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3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings year 2018-19

S. No	Name of the teacher	Title of the paper	Year of publication	ISBN number of the proceeding	Name of the publisher
Session 2018-19 (1 Jan 2018- 31 Dec 2018)					
1	Dr. Yogita Jiwane	Vaisvikarankashiksha per prabhav	2018	978-93-90238-46-0	Asian Press Book
2	DrSaummya Tiwari	History of In-Service teacher education in India	2018	978-93-87460-98-0	A P H Publication Corporation

Principal

Disha College, Ram Nagar
Kota Marg, Raipur (C.G.)

GLOBALIZATION OF TEACHER EDUCATION



Editor

Dr. P. K. Naik

वैश्वीकरण का शिक्षा पर प्रभाव

डॉ. योगिता जीवने* और डॉ. वन्दना शर्मा**

सारांश

वैश्वीकरण की प्रक्रिया ने सम्पूर्ण मानवजीवन में अपना एक विशेष स्थान बनाया है। इसने मानव जीवन के लगभग प्रत्येक क्षेत्र को प्रभावित किया है। शिक्षा की माँग समाज में एक नई व्यवस्था को बढ़ावा दे रही है। जहाँ भारतीय अर्थव्यवस्था का न केवल बच्चों के बौद्धिक वाले को खोलने की सुनहरी कुंजी के रूप में देखा जाता है बल्कि यह भी माना जाता है कि उससे बेहतर भविष्य के महान अवसरों के द्वार को भी खोला जा सकता है यही विस्तार के सामाजिक आधार का निर्माण करता है। आज अधिकांश विद्यालय महाविद्यालय और विश्वविद्यालय संसाधनों के अभाव से जूझ रहे हैं, साथ ही उन पर नियमों के पालन का अनावश्यक जोर भी दिया जाता है और उनका प्रशासन भी अपेक्षित स्तर का नहीं होगा। अतः एक ऐसी व्यवस्था होनी आवश्यक है जो शैक्षणिक सृजनात्मकता सामाजिक दायित्व और शैक्षिक स्वायत्तता का संवर्धन करती है।

प्रस्तावना

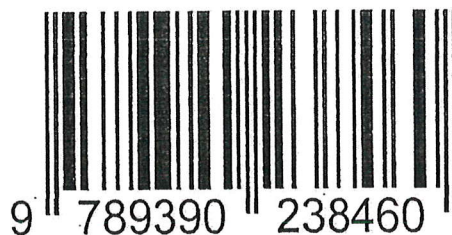
वैश्वीकरण राष्ट्रीय दायरे से ऊपर उठकर अन्तर्राष्ट्रीय स्तर पर सभी राष्ट्रों पर सभी राष्ट्रों से संबंधित अवधारणा का विचार है। यह एक ऐसे विश्व की कल्पना है। जिसमें कोई देशों द्वारा सीमा पर गलाये गये प्रतिबंधों व अवरोधों को समाप्त कर वस्तुओं व सेवाओं के मुक्त आवागमन की व्यवस्था की जाती है। आधुनिक युग में यह अवधारणा आर्थिक क्षेत्र से जुड़ी हुई है। विश्व का कोई भी राष्ट्र स्वयं को पूर्णरूप से आत्मनिर्भर नहीं कह सकता है वह किसी-न-किसी वस्तु या सेवा के लिए किसी अन्य राष्ट्र पर निर्भर करता है। इसी से आपसी सहयोग का सिलसिला शुरू हो जाता है। वैश्वीकरण में दो परम्पर क्रियायें साथ-साथ करती हैं। एक क्रिया सजातीयकरण की है तो दूसरी विशिष्टीकरण की है। इस भूमण्डलीकरण में स्थानीय और वैश्विक लोग एक ही कड़ी में बँध गए हैं। और पूरा विश्व एक परिवार हो गया है। भारत में पुरातन काल से ही 'वसुधैव कुटुम्बकम्' अर्थात् सारा विश्व परिवार के समान है कि अवधारणा को स्वीकारा गया है। इसी अवधारणा के आधार पर ही संचार के साधन, सूचना, तकनीक और आवागमन के साधन, अन्तर्राष्ट्रीय सम्बन्धों को जोड़ने का काम कर रहे हैं। ये समस्त प्रक्रियायें विश्व के समस्त सम्बन्धों का घनिष्ठता प्रदान कर रही हैं।

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Educational psychology is the branch of psychology focusing the scientific study of human learning which includes the study of memory, conceptual processes, and individual differences in conceptualizing new strategies for learning processes in humans. It is comparatively an emerging subfield that has reached a massive amount of growth in recent times. Every child has different mental ability and learns with different pace. It is very essential for a teacher to teach his or her students according to their mental ability. Educational Psychology helps the teachers in doing so.

