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Improvement of Quality of Primary Education and the Role of Teacher**Dr. N. H. Kulkarni**

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Abstract:

Policy makers have quite fragmented picture of the actual state of the teaching wenceforce in term of knowledge and skill, which is a major and interesting challenge for decision making in this field. It might call for training policies encharing bottom up approaches and dencentralized action using multiple effect at the bundling of different actions whides the set of professional standard are interdependent and interconnected each district standard focus on a specific effective practices. The knowledge statement describe the body of knowledge critical to effective practice. The disposition statement illustrate the application of that knowledge keyword, quality professional development, RTE, Knowledge performance.

Primary Education in India:

Primary education covers the primary (6-11) years and upper primary (11-14) years age group. Most Indian states this translate into the successfully completion of prescribed educational requirement till class VII. The essence of the goal is for every 14 year old to have acquired foundation skill such as team work, quality, elementary, education should instill in children courage, confidence, resairce fullness, understanding while this is recognized. If we are really expecting quality in elementary education, we need to think and inculcate the professional development of teacher.

Participate meaningfully in social, politics and economical process and to avail opportunities to learn advanced skill through out life. Indian context, what level of education can provided this bare minimum effectively age can one expect a child to have developed the capacity for formal and article though and expression so that the education obtained can sene effective mawn life obctice.

The Right of Children to free and Compulsory Education Act 2009:

In August 2009 parliament passed the historic right of children to free and compulsory education RTE Act 2009. The new law must be seen from the prespective of children. It lprovides a justiable legal framework all children it education right to freeand compulsory admission, attainder and completion of elementary education. It provide for the childs right to education that is free from fear several provision in the net, including the right of children to free and continuously education till completion of elementary education. It smallest provision for a non admitted child to be admitted to engage appropriate class.

The Concept of Professional Teaching Standards:

Effort to resuture school for the demand of a knowledge based economy and refeplining the mission or schooling and the job of teaching rather than merely offering education school are now expected to ensure that all student learn and perform.

Factors affecting Primary Education:

Why do so many children drop out of school at such an early stage and so many learn so little. According to National sample survey (NSS) 52 round children who dropped primary stage cited inability to cope with academic failure and lack of interest in studies as predominant reason impenanted factor affecting elementary education in India and the child learning across.

The Child's Natural environment at home:

The large extend what a child brings to school is function of the academic economic and moral support received at home to learn, guidance and motivation.

The Teacher and the Environment at School:

In most Indian schools, teacher are the principal institutional source. Their role in motivating children to team building basic skills in them and expanding their knowledge horizon needs little education large drab out rate and low learning level. Their performance falls short of what is desired, how a child is received socially in teacher has lasting impact. As part of the many initiatives and research work that have been undertaken and identified that there is need of professional teaching standard to strensthean the teaching profession. There is a more complex set of issues which lie between the roles of teacher teaching and learning in classroom and assessment practice. There will be also a need for continnal evaluation.

Subject matter knowledge:

Teacher shall understand the central concept tools of inquiry, structures of the discipline especially as they relate to any state board or central board and design developmentally appropriate learning experience.

Human Growth and Development:

Teacher shall understand how children and adolescent develop and tem in variety of school, family and community contexts and provide opportunities that support their intellection such an emotional development.

Learning Environment:

Teacher shall understand individual and group motivation and behavior and shall create a supportive safe respectful learning environment that encourage positive interaction, active engagement in learning and self motivation.

Special Need: Teacher shall adopt and modify institution to accommeliate the special learning need to all students.

Collaboration and Partnerships:

Teacher shall build relationship with parent, guardians, family and agencies in the larger community to support student learning and well being.

Professional Development:

Teacher shall participant as active responsible member of the professional community engaging in a work range reflective practices pursuing opportunities to grow professional and establishing collegial. While the set of professional standards are interdependent and inter connected each district standard focuses on a specific aspect of effective practive. Each standard also have sens or indicator performance statement. The knowledge statement describe the body of knowledge critical to effective practice.

Conclusion:

There is a need far National level Evaluation to determine the role of the teachers in the assessment process of student. How their summative work effects and links with their formative assessment practices and also to find out the burden of teacher assessment work its possible overlap and with good teaching works. In pursing the aim of enhanced participation in further educational development. It is importance to consider the at lance of thosewho do not so at present many of who adop the new system but it will be equally important to motivation them. This evalatuion imponent to

motivation them. This evaluation process for teacher is allsmeo in and perforave standard uniform evaluation. This evaluation process for teacher is aligned with content and performance standard, uniform evaluation standard are needed for identification of teacher strength of weekness. This process will ensure outcome of standard rather than only completion syllabus invite and encourage commands on this draft. It is only with public conseous on a sharel vision of education that we can be successful and that children can be assured of the education, they will need to carry out the responsibilities of the future.

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