a professional courses. Teacher education is more important today in comparison to the earlier times. The education commission (1964-1966) stated that "A sound programme of professional educational of teachers is essential for the qualitative improvement of education. Teachers now a day's need to be very highly intellectual, dynamic and extremely skilled. Research in order to be effective inside and outside the classroom and more often and even outside ones institution.

Aim of the Study

1. To know the present complete system of Teachers education in Kashmir valley.
2. To know how many organizations are offering teachers training and how many types are trainings one can take to be a best teacher.
3. Jammu and Kashmir is the only state where SIE is working instead of SCERT, but State institute is not giving any professional Courses like B, Ed or MEd and research programme to the teaches. The maximum role is to provide some refresher Training's for in-service Teachers only and examinations.
4. To know the role and difference between, SIE, and DIETs. SCERT and NCET and NCTE.
5. To know Modes of Teacher Education Programmes in Kashmir through which one can be benefited.
6. To know what are Constraints faced by SIE in Kashmir and how can they over come with it.

Present scenario of teacher education In Kashmir Division

Kashmir is one of the largest systems of teacher education in our country. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges. Education though most teacher education programmes are nearly identical yet their standard varies across institutions and universities. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education

The present scenario of teacher education in Kashmir valley is entirely different with other states of India. At present, the district institution of education are in all the district of Kashmir and also the state

institution of education is in Srinagar, conduct in-service programmes for teachers of primary, middle and secondary schools after the introduction of NCERT syllabus. These are doing commendable work by proving massive in-service training in order to prepare teachers for the pedagogical scheme.

The training college is working under the state control government college of education Srinagar; it is doing a commendable job in training teachers, both in-service and re-service to meet the requirement of the time. Kashmir University have also been strengthened which, besides organizing seminars and workshops, are conducting M.A education, M, ed M. Phil and Ph.D. course for the in-service teachers as well as fresher candidates. These facilities are regularly organizing orientation cum fresher courses in education in collaboration with the academic staff collage (ASC) of the University of Kashmir. A number of research have been conducted during the past few years on current issues of education and are proving quite useful for teachers and administrators at all levels. The Kashmir division only is having more than 70 B. Ed colleges affiliated with university of Kashmir.

The Directorate of Distance education Of the Kashmir University is also doing commendable work in training teachers particularly for secondary level. Trainees, both in-service and pre-service receive instructions through contact programmes and do practice in teaching as a normal routine in middle and high schools of the state. Their examination in both theory and practice of teaching s conducted the concerned university and on successful completion of B, ed degrees are awarded.

The Indra Gandhi National open University (IGNOU) through a regional center located at Srinagar have recently started B, Ed programme and it is learnt, are planning to start M, Ed , M Phil and Ph, D Programmes also. These programmes are gaining importance day by day as latest technology and up to date methods prevent in most of the advanced countries with regard to distance and open learning and catering the need and demand of untrained teachers.

Position of Teacher Education in Kashmir

Teacher education in the Kashmir division with special references to committees such as secondary education commission, kazmi committee report and Bhagwan sahil committee report:

Present position of teacher education and different types of teacher education programmes at different levels like Elementary level, secondary level and higher secondary levels. Modes of teacher education programmes, conventional and integrated modes, professional development programmes for in-service and pre-service teachers, orientation programmes and refreshment courses and the teacher training programmes through distance mode offered by the central university such as the Directorate Of Distance education. University of Kashmir and the INDRA GANGHI NATIONAL OF OPEN UNIVERSITY.

Teacher education is as important as education itself, without objectives no education programme can achieve desired success. It is said

that without objectives one is lead as try like a rudderless ship which cannot reach its distinction and may get lost. Teacher educations have been stressed every time and have been changed accordingly to the needs and requirements of the time. These are therefore formulated and re- formulated so as to achieve the goals that are usually set for an educational programme.

Modes of Teacher Education Programme in Kashmir

In Kashmir division there are two modes of teacher education programmes, such as conventional B, Ed and integrated. These two programmes have great demand in the society and which cater the needs of untrained teachers and fresh graduates .The two modes of the programmes have been discussed in the following.

