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REORIENTING TEACHER EDUCATION PROGRAMME TO INTEGRATE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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"The first condition of a good teacher is that he should be a teacher, and nothing else, that he shall be trained as a teacher and not brought up to serve other professions".
- Mark Pattison

Introduction:

The term 'Sustainable Development' was first used by the 'World Conservation Strategy' presented by International Union for the conservation of nature and natural resources in 1980. According to Burtland Report, sustainable development means meeting the needs of the present generation without comprising with the needs of the future generations. It refers to development which should keep going. It is a situation in which economic development does not decrease over time. It can be modified as a path of development in which options of future generations are not compromised by the path taken by the present generation. Education can help in the process of sustainable development. Teacher education plays the most important role in integrating education for sustainable development.

Objectives and scope of sustainable development:

Before going to discuss this topic we have to glance at the objectives and scope of sustainable development in order to find out the role of teachers and impact of teacher education in integrating education for sustainable development.

Objectives:

- (i) Creation of sustainable improvements in the quality of life for all people.
- (ii) Increasing economic growth through meeting basic needs.
- (iii) Providing chance to participate in public life and helping to clean environment.
- (iv) Aiming at accelerating economic development in order to conserve and enhance the

stock of environmental, human and physical capital without making future generations worse off.

(v) Improvement in education

Scope of sustainable development :

- (a) Utilization of natural resources.
- (b) Increase of per capita income.
- (c) Rapid industrialization and capital formation.
- (d) Development of Agriculture.
- (e) Population control.
- (f) Solution of unemployment problem.
- (g) Development of Human Resource.
- (h) Reduction of Regional Disparities.
- (i) Increase in literacy.
- (J) Increase in health.

Let us discuss how teacher education can help the teachers in playing their role in this development. If the present position of teacher education fails to achieve its goal, re-orientation of teacher education is essential.

Teacher education -its meaning :

According to Dictionary of Education, "Teacher education has been defined as all formal and informal activities and experiences that help to qualify a person to assume the responsibility as member of the educational profession or to discharge his responsibility most effectively"

Teacher education means the professional education and training of teachers. It includes both education and training for teachers. Besides proper educational qualifications, a teacher requires training. He should know educational psychology, methods of teaching, school organizations, training of application of the information and communication technology etc. A teacher must keep pace with the changing needs of society and demands of the hours and ages. Teaching aims at an all round development of personality. Skills or attitudes can only be developed through systematic training. A systemized knowledge is required to achieve these skills and attitudes which require training. Today the need is to bring out a 'sophisticated' and 'cultured' generation For this teacher education is compulsory.

Objectives of teacher education :

- (a) To perceive his role as an agent of social change in the community.
- (b) To perceive his role not only as a leader of the children but also that of a guide to the community.
- (c) To act as a liason between the school and the community and employ suitable ways and means for integrating community life and resources with school work.
- (d) To help in the conservation of environmental resources and preservation of historical monuments and other cultural heritage.

- (e) To possess warm and positive attitude towards children and their academic socio-emotional and personal problems and skills to guide and counsel them.
- (f) To develop in teachers certain attitudes, values and interests in conformity with the ideals of democracy.
- (g) To develop an understanding of the close relationship between society and the school, between life and social work.
- (h) To develop quality of human life in society.

Types of teacher education :

Teacher Education is mainly divided into pre-service and in-service teacher education. These two are again classified into the following :

- (i) Pre-primary teacher-training, Kindergarten, Montessory, Nursery etc.
- (ii) Primary teacher training, B.T.C, T.T.C, etc.
- (iii) Junior Middle Teacher-Education, D.Ed, J.T.C, J.B.T.C, B.T.C; etc.
- (iv) Secondary or Higher Secondary Teacher Education, B.T, B.Ed, L.T, M.Phil, M.Ed, D.P.Ed,
- (v) College or University Teacher Education, M.Phil, Ph.D, Orientation Programme, Refresher Course etc.

Types of Teacher Training Institutions :

- (i) Pre-Primary Training Centres
- (ii) Primary Teachers' Training Schools
- (iii) Secondary Teachers Training Colleges
- (iv) Specialized Teachers Training Colleges
- (v) Education Department of Universities
- (vi) Special Institutes for Trained Teachers and Research Work
- (vii) Training Institutes for Women
- (viii) In service Training Institutes

Organization of Teachers Training Institutes :

Following organizations impart Teacher Education in India.

- (i) National Council of Educational Research and Training
- (ii) National Institute of Education
- (iii) Central Institute of Educational Technology
- (iv) Regional Colleges of Education
- (v) State Council of Education Research and Training
- (vi) District Institute of Education and Training
- (vii) National Council for Teacher Education
- (viii) Academic Staff Colleges

History of Teacher Education :

Ancient Period :

The history of teacher education in India is not new. In ancient period the teacher used to seek the assistance of meritorious students of higher classes. They were called "Pattacharya" They assisted their teacher in teaching, used to be his pupils. If the teacher sometimes went away, the teacher used to entrust the whole work of teaching and school to such students.

Buddhist Period :

The formal system of teachers training emerged during this period. Teachers were trained for the purpose of propagating Buddhism. The method of training teachers during the Buddhist period was based on a system which was later on recognized and named as 'Monitorial System'.

Muslim Period :

During this period there was no system of teacher training. There was no formal training for teachers. No special professional training was required. Teaching posts were filled up on considerations. Institutions for regular education and training in teaching medicine, literature, art and music were not in vogue during this period.

British Period :

Formal system of teacher education was started by the Britishers. Teachers' training institutions were established during this period.

Recommendations for teachers training by commissions and committees :

Upon the recommendations and suggestions of various committees, commissions, educational organizations and study groups regarding teachers' trainings, radical changes occurred in teacher education which was equipped with integrated courses, professional studies, improve methods of teaching, special courses, practical works, internship, improved tools for evaluation, seminars, projects, study visits, symposium, correspondence-cum-contact courses and educational technology etc.

Education for sustainable development :

Sustainable development is a type of development which can sustain for a long time in favour of the present and future of human society. It stands against the discriminating development designed for fulfilling the interest of the powerful section of the society. The system of education is framed in order to make learners qualified for engaging themselves in sustainable development.

Re-orienting teacher education programme to integrate education for sustainable development:

Due to the impact of globalization, the concept of education has changed. The re-orientation of teacher education programme is essential for facing all the challenges against development and proper utilization of human resources. Teachers are the real nation-builders. They train the future citizens of the country for making human resources. Sustainable development is not possible without qualitative education which can only be imparted by teachers. To face the

challenges of the day and to over-come the difficulties of the period, the reorientation of teacher education programme is compulsory. Then teachers are able to fight all the hindrances to development and integrate education for sustainable development.

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SUSTAINABLE DEVELOPMENT AND HIGHER EDUCATION : AN EVALUATION OF ITS RELATION AND COMPOSITIONS

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Introduction :

The best definition that one can provide of sustainable development is by going through the Brundtland Report of the World Commission on Environment and development, 1987. According to this definition sustainable development is possible only when the needs of the present are fulfilled without sacrificing the ability of the future generations to meet their own needs. So, through this definition it is clear that present and future are explicitly linked with each other. This document further suggests that "our inability to promote the common interest in sustainable development is often a product of the relative neglect of economic and social justice within and amongst nations." (p.49). The word sustainability covers almost all aspects everything from climate change to social equity to global health to fresh water to conflict materials. Sustainable development is now seen by many across the world as a necessary and urgent response to a range of social and environmental issues that threaten the integrity of the biosphere and human well-being. In this regard the primary element that can raise the standards of sustainable development is education. Education should be generated in such a manner that it maintains harmony with other people and also with the nature. In an education system two types of participants are involved. One of them is the giver or the teacher and the other one is the receiver or the learner. Moreover this process involves transmission of some abstract concept.

Higher education and Sustainable Development :

The purpose of receiving higher education for individuals can be considered personal rather than social. Higher education institutes such as universities are valuable in this regard as they provide us with value education. They not only look to boost the future society with skills but also look to contribute to improve the intellectual and moral side of the human condition. In the higher education policy making forum stress has been laid on the fact that universities must try to promote sustainable development policy making agenda through their teaching, research and self-management. The role of education is to make individuals make better personal choices. Students also learning in higher education system with relation to sustainable development must