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NATIONAL SEMINAR

ON

**“APHELION GROWTH OF THE PUPIL TEACHERS
THROUGH
OPEN AMBIENCE IN TEACHER EDUCATION ”
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The objectives of Aphelion Growth of pupil teacher aims to provide an environment where our students can stretch themselves to their fullest and their best, initiating useful innovations and pursuing greater personal development. The objectives of Aphelion Growth of pupil teacher are given in the paper.

Peace education today has become a challenge itself, in an increasingly flat world with globalization, and advance of technology. Thinking for the peace education teaching in terms of role, relevance and future becomes imperative. The competitive environment presents a plethora of opportunities for peace education teaching in the various educational institutes.

According to the International Commission on Education for 21st century- Delors Report belief that education has a fundamental role to play in personal and social development. With the growth of peace education we can try for the growth of human beings and achieve a harmonious and peaceful world. We ourselves must become more peaceful, and tolerant with one another, within our own ranks. This paper also describes the role of information and communication technologies and teachers for the development of peace education to foster effective learning in educational institutions.

Aphelion growth of pupil teachers through peace education.

The objectives of Aphelion Growth of pupil teacher aims to provide an environment where our students can stretch themselves to their fullest and their best, initiating useful innovations and pursuing greater personal development. The objectives of Aphelion Growth of pupil teacher are

- To pool resources, in terms of time and expertise, of pupil teachers so as to provide new educational opportunities and experiences for the pupil teacher to enlarge their capacities.
- To complement our educational approach with the development of strong character and sound values, which will take them through challenges in life.
- To instill self discipline, personal drive and intrinsic motivation to excel in pupil teacher.
- To prepare pupil teachers to be effective leaders both in school and society.

Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.

Much of the available research on professional development involves its relationship to student achievement. Researchers differ on the degree of this relationship. Variables are the school, teacher, student level related to the level of learning within the classroom, parent and community involvement, instructional strategies, classroom management, curriculum design, student background knowledge, and student motivation. Based upon a review of several studies, Marzano concluded that the professional development activities experienced by teachers have a similar impact on student achievement to those of the aforementioned variables.

Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development. Opportunities for active learning and content specific strategies for staff development refer to a focus on teacher application of learned material. Overall coherence refers to the staff development program perceived as an integrated whole and development activities building upon each other in a consecutive fashion. Marzano warned, however, that standardized staff development activities which do not allow for effective application would be ineffective in changing teacher behavior.