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GLOBALIZATION OF TEACHER EDUCATION



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History of In-service Teacher Education in India

Dr. Saumya Tiwari*

ABSTRACT

Rabindranath Tagore believed that only a human can teach a human. hence he gave importance to the teacher he highlighted that a teacher should believe in his students and behave with affection. He also said that a teacher should not only focuses on bookish knowledge but should create an environment were in a child practically learn through his personal experience a teacher should also focus on creative skills of the child and should work upon it to enhance the skill.

It is well understood that none of the teacher is a born teacher every teacher has a blend of virtues defects, qualities etc. It is hence reared that short comings can overcome by providing teachers in services training. The education fraternity seriously requires effective an efficient teacher. It is this in service training which can help them to be the best teachers, in services training can enhance the knowledge, skills, personality and interest, it is noticed that in service training is almost revived hence this paper covers the HISTORY OF IN-SERVICE TRAINING IN INDIA.

INTRODUCTION

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame".

WHAT IS IN SERVICE TRAINING


In service education can simply be defined as the relevant courses and activities

In which a serving teacher may participate to upgrade his professional knowledge, skill, and competence in the teaching profession, generally the teachers are regarded as the hub of educational development. Therefore in-service education is rendered with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skill, knowledge and interest.

According to Billing 1976, *"In service education is staff development which is deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plan".*

The in-service education of secondary school teachers at the beginning of this century consisted mainly of refresher courses, lectures, and conferences. These were generally arranged during the vacation period at a centrally located place or the teacher training institution and were seldom a regular feature of the school program. Most of these activities were spasmodic responses to the recommendations of the various Commissions that were appointed from time to time to study the problems of the existing educational system.

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GLOBALIZATION OF TEACHER EDUCATION

Dr. P. K. Naik



Dr. Pramod Kumar Naik, after completing his Master Degree in Education and B.Ed from Kurukshetra University, Haryana, he completed his M.phil and Ph.D in Education from Sambalpur University, Odisha. He has 27 years of teaching experience at U.G., P.G, M.Phil, Ph.D (Course Work) level in different Colleges and University of Odisha and Chhattisgarh. Dr. Pramod Kumar Naik used his knowledge of the subject and his teaching experience acquired during these years, while writing this book. This book can be effectively used in teaching programmes both by students, research scholars and teachers. Dr. Naik has published 75 Research Paper in National/International journal, published 06 Books named Research Methodology, Advanced Educational Psychology, Parenting, Organizational Effectiveness, Job Satisfaction, Girls Empowerment and 03 Guide Books in Education. In 06 Edited Books 07 Chapters has been Published. Participated in Orientation and Refresher Course. He has delivered a number of Guest Lecturer in National seminars, International seminars, Orientation

and Refresher Course and Colleges. Dr. Naik has been invited to deliver Keynote speech in the International Conference at Malaysia and Kathmandu. He has guided 38 M.Ed. scholars, 25 M.Phil scholars and 08 Ph.D scholars are Awarded under his supervision, now 07 Ph.D scholars are doing their research work under his supervision. He is the member of different board and committees of Dr.C.V. Raman University, Bilaspur (C.G.), Subject Experts of Pt.Ravi Shankar Shukla University, Raipur (C.G.) and also the member of Editorial Board of 06 Research Journal and Chief-editor of one Journal. Now Dr. Pramod Kumar Naik is a Professor & Dean (Education), Research Director, AIU Co-ordinator of Dr. C. V. Raman University, Kargi Road Kota, Bilaspur (C.G.). His API Score calculated by the university is 525.

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