Conventional B, Ed programme

In Kashmir there are total 70 B, Ed colleges in all districts of Kashmir, affiliated with university of Kashmir, are providing conventional B, Ed programme. The two year training pattern of teacher's education at the secondary level. The graduate in Arts/ science commerce under goes the training for one academic year. The course is divided into two broad sections. One is theory and the second is practical skill in teaching. The conventional B,ed programme is offered through the NCTE recognized colleges of education which are affiliated to the university recognized by the UGC.

Intragrated Teacher Education Programme

The intragrated B, ed programme at regional institution of education run by the nation council for educational research and training (NCERT) And also 4 year intragrated programme of elementary education is being offered in Kashmir.

Four Year intragrated B, Ed: The programme is designed to proper secondary school teachers in the science and humanities. Who get a broader and longer exposure to both the content and professional methodology? The minimum qualification for the admission to the 4 year intragrated programme is passing in the senior secondary examination. The content of this intragrated programme includes course in subject knowledge(Equivalent to B.A/B.SC/B.Com) courses in professional education and in general education generally covered at the B, Ed level leading to the B. Sc. B, Ed. of courses in B.A B, Ed degree.

Four Year Intragrated Programme of elementary Education: teacher education programme should ideally be of four five years, duration after the completion of 10+2 level of school education. To being with, four year intragrated programmes could be instituted. along with a four year model., should be encouraged, for instance, two- year models after graduation with a 6 months to a year of school internship. Appropriate structural mechanisms need to be evolved in university and other institutions offering teacher education on order to promote the entry of talent in teacher education programme.

Professional development Programmes For In-service and Pre- Service teachers

Teacher education programme consists of the facts, theories, principles, methods, techniques etc. Concerning the teaching profession. It aims at

providing knowledge of theories, principles, law, facts and method to the prospective teachers who enter into the field and apply the given knowledge in their professional life. But after a period of time, their knowledge lags behind as knowledge of the field of teacher education increases day by day. Again after a period of time. The teacher forgets whatever was taught to him, during this training period, Thus teacher education is a lifelong learning is a lust for ever teacher. If he stops learning he degenerates.

Continuous learning is essential in order to improve the quality of teachers. As the strength of an educational system largely depends upon the quality of its teachers. In-service education is continuing education of teachers and other educators. It commences after initial professional education is over. It is designed to promote the continuous professional development by providing planned and systematic instruction within an educational setting. It includes all those courses and activities in which a serving teacher may participate for the purpose of improving his professional knowledge and skill.

Orientation Programmes and refresher Courses

In-service teacher education is all those activities and courses which aim at enhancing and strengthening the professional knowledge interest and skill serving teachers.

Refresher Courses

The course content for the refresher courses is devised by the departments concerned. The main focus in the refresher courses is on the subjects concerned. In universities specializes aspects of the subjects are taken into consideration. Since participants of the refresher courses, by and large, are senior teachers, therefore, the lectures, demonstrations and discussions are highly specialized. Subject refresher courses are conducted for the educational functionaries like principals. Head of departments and member of board of studies. The emphasis under the scheme is one the re-orientation of teachers to enable them to adopt new improved techniques of teaching and evaluation and to keep pace with changing knowledge in the era of knowledge explosion.

Organizations of teacher education in Kashmir

The State of Jammu & Kashmir enjoys the special status under article 370 of the Constitution of India and jurisdiction of the NCTE act has not been extended to the state of J&K. This invites the attention of government of Jammu & Kashmir to ratify the Act Passed by Parliament to enable NCTE to play its significant role.

In Kashmir region, there are more than 70 colleges of education with more than 4000 intake of teacher trainees, what would be the fate of quality teacher education if not properly monitored? Most of the colleges of education do not fit on the criteria of transparency and accountability.

State council of educational Research and Trainings: (SCERT)

National Policy On education recommended the creation of state council of educational research and training (SCERT) in each state as a measure of decentralization of functions of quality education, research and training, SCERT, Delhi was set up as an

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autonomous body under the societies registration Act in May, 1988. It receives funding from government of National Capital Territory (GNCT) of Delhi under the Grants - In - aid Scheme. Funding for SCERT comes from MHRD under the centrally sponsored scheme for teacher education and Re-organization and is routed through GNCTD. SCERT is also the affiliating body for elementary education (ETE) course and Early Childhood Care and Education (ECCE) course. SCERT is responsible for preparing the curriculum, prescribing syllabi, course of study and academic calendar for these courses. SCERT also conducts the Entrance Examination for its affiliated institutes and admits candidates for the course.

SCERT

DIETs are also resource support organization for universal Elementary Education Mission (UEEM), under which Sarva Shikaha Abhiyan and Primary Education enhancement Programmes are undertaken.

National council of Teacher Education (NCTE)

The National Council for teacher education is an advisory body for the central and state governments on all matters pertaining to teacher education, with its secretariat in the department of teacher education of the national council of educational research and training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National policy on education (NPE), 1986 and the programme of action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council For teacher Education as a statutory body came into existence in pursuance of the National council for teacher education Act.

National Council of Teacher Education (NCTE) is to achieve Planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre- primary, primary secondary and senior secondary stages in schools, and non-formal education, part-time education. Adult education and distance (correspondence) education course.

The main Objectives are as under:

1. To advise Govt. Of India on all matters concerning teacher education, including pre-service and in- service training, evaluation of curricula for teacher education and periodical review of progress in revising curricula.
2. To advice state government on any matter referred to the council by them
3. To review the progress of plan scheme, both central and state, concerning teacher education.
4. To advise government on ensuring adequate

standards in teacher education.

5. Any other matter entrusted to the council by the government of India.

State Institute of education (SIE)

Jammu and Kashmir has two SIEs. SIE Jammu over 10 DIETs while in SIE Kashmir covers 12 DIETs. Initially there was only one SIE in Kashmir established in 1963, It was in 1975 SIE Jammu has been established. SIE in view of changing role is an apex organization in education at the state level and has to guide, support and assist the state education department in its mission to improve the quality of school education.

Constraints faced by SIE in Kashmir

SIE Kashmir despite being an apex organization is facing many problems like:

UP gradation

In the plain document of 2007-2008 Jammu and Kashmir it is earmarked that SIE Kashmir will be upgraded to SCERT (State Council Of educational Research and training) while SIE Jammu will be upgraded to SIE Mat (State Institute of Educational Management and Training) But still it is a dream to fulfill.

Cadre and Capacities

SIE faculty is drawn from schools for a definite tenure which could comprise of two to three years and their posting are done by DESK. Since there is a shift from teacher to teacher educators.

Eligibility Criteria

The main power supplied to SIE is mostly not fulfilling the eligibility criteria as laid down for a teacher educator. A teacher educator should possess masters degree in the relevant subject like, humanities, social science, science with M.A education or M.ed degree. a teacher educator should also possess at least 7 years teaching practice.

Lack of Research

SIE has been restricted to subject oriented training. Model development and activities that are SSA, RMSA and NCERT driven. Hardly in any research is work conducted either for lack of manpower or for lack of funds.

Inter Linkage

There is a weak interlinkage between SIE and other related organizations like, JKBOSE, UOK (Education Department). College of education. Evidence of exchange of ideas and collaborative work is absent. Since these institutions as well concerned with the teacher education but work individually these hardly bear any positive results.

Academic Work

This has been the grievance of SIE resource persons that despite the availability of a well versed expert group, most of the academic work has been undertaken by JKBOSE where availability of resource persons is not at par with SIE.

Operationalization Of ZRP's/ CRP's

ZRP's/CRP's act as the sub units for carrying out the programmes effectively at grass root level but fortunately in most of the cases the contingent remains present at ZEO office instead of being present at their respective cluster centers or at respective DIET's. In this way grass root level does not get desired benefits of the training programme.

Financial Constraints

Financially SIE has been left to the mercy Of MHRD. Finding of SIE programmes is done by MHRD and state government has with drowned this support from 2013. The funds provided by MHRD are meager and are not given at time. To make SIE more vibrant state government should also support financially so that desired ends could be seen.

Conclusion

Teacher education occupies a n important place in the field of education. Teacher is the custodian of the heritage of the mankind and the exclusive appropriate of new knowledge. Teacher education encompasses teaching skills, sound pedagogical theory a professional skills. The term teacher education means, a programme of education, research and training of person for equipping them to teach at pre- primary, primary, secondary and senior secondary stages in schools and includes non- formal education, part time education, adult education and corresponding education.

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