

Gurur-Brahmaa Gurur-Vissnnur-Gururdevo Maheshvarah I, Gurureva Param Brahma Tasmai Shrii- Gurave Namah II

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The meaning of this prayer is, The Guru is Brahma, the Guru is Vishnu, the Guru Deva is Maheswara (Shiva). The Guru is Verily the Para-Brahman (Supreme Brahman); Salutations to that Guru. Teacher was compared to a God and treated as a combination of the Trimurty (Brahma, Vishnu and Maheswar) as well as the supreme one. In Srimad Bhagavat Gita, Srikrishna told to his disciple Arjuna, you can't achieve true knowledge without Guru. Guru is the person who can remove the darkness ('Gu' means Darkness and 'ru' means to remove) and shows the path of salvation to the human beings. According to the Indian culture a child receives his first physical birth from the parents and the second birth of the hands of the teacher. The teacher is given a higher position than parents, because he opines the pupil's eyes of knowledge and moulds his character. Teacher plays an important role as friend, philosopher guide and helper of the student. Education is a lifelong process. In this process of education, the teacher plays an important role. Without teacher the process of education is ineffective. He is the heart of the matter of this process. Education takes place through the interaction between the teacher and the taught. He is the maker of man and the nation. The true text book for the pupils is his teacher. He trains the minds, cultivates manners, and shapes the morals of the members of the community at their most impressionable age. After parents, the teacher is one who is most revered by the learner, because parents give children their life but the teacher teaches them the art of living well. The righteous living of the teacher is sure to inspire and stir value consciousness of his / her pupils and facilitate internalization of values by them. Teacher's function should not be confined in the classroom teaching only rather he should be the role model before the students in all activities in and around the school. Remembering William Arthur Ward verse "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires". As Francis Bacon said, "knowledge is power" implies that teaching is an art that can be acquired through a series of well-designed series of activities, its imperative, therefore due emphasis should be laid on the education of the teachers. The teacher is the backbone of the educational system, maker of the mankind and architect of the society. Teacher is the unquestionable pivot in the complex system of education that operates anywhere around the world and despite the emergence of high end information and communication technologies and distance mode learning. Teacher continues to enjoy this key position in the teaching learning process.

Teacher education is an integral part of education. It is the spotlight of the 21st century. Thus the quality of education depends on the quality of education of teachers. The success of education depends on quality of teacher which creates excellence in all walks of life. The qualitative aspects of education depend entirely on the character and personality of the teachers. The quality of education depends upon the quality of the teachers. Thus the role of the teachers is very important in making the nation. The American Commission on Teacher Education rightly observes, "*The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education. The quality of their education depends more than upon any single factor upon the quality of their teacher*". The University Education Commission in India (1948) emphasized the importance of the teacher and his responsibility. The aim of education is the all round development of child's personality. The Secondary Education Commission in India (1952-53) observed that "*a major factor responsible for the educational reconstruction at the secondary stage is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community*". Kothari Commission in India (1964-66) has aptly observed that "the future of the nation is shaped in her class room". The teacher has a powerful and abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual, technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is very great, therefore the nation depends upon the teacher well being. The National Council for Teacher Education (NCTE) as a non-statutory body (1973-1993) took several steps as regards quality improvement in teacher education. The Ministry of Education document "Challenge of Education A Policy Perspective" (1985) has mentioned, "*Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching-learning processes*". The National Policy on Education in India (1986) has similarly said, "*The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers*". National Knowledge Commission, National Curriculum Framework for Teacher Education (2009) and other Committees like Mehrotra (1987), Ramamurti (1990) were also given importance for quality teacher education. Recognizing the global perspectives in education, the

Jacques Delors Commission in its report "Learning: The Treasure Within" (UNESCO, 1996) highlights challenges that are to be responded to by teacher and teacher preparation system. The programmes of teacher education for various stages need to be restructured and modernized in their input, process and output to make the system quality-oriented.

Teacher is a nation builder. A democratic country is very much influenced by the teachers. It is necessary to give importance to teacher education. Education is considered as a fundamental right of every child in all over the world. Today's children are tomorrow's citizen. By taking good attempts / steps in framing of teacher education curriculum, we can give quality-value based education to the teachers. If we throw the light on the Teacher Education Programme in all over the world we would see that a remarkable growth occurred in the field of Teacher Education. Till now teaching is the noblest profession than all others. Many teachers, all over the world have enjoyed a high position, power and respect. At the same time Teacher Education is losing its identity in so many countries. Teacher Education in various countries has been struggling to strengthen its identity. Struggle does not mean degeneration of values and degeneration of institutions. It is true that after persistent struggle there is evident improvement, but, still there is no end to perfection. There are many issues and challenges pertaining to Teacher Education Programme like Policy dilemma, Professional development, Quality Research, Academic Staff Development, E-learning and Teacher Education, ICT and Teacher education, Quality Management in Teacher education, Teacher education in 21st Century, Teacher education Global perspective etc. Teacher Education should be so powerful and graceful that nobody should dare to dictate. It is high time to revive and strengthen the Teacher Education Programme in all over the world.

The overall aim of this Special Issue is to know the various Issues and Challenges of Teacher Education.

This Special Issue provides the various Issues and Challenges in many aspects of Teacher Education. It's including: 1) Intercultural Competence in Teacher Education (Dr. Reza Parvaneh, Ahmad Abdollahi), 2) Teaching Professionalism and the Feminisation Debate (Shabana Shamaas Gul Khattak), 3) Ethical Issues in Teacher Education (Rasmi Ranjan Puhan, Lakshmi Priya Malla & Dr. S.K. Behera), 4) Teachers Professional

Development Program (Tika Ram Pokhrel). 5) Research in Teacher Education (Ismail Thamarasseri). 6) Information And Communication Technology In Teacher Education Enhanced Collaboration For Promoting Quality Of Education (Dr. Anju Verma). 7) Assessing Pre-service Teachers Teaching Anxiety (Mojeed Kolawole AKINSOLA). 8) Action Research: An Avenue to Reflective Teaching Practices (Dr. Ajeet Kumar Rai). 9) Constructivist Approach in Teacher Professional Development (Satyajit Rout & Dr. Santosh Kumar Behera). 10) Job Satisfaction of Part-time College Teachers (Abhijit Dutta, Pranab Barman & Dr. Santosh Kumar Behera). 11) The Place and Role of Mathematics Curriculum for Secondary School Teacher in India (Dr. Sunil Kumar Sain & Dr. Sudhir Sudam Kaware). 12) Technophobic Teachers – A Problem of Modern Education (Dr. Srabanti Mukhopadhyay). 13) Effect of Teacher Training Programme on Self-Concept, Self-Confidence, Teaching Competency, and Role Commitment of Special Teacher Trainees (Dr. Rajendra Prasad). 14) Content Enrichment Approach in Teacher Training Curriculum of B.Ed. Special Education (Mental Retardation) (Shri. Pawar Sandip Apparao). 15) Attitude of The Female Teacher-Trainees Towards The Existing B.Ed. Syllabus of The University of Burdwan: An Empirical Study (Amal Kumar Chakrabarty & Dr. Santosh Kumar Behera). 16) Paradigm Shift: Role of Multimedia (ICT) In Teacher Education (Dr. Mamta Bhardwaj). 17) Teacher Education And Inclusive Education (Geetika Minj & Gita Chhabra). 18) Democratic Values and Democratic Approach in Teaching: A Perspective (Dipty Subba).

I am thankful to all the fellow authors contributing their valuable articles with latest research and trends in the area of Teacher Education and as a result this Special Issue is the outcome of their precious contributors.

This Special Issue consists of various aspects of Teacher Education. It is our hope that you, as readers, will find this Special Issue useful for your work. If so, this will be the nicest reward for us. I wish again to thank all the authors for their contributions for this Special Issue.

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