Refereed Journal

Would like to appeal to the learned readers to send us their views, counter-views, suggestions, comments, and observations etc. on the articles published in this Journal so that an academic dialogue may start and our efforts may become more participative and thereby more meaningful and interesting.

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EDITORIAL

Friends

It is a very challenging task to give vent to one’s views when we are on the threshold of changes. I think that we are besieged with the thought to give a new direction to our education. To my mind Teacher Education is at the root of the entire education structure and therefore it is incumbent upon us to come out with the suggestions to streamline it and make it really relevant to our needs and requirements. If we still continue to turn a Nelson’s eye to it and bury our head in the sand glossing over its crying needs then to my mind the day is not far off when a plough may be driven over our institutions for giving a training to our students which has hardly any congruence with the real requirements. Therefore, it would be worth our while to think over our problems and plug holes where ever we can

I will not be able to articulate in detail all the problems but will concentrate on an important problem pervading our program. To my mind if we could address it successfully and efficiently then our program would become more relevant and fruitful. I would also invite my learned readers/scholars to give their views too, if they feel like that. But I am firmly of the opinion that if we could address it, then our entire program would become vibrant and really effective and thus I feel that we would open a real and fruitful chapter in this most significant program. Could I therefore also invite the learned scholars to come out with their views and thus try to contribute to the streamlining of this program. I give below the problem which needs to be addressed at the earliest

As a student of Teacher Education I am of the firm belief that we prepare teachers to perform well and effectively, working as a facilitator in the actual class room situation when they join a school as a regular teacher. The problem to be addressed is “Are we really preparing them to meet with the situation obtaining in our schools? Is there any congruence between what we dole out to our Teacher trainees with the practical situations they are to face in the school?” To my mind our Teacher Education Program should address this most crying need. At least we, the teacher educators, must suggest the necessary changes at the school level, in the examination system and also in our Teacher Education Program so that they become complementary and
supplementary to one another. It is for us the Teacher Educators to raise their scholarly voice so that our program is in sync with the needs of the school and also suggest rational, practical and suitable changes.

We must keep in our mind that the ball is in our court and for the benefit of the whole generations of children and for the nation, it is incumbent upon us, to put our minds together and bring out an excellent workable program.

S. P. Pathak
(Ms) S. Dhiman
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