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From Editor's Desk

Dear Friend,

Today's world, its problems and challenges are becoming increasingly more interdependent and interconnected. We need to take lessons from its past in order to build a new and better tomorrow. We can prevent ourselves from violence-ridden history, which now seems to be repeating itself. The values of peace, non-violence, tolerance, human rights and democratic ideologies will have to be inculcated in every individual; young and old, children and adults alike. No time is more appropriate than the present to build a culture of peace.

Peace education promotes a culture of peace, which is essentially transformative. It cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behaviors in the first place, which have either been created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern and challenging personal and social actions that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values.

Global efforts towards peace and reconciliation can only succeed with a collective approach built on trust, dialogue and collaboration. For that, we have to build a grand alliance for a culture of peace amongst all, particularly with the proactive involvement and participation of the young people. In today's world, more so, a culture of peace should be seen as the essence of a new humanity, a new global civilization based on inner oneness and outer diversity.

Interfaith education grew out of the interfaith movement, with a progressive agenda began in 1893 at the World's Parliament of Religions

gathering in Chicago. For the first time in history, leaders of so-called "Eastern" and "Western" religions had come together for dialogue, seeking a common spiritual foundation for global unity. Since then many other interfaith organizations have arisen. This interfaith movement sought to bring together religious and spiritual leaders of diverse traditions to engage in dialogue, to educate each other and their audience about their respective traditions. These organizations convened conferences to bring these leaders together with lay people and to address global problems of intolerance, injustice, and religious persecution.

Formal education systems can employ a variety of approaches to cultivate caring and responsible citizenship. All need to develop some form of citizenship education as a part of the core curriculum for elementary and secondary school students. Social studies subject may be redesigned by introducing citizenship education.

Education should aim to nurture the values underlying caring and responsible citizenship — peace, equality, tolerance and democratic attitudes — in all subject areas as "Common Essential Learnings." The school programmes, should provide exposure to all of the areas under study such as — peace, human rights, democracy, international understanding, and tolerance.

The flourishing of a culture of peace will generate the mindset in us which is a prerequisite for the transition from force to reason, from conflict and violence to dialogue and peace. Culture of peace will provide the bedrock of support to a stable, progressing and prospering world for all of us.

B. V. Ramana Rao

EDUSEARCH

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It is an association of like minded people consisiting of research scholars, teachers, teacher educators and professors. It was formed with an aim to transform research into reality and mass applicability. The prime objectives of this organization are -

- To promote research in the area of school and higher education and to extend academic and technical support to the young researchers.
- To extend support in the implementation of the government policies in the area of education, social-welfare and environment.
- * To provide a platform to the young writers for publication of their books.
- * To publish research journals in various subjects.
- * To develop and publish various research tools, scales of measurement in various subjects.
- * To conduct research experiments in education and other subjects.
- * To provide consultancy services to young researchers.
- To organize national and state level seminars, conferences, workshops etc.
- To conduct various projects in school and higher education fields in consultation with the apex bodies of the country.

Dr. B.V. Ramana Rao Secretary Researchers Organization, Bilaspur (C.G.)

Quality Training to Develop Teaching Skills through Two Year B.Ed Programme: An Analysis

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Abstract

The present paper tried to study and evaluate the quality training in terms of teaching skills through two year B.Ed curriculum. The recommendations of Justice Verma Commission helps in enriching the teacher education programme through inclusion of two year B.Ed curriculum. Theoretical as well as practice part are equally important for a quality training but when focusing on the development of teaching skills, practicing part become more important. On the basis of study it is found that in two year B.Ed programme syllabus is appropriately focused on the practicing part leading to decrease the gap between training and actual situation.

Key Words: Quality training, teaching skills, Curriculum, Pedagogic Studies.

Introduction:

Education is the medium which enables an individual to fight with the increasing challenges of their personal, social and national life. That's why we expect education to prepare students for real life. All of the expectations can only be fulfilled by the proper learning of the students and for proper learning of the students a skillful teacher is needed. To become a skillful teacher training of the teacher must be very good and for a good training curriculum of the training must be appropriate.

Indian Teacher Education Programme has been questioned time to time for its inefficiency leading to poor quality teachers. Mushrooming of teacher education institute, not meeting the needs in terms of quality and commitment is one of the major challenges which education system are facing. The Justice Verma Commission showed us a path to dawn a quality teacher through quality training. The recommendations of Justice Verma Commission helps in enriching the teacher education programme through inclusion of two year B.Ed curriculum which is available at four regional institute of India till now.

New two-year B.Ed. Programme is comprised of three broad inter-related curricular areas:

- 1. Perspectives in Education
- 2. Curriculum and Pedagogic Studies
- 3. Engagement with the Field (NCTE, 2014).



Theoretical as well as practice part are equally important for a quality training but when focusing on the development of teaching skills, practicing part become more important. That's why the paper will focus on curriculum and pedagogical studied and engagement with the Field.

Curriculum and Pedagogic Studies:

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum, pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the curriculum would enable students to specialize in one subject area, at one/ two levels of school. The courses under the curricular area of 'Curriculum and Pedagogic Studies' for the two year period includes:

- Language across the Curriculum
- Understanding Disciplines and Subjects
- Pedagogy of a School Subject
- Assessment for Learning
- **Optional** Course

These courses aim to develop in students an understanding of the curriculum, linking school knowledge with community life. Optional courses will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).

Language across the Curriculum:

In India, language and literacy are generally seen as the concern of only the language teachers but without language teaching cannot take place. Therefore it becomes important to understand the language background of student and know how oral and written language can be used in the classroom to make certain optimal learning of the subject area. Several studies have shown that Indian students perform weakly in reading comprehension (Sternberg, R.J., 2013). This should be a crucial concern of all teachers. Therefore student-teachers will need to be familiar with theoretical issues and to develop competence in analyzing current school practices and must come up with suitable alternatives.

The focus of the course is on three broad areas:

1) Understanding the language background of students, as first or second language. There may be multilingualism in the classroom (Agnihotri, 1995); the home language and school language (Eller, 1989).

2) To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area (Thwaite & Rivalland, 2009).

3) To understand the nature of reading and writing comprehension in the content areas like note-making, summarizing, making reading-writing connections, process writing. Analyzing children's writings to understand their conceptions is also very important (NCTE, 2014).

Understanding Disciplines and Subjects:

During the last fifty years most disciplinary areas, especially social science, natural science and linguistics have undergone a large change. This leads to evoke questions on methods of study and validation of knowledge which changed significantly. Even those areas of disciplinary knowledge such as mathematics was earlier considered as culture free and universal are now seen through socio-cultural perspectives. There have been attempts towards redefinitions of the school subject also with concern for social justice. It is increasingly recognized that for teachers to know a school subject they must know the 'theory of content' as how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it. The inclusion or exclusion of a subject area from the school curriculum too is very important (Hodson, 1987). There is a particular imagination of the subject, content and children implicit in the way curriculum and syllabus and text books are designed which teachers must learn to examine. Current curriculum enables a teacher to do all the above mentioned things.

Pedagogy of a School Subject:

Student teachers must need to understand the epistemological and pedagogical bases of their own chosen school subject. However, it is not just disciplinary or subject knowledge that a teacher needs to understand but it is the way of teaching which every teacher must learn. Pedagogy is to be understood as the integration of knowledge about the learner, the subject and the societal context (Apple, Au, & Gandin, 2011). This course is comprise of broadly three areas -

- 1. The nature of the school subject, including its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
- 2. The aims and pedagogical approaches for the teaching of the subject at different stages of school and,

3. Deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas.

Combining these three domains will be essential to ensure that meaningful learning takes place among all children (NCF, 2005).

Assessment for Learning:

In contrast to the traditional notion of assessment as an act to be performed at the end of teaching, using a paper-pencil test (Glaser, Chudowsky, & Pellegrino, 2001) the course situates assessment within a constructivist paradigm. With the constructivist understanding of learning and assessment, assessment cannot be an end-of-teaching activity. Rather, it has to be an ongoing process where the teacher closely observes learners during the process of teaching-learning, records learning landmarks, and supports them by providing relevant feedback. The need for giving feedback to students and their guardians will be highlighted, with practical experience of how to record and report progress, and create forums for engagement with the community. Student-teachers will thus learn to explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners. The course discusses the relationship of assessment with self-esteem, motivation, and identity as learners (Sternberg, 2013) with an emphasis on intelligence and ability (Dweck, 2006). In this way the course is supporting trainee teachers to understand the psycho-social and political dimensions of assessment.

Optional Courses:

Optional Courses can be taken from vocational/work education, health and physical education, peace education, guidance and counseling, etc. and can also be an additional pedagogy course (Other than that chosen for pedagogy of school subjects at the secondary level, or the same school subject at the higher secondary level).

Engagement with the Field - the Self, the Child, Community and School:

The B.Ed. curriculum is providing for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. In the first year, there is work on the field to a minimum of 4 weeks, spread over several days throughout the year. This includes one week of school engagement and three weeks of other engagements. In the second year, there is a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) is allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. This curricular area of Engagement with the Field providing an important link between the other two broad areas and the field, through its three components:

- 1. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- 2. School Internship
- 3. Courses on Enhancing Professional Capacities (EPC)
 - EPC 1: Reading and Reflecting on Texts
 - EPC 2: Drama and Art in Education
 - EPC 3: Critical Understanding of ICT
 - EPC 4: Understanding the Self

Tasks and Assignments that run through all the courses:

The two curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' offers field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. The tasks and projects may include collaborative partnership with the schools for developing co-curricular practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers or forums for supporting and dialoguing with the School Management Committee, parents and the community.

School Internship:

Having some experience with the child, the community and schools in first Year, the second year offers intensive engagement with the school in the form of School Internship. During the first year to support better understanding of schools and in preparation of Internship, teacher education institutes has given the responsibility to make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational

resource centers, etc. Before teaching in a classroom, the trainee teachers has to observe the school and its classrooms for a week, to understand the school in total, its philosophy and aims, organization and management, the life of a teacher, needs of the physical, mental, emotional development of children, aspects of curriculum and its transaction with quality, transaction, and assessment of teaching-learning.

School Internship is designed to lead to the development of a broad range of perspectives, professional capacities, teacher dispositions, sensibilities and skills. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. It is clearly mentioned in curricular framework that under any circumstances if the student-teacher could not be sent to more than two schools during her/his internship period, internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners in at least one of the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons (NCTE, 2014).

Courses on Enhancing Professional Capacities (EPC):

Throughout the programme several other specialized courses is offered to enhance the professional capacities of a trainee teacher. According to curriculum framework the EPC courses shall be internally assessed and are as follows:

Course EPC 1: Reading and Reflecting on Texts

Course EPC 2: Drama and Art in Education

Course EPC 3: Critical Understanding of ICT

Course EPC 4: Understanding the Self

Courses are focusing on developing the professional and personal self of a teacher. It is designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga.

Discussion:

As we can see the new B.Ed curriculum incorporates every aspect which certainly helpful in developing a quality teacher. Two year B.Ed is providing sufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers (1985) under the Chairmanship of D.P. Chottopadhyaya stated that the existing one year B. Ed. Courses must be made effective by the lengthening the time available and renovating the current course and curricula. The Commission also suggested that two summer months may be added to the academic year by increasing working hours per day and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community (NCTE, 1998). After a long gap of time implementation of recommendations of Justice Verma Commission provide us a path to dawn a quality teacher by enhancing quality training through inclusion of two year B.Ed programme.

The two-year B.Ed. programme has certain special characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. Some of the value related objectives that intend to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. It will develop commitment and quality in the trainee-teachers towards their profession. It intends to bring integrated development of the trainee-teachers by touching both, cognitive and non- cognitive aspects of their behaviors. It is primarily practical or may be said practice oriented curriculum. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

Two year B.Ed. trains the trainee-teachers properly to meet the varied problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc. for meaningful transaction. One month pre-internship in teaching programme (during Part-1 B.Ed. stage) and about three months internship in teaching programme (during Part- 11 B.Ed. stage), post-internship meet, twenty days community work programme (10 days in Part-1 & 10 days in Part-11 B.Ed. stage) etc. are some of the very special features of this course. Incorporation of ICT part will make a teacher efficient, effective and skillful which prepare them to walk with the time of world having technological revolution. Drama and art in education help them to correlate the real word and the imaginary world both and make them capable in handling the diverse adverse situation, sometimes came suddenly.

Conclusion:

On the basis of discussion it can be concluded that inclusion of two year B.Ed curriculum to all teacher training programme in India will certainly enhance the quality of training of trainee teachers in terms of skills, commitment, cognitive and non-cognitive domains and overall in quality which leads to develop a eminence citizen ultimately to a developed nation.

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Advantages of Two Year B.Ed Programme

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Abstract

The two Years B.Ed Curriculum was implemented in the teacher education institutions throughout the country according to the decision taken by NCTE. The enhancement of one more year to B.Ed Curriculum will give sufficient time for the student teacher to complete all the tasks related to practicum, projects and records along with the academic course work. This paper mainly focused on its attention on the merits and advantages on the implementation of two year B.Ed Curriculum.

Key Words: Challenges, Teacher educators, Student teachers, Curriculum Introduction:

Bachelor of Education (B.Ed) programme up to 2014-15 academic years is having one year duration. It was enhanced to two year programme from 2015-16 academic year onwards with credit based semester system. The main objective of making this teacher education programme is to give quality education in the secondary education. The progress of the nation is based on the class room teaching, with the motto of this situation it was made in to two year programme. The thought created by the academicians, scholars, researchers and educationists is good for its implementation of the two year B.Ed programme. At present NCTE is collecting the feedback or survey about the positive effects actually focused in the picture about the secondary teacher education course were going to be taken in to consideration. Whatever it may be NCTE has implemented the course with two year credit based semester system and directly published in the Gazette of India.

The two Years B.Ed Curriculum was implemented in the teacher education institutions throughout the country according to the decision taken by NCTE. The enhancement of one more year to B.Ed Curriculum will give sufficient time for the student teacher to complete all the tasks related to practicum, projects and records along with the academic course work. The content in the course work is also strong and gives a good knowledge to the teacher educator and also for the student teacher. Initially the rate of admission process will be become dull because people have to adjust for the two academic years. But slowly with in a gap of three to four years again B.Ed programme will become the supremacy in the field of teacher education. Compare to last year admission process this academic year the rate of admissions were enhanced. At present in the state of Sikkim all B.Ed admissions were filled in three colleges of education i.e. in Harkamaya College of Education, Gangtok, Soreng B.Ed College, Soreng and Layola College of Education, Namchi. It indicates that two year B.Ed curriculum importance and significance related to teacher education. This paper mainly focused on its

attention on the merits and advantages on the implementation of two year B.Ed Curriculum

After NCTE implemented the two year B.Ed curriculum throughout the country a drastic change was happened in the history of teacher education. All the educational institutions like Colleges of teacher education, IASEs, Regional Colleges of Education, State University Departments, Central University departments of education and teacher education along with the self financed institutions were incorporated the curriculum in their course structure. The change is published in the Gazette of India and all the teacher education institutions must follow the governmental rules otherwise the affiliations and permissions were cancelled. Some educational institutions run by the private managements were got two units i.e. 100 strength in additional intake. Because of the implementation of the two year B.Ed curriculum, major advantages are particularly for the teacher trainees only. The syllabus is very apt and suitable for the needs of the society and after the training the student teacher will becomes a good and productive teacher. The synonymous terms like student teachers, teacher trainees, trainee teachers were used for the students who are undergoing the B.Ed Training. The advantages benefitted for the student teachers were mentioned in this paper.

I. Advantages to the Student Teachers:

- 1. Two Year Duration: Up to 2014-15 B.Ed was conducted with one year duration, but from the academic year 2015-16 it became two year duration. Previously when the course is with one year duration it is very difficult to complete all the tasks implemented in the curriculum. Many records and projects were also become very hectic to complete in the short span of time. B.Ed course consisting of projects, records and internship in schools. Earlier they have to stay in school for a period of one month. In one month teaching the whole unit and conducting the achievement test will be a difficult task. Apart from these the community participation study is also there in the syllabus. It is just like the survey and gathers information from the community and prepares a record for that. While staying the school, the student teacher has to prepare a case study record by selecting a problem child and gather information for giving proper counseling for the child. For doing all those things in the one year duration it is a very hardship and lot of strain for the student teacher. But in the present curriculum, the student teachers are having sufficient time to complete all the tasks in a systematic and organized wav.
- 2. Jobs Opportunities for B.Ed. Course: B.Ed teachers are having lot of job opportunities in both government and private sectors. The government jobs like School Assistants, Model school teachers, Vidya Volunteers, central government jobs like Central school teachers, Navodaya Vidyalaya teachers and in private sector many corporate schools are recruiting B.Ed teachers in thousands. In our country Teaching is a vast profession and many openings are there especially for the secondary school teachers. Many corporate schools are running their

school by incorporating CBSC or ICSE syllabus with English medium. All those corporate schools are paying more than that of state government pay scales. Even the middle class families are also sending their children to the corporate schools. Every year more number of schools were establishing with new societies, Roman Catholic Churches, and some private managements. When the new schools are establishing naturally the schools need the secondary teachers. Thus doing B.Ed course will be leads a person to settle his life in a good position with respect in the society.

- 3. **Projects and Records:** In the present B.Ed curriculum the projects and records are the important in the practicum part. Previously there is no time to do all the things, but in present duration it will be good time to complete all projects and records in a systematic manner. The student teacher has to write Achievement record, Micro teaching record, Teaching Practice Record, Observation record and Criticism record. The projects like Community study project, Physical Education project, Health Education project, Case study project and School study projects preparation lot of time will be consumed. For the projects like community study the student teacher has to visit and stay sometime in the village community and gathers the data for the project, for preparing the school study, student teacher has to stay in the school and observe all the things and gathers the data from the teachers and to prepare the case study record, student teacher gathers the information about the problem child from neighbors, peers, teachers and parent for analyzing the problem. All the records and projects along with the new academic course work at present gives required knowledge for the student teachers. According to the present structure it is possible to the student teacher to spend much time in the school to look after all these record, projects along with the academic course work. The relevant records and projects were implemented in the new B.Ed curriculum.
- 4. **B.Ed. is a Training Course:** B.Ed course is a special course and it is a training course. At present the Continuous and Comprehensive Evaluation (CCE) type of training is giving for the student teacher. Nowadays it is again noted as continuous and comprehensive assessment. B.Ed training is a skill development course consisting of teaching skills. In microteaching session student teacher is training with only five skills in the one year duration. Now in the two year B.Ed duration it is having much time to train in all the teaching skills and student teacher has to equip with more number of skills. In B.Ed course in the state Universities they are having six methodology subjects. The regional language will be one of the language methodology subjects. The methodology subjects like Social Studies, Mathematics, Biological Sciences, Physical Sciences, English and Regional Language methodology subjects with different methods will be trained in two year B.Ed

curriculum. Hence two year program will helpful to the student teacher to take proper training from their teachers.

- 5. **Convenient Syllabus Structure:** Right now the syllabus for the two year B.Ed. Curriculum is a credit based semester system. Most part of the syllabus at present is suitable for the needs of the society and it is a convenient syllabus. The CCE planning is suitable for both elementary and secondary education. The syllabus in theory as well as practical component both is comfortable for the student teachers. The average student can also follow the present curriculum because of the two year duration. The sufficient time for the average learner will helpful to gain better knowledge and skills related to teaching. It's a training task for the student teachers who are genuine and hard working.
- 6. **Enhancing Professional Capacities:** This concept of enhancement of professional competencies is very essential for the teacher. Those professional capacities were incorporated in the present B.Ed curriculum. The skills like communication skills, Teaching skills, professional skills, Emotion management skills, Technical Skills etc were incorporated in EPC Skills. The learning of the skills, practicing of the skills and implementation of the skills in the teaching will helpful to the students for the better learning. The professional capacities were also mentioned serially in very unit to contribute best abilities for the student teacher.
- 7. **Spending in Schools:** According to the present curriculum student teacher spend more time in schools. Because of that to gives practical exposure along with gaining experience in the teaching field. The internship training will be duration of three months in the total course for both academic year sessions. The student teacher has a chance to get practical knowledge and experience along with the completion of records and projects. Before acquiring the B.Ed degree student teacher will be equipped with numerous teaching skills.
- 8. **Credit based Semester System:** The two year B.Ed programme consisting of credit based semester system and the semester end examinations will be held for the students every six months. If the B.Ed curriculum will be running in semester based, every month one monthly examination will be conducted and at the end of the semester, the semester end examinations will be conducted. If the system is continuing like this, it leads to study the syllabus continuously and student teacher will be thorough in all aspects of training. In happening so student teachers will be up to date in all academic and practical parts.
- 9. **Suitable Syllabus for Social Sciences Subjects:** The present syllabus consisting of suitable topics particularly in social science subjects like philosophy of education, psychology of education and sociology of education. Class room student is the unit in the class room and the present social sciences were concentrating on the modification of behavior of the student. The subjects are also concentrating on the growth and development of the child in all aspects of psychological,

philosophical and sociological aspects. These social sciences will train the student teachers to gain much knowledge about the child.

10. **Community Participation:** According to the present syllabus the attachment with the community will be more for the student teacher. The community activities like clean and green, health and hygiene, education and school, parent teacher associations, awareness programmes like women empowerment, aids, child rights, plantations, vocational education etc. will help the student teacher to understand much about the community. The practical knowledge related to community will gain experience about community and knows more about the dealing with the problems. Schools particularly in village side should need awareness programmes.

I. Suggestions:

- 1. In our country 40% jobs and placements are going on based on teacher education. Its expansion is more and any change or modification should be done by the experienced knowledge of senior professors and educationists.
- 2. The B.Ed teacher education programme should be run in higher education system only. The student teachers after completion of their graduation only joining in B.Ed course.
- 3. The syllabus consisting of CCE is suitable for the both elementary and secondary education in B.Ed. curriculum. Thus B.Ed teachers are suitable to teach for both elementary and secondary education. Hence the government should open jobs for the B.Ed teachers in both elementary and secondary levels.
- 4. The appointment of 16 teaching staff in the college of education is a positive step taken by the NCTE. It will be helpful to the teacher educators that they will get good job opportunities and student teachers will obtain quality training and quality education from the colleges of education.
- 5. Equalize M.A. (Education) and M.Ed. Degrees in university norms and also in NCTE Norms. Some universities are wind up the M.A. (Education) Course and in its place they are introducing M.Ed. Course. Some universities are running M.A. Education course in Department of Education along with M.Ed course in Teacher education Departments.
- 6. The present syllabus is suitable for the rural areas and villages. The review is essential for every three years according to UGC Norms. After acquiring the B.Ed. Degree the student teacher will well equipped with the knowledge of their respective native villages and community.
- 7. The infra-structure and institutional facilities according to new norms should be developed by every college of Education. All the buildings should be well furnished with RCC roof. The rooms should be in a given format of NCTE in square meters. The play field facilities, library

books, laboratory equipment and computer Lab facilities should be enhanced.

- 8. Many universities are not recruiting the staff according to the new norms. For B.Ed offering departments with two units the university has to appoint 16 teaching staff. If it happened it will open venues for the unemployed scholars.
- 9. The private managements offering B.Ed colleges have to appoint teaching staff according to NCTE norms and they have to pay the respective state government scales for the teachers.
- 10. Any how the NCTE has taken a best step in implementing the two year duration B.Ed. course. India is a highly populated country and the teacher education is a lively hood for the many people. It is every ones responsibility to make it more strengthened. "Train ups a child in the way he should go, when he became old, he will not depart from it." A teacher can only fulfil this task with proper B.Ed. Training.

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Impact of Two Year B.Ed Programme in Teacher Education

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Abstract

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, buy 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 current study would find the reflections of the trainees on the two year programme, some possible steps taken to enhance the quality of teaching practices and also suggests the ways to make teaching programmes more effective in the two year programme.

Key Words: Impact, Two Year B.Ed programme, Teacher Education. **Introduction**

A teacher functions within the broader framework of the school educational system – its goals, curricula, material, methods and expectations from the teacher. A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of the learners, the learning process and the content and pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society. The issue of teacher education accordingly has to be discussed in the much wider and changing context and demands of school education.

Need and significance of the study

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, buy 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. In his call for Action for American Education in the 21st Century in 1996, Clinton indicated that: Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training".

The need for teacher education is felt due to the following reasons; it is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet to needs of diverse learning situations, the degree of commitment of the profession, sensitivity to contemporary issues and problems and the level of motivation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they related to teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education. Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programmes.

Teaching is a noble profession and it is an important segment of the society with works through the all-round development of the society. In the present situations the role of education is to enhance the wholesome personality of the students whereas the teachers are that persons who involves in the development of the students, who are the main pillars of the society.

The teacher's role is very important. According to Dewey 'Education is a tripolar process' so teachers and students both are interdependeble. But somehow a big gap has taken place in between them, which affects the environment of the institutes and colleges. The main cause of this gap is lack of coordination in working. There are many other causes which affect the environment of the institutions.

So there is a need to improve the teachers training programmes because there is dependability of secondary education in these programmes. To improve the quality of the secondary education, all the teaching community should be develop professionally. Professional development initiates at the national, state, district and institutional levels from powerful means to bring the innovations into the actual teaching – learning processes. Such initiatives help in molding better teachers by improving knowledge, providing ways to develop their competence empowering them to undertake innovative practices and by instilling in them a desire to do a better job of teaching (Ram das, 2003). The present study throws lights on the present two year secondary teacher education programme.

Scope of the study

The current study would find the reflections of the trainees on the two year programme, some possible steps taken to enhance the quality of teaching practices and also suggests the ways to make teaching programmes more effective in the two year programme. The opinions of the heads and members of management will be much help for policy making and further modifications in the proposed two year programme.

Statement of the problem

The problem is as **"IMPACT ON TWO YEAR TEACHER EDUCATION PROGRAMME"**

Operational definitions of the study

Reflection : Here the term indicates the arguments in favour of one year duration and two year duration by the stake holders namely, student teachers, principals, management.

Teacher Education Program: In the present study teacher education programme indicates B.Ed. programme which is also known as secondary teacher education programme. Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences.

Objectives of the study

The objectives of the present study are

- To analyze the opinion of stakeholders on reflection of two year teacher education programme
- Too evaluate arguments for continuation of one year.
- To study arguments for two year bachelor of education course.

Tool used for the study

A research was taken up by Panda, B.N (2001). He recorded the arguments of people in favour of one year B.Ed. programme as well two year programme. From his finding, the researcher developed the checklist used in this study. His findings are given below.

Arguments for continuation of one year

The supporters of one year B.Ed. say, the trainee-teachers possess the basic content knowledge before their admission into B.Ed. course and, therefore, after their admission into the B.Ed. course, the trainee teachers are

given more treatment in pedagogy of teaching/teaching learning strategies along with a tinge of content tasks. And, for this purpose, one year B.Ed. is sufficient / sound time duration for developing pedagogical skills in teaching / developing knowledge on teaching – learning strategies among the traineeteachers, say the supporters of one year B.Ed course.

Arguments for two year bachelor of education course

The critics of one year B.Ed programme claimed that the one-year course fails to answer all these above stated questions. The critics of one year B.Ed argued that, one year B.Ed. is insufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers –I (1985) under the Chairmanship of D.PChottopadhyaya stated that the existing one year B.Ed. courses must be made effective both by the lengthening the time available and by revamping the current course and curricula. The Commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community.

A rating scale consisting of 61 close ended questions was prepared to check the Reflection on two year teacher education programme. Two dimensions were identified in the check list.

Findings of the study

Reflections of student's teachers on one year B.Ed programme

As most of the student teachers possess enough basic content knowledge before admission into B.Ed course, 86% of the student teachers agree that it is enough to give more treatment in pedagogy of teaching and teaching learning strategies along with a tinge of content tasks for student teachers after admission to the B.Ed course.

Majority of the student teachers agree that one year B.Ed course in a sufficient/ sound time duration for developing pedagogical skills in teaching (85%) and knowledge on teaching-learning strategies (945)

75% of the student teachers agree that one year B.Ed courses must be made effective by lengthening the time available. 71% students agree that allowing sufficient time for practical works in the school and community is needed. 64% feel that revamping the current course and curricula as well two summer months may be added to the academic year. 56% agree that restricting of the programme of studies is essential. Approximately equal number of student teachers agrees and at the same time have no idea regarding at least 220 workings days for one year effective B.Ed Courses. While 51% of the student teachers have no idea regarding increase in the working hour per day and 52% expressed no idea on appointment of additional staff for one year effective B.Ed Courses.

Reflections of student teachers on two year B.Ed. programme

Majority of the student teachers agree that one year B.Ed is in-sufficient time duration to provide adequate and stable knowledge in content areas (86%), pedagogy of teaching (81%) and developing a sense of positive attitude towards teaching (65%)

57% of the student teachers agree that two-year B.Ed programme provides greater scope for development of sound knowledge on different areas and knowledge on teaching-learning methodologies while 56% agree that to be competent enough to transact the content materials to the students meaningfully two years duration is essential. 56% agree that content knowledge may be developed in two year progremme. 47% agree that knowledge on pedagogy of teaching learning and approximately equal number of student teachers agrees and at the same time have no idea if two-year B.Ed pdrogramme develops skills of student teachers.

Majority of the student teachers agree that two-year B.Ed programme intends to develop value related objectives like commitment (42%), accountability (62%) and integrated development of cognitive and noncognitive aspects of behaviours (45%). But, at the same time they don't have any idea regarding value related objectives like competence (57%), dutifulness towards the profession primarily practical oriented (61%).

(71%) of student teachers agree that twenty days community work programme (10 days in part 1 & 10 days in part 11 B.Ed. Stage) is essential while only 69% of them agree that four-month internship in teaching programme (during part -11b) is needed. 62% that tutorial system will bed effective. 60% of them favour community works. 59% of them agree to do substitute teaching. 56% anticipate that they may have to meet the multifarious problems of the school or classroom and Internship in teaching may not be quite easy. 54% agree to take up team teaching, practical works relating to work experience. 53% of them agree that there will be scope for peer group observation of teaching, innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc., and post internship meet will be beneficial. 50% agree that demonstration of the lesions will be of help to them.

65% of student teachers have no idea about orientation of teachers of co-operative schools may be of any help. 62% of them have no idea on substantial field experiences. 60% of them could not anticipate sessional works. 59% of them wonder about the Project works to be taken up. 57% don't have clarity on reparation, use and exhibition of teaching aids. 56% of them don't know about the library work and analysis of school experiences etc. along with the practice teaching. 55% doubt on the feasibility of getting opportunities for reflection and application of their own experiences in the school situation. 54% don't have any idea about multi-cultural placement and case study. 53% have expressed their ignorance about field observation. 51%

have no idea about conducting action research, participation in both curricular and co-curricular activities of the skills and internal assessment.

37% of student teachers disagree on the idea of going for one preinternship in teaching programme (during Part-1). 29% disagree to take up project works. 28% don't agree on the idea of developing of teaching learning materials and observation of school processes. 27% of them disagree to the pedagogical analysis of the content/ units and substitute teaching.

Majority of the student teachers both agree and have no idea regarding the stress on practical activities like practice of micro teaching skills in simulated classroom situation and observation of the lessons taught by subject teachers. Of course, approximately equal numbers of student teachers agree, disagree and have no idea on stress on practical activities like development of teaching learning material and one month pre-internship in teaching programme.

Suggestions for improvement

To improve the quality of the teacher education programmes classroom discussions should be provided. This not only improve the quality of teaching learning but it will also provide the space for student teacher to express their ideas and they can acquire skills, which are useful for the entire professional life.

It is concluded that, B.Ed should be Two years programme. To increase the professional efficiency, this programme should be elaborated including refresher courses, group discussion, classroom discussion and the internship in the secondary schools.

On the basis of above discussion, it is concluded that there is a need of improvement in the teachers training programmes. It should be integrated we took a small step in the teaching practice but there is need to faster the dissemination of programmes and innovations. Recommendations of the various commission and committees related to the teacher education programme should be implemented.

Most of the institutes/colleges have libraries and laboratories except in the newly established institutes. Keeping in mind the rapidly changing world, teachers education institutes also need to upgrade its facilities – introduce new and innovative methods and materials – to meet the aspirations of the people and demands of the evolving society. The strategy to improve the quality of teacher education in the state may take into account the need to stop political interference in the recruitment of both teacher educators and trainees, particularly in the Government institutions.

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Quality and Excellence in Teacher Education: Issues & Challenges

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Abstract

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21st century. These seek to look at teacher quality in a way in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education. Several studies related to classroom environment and teacher behavior in selected subjects are referenced. The results from different papers and articles and some interview with teachers from different schools and colleges indicate that some items may be irrelevant in the Indian context (e.g., physical characteristics), while more items may be needed to reflect good teaching in India (e.g., questioning skills). In addition, the potential use of teacher profiles to drive staff development and academic improvement is explored.

Keywords: Quality, Excellence, Teacher, Education

Introduction

Primary and secondary teachers in India are trained at universities, and the educational system is centralized and the Ministry of Education and its implementation units, such as local education centers, have the primary responsibility for education policy, curricula design and practice. The Parliament approves legislation on education and the Ministry of Education sets guidelines for all practical issues including teacher education, as well as being the main funder in the sector. In general India does not experience shortages of school teachers but there are shortages in particular subject fields and locations, such as in the areas of mathematics, and science, especially in remote areas. Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses of various levels. There are four types of teacher education institutions: (a) government managed, (b) examining body managed, (c) government aided and privately managed and (d) self-financed and privately managed.

Government of India organization bodies in teacher education

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

- National Council for Teacher Education (NCTE)
- National Council of Educational Research and Training (NCERT)
- National University for Educational Planning & Administration (NUEPA)

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large net work of training of Anganwadi workers, who take care of pre-school component. At the State level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States all teacher education institutions are managed by the State government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category. At the State levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

Meaning of teacher education

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

Quality & Excellency in teaching

Teacher quality and the strength of educator's leadership are recognized as the greatest determinants of educational success. Quality teaching has a measurable impact on student outcomes. The teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society. Teacher quality affects all stages of the teaching "lifecycle", from attraction into the profession to ongoing development and retention in their own schools. To improve equity in educational outcomes, quality teachers must also work in schools where they are needed most including, remote and disadvantaged schools. Improving teacher and school leader quality requires action to:

- Attract the "best and brightest" entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools.

Educational quality in developing countries has become a topic of intense interest, primarily because of countries" efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision. Many countries are simultaneously implementing reforms based on more active approaches to teaching and learning, further challenging education systems and, especially, teachers.

Meaning of quality of education

Despite the importance of "quality" as the motivating factor for educational planning, approaches to quality can vary widely. In much of the literature, "quality" is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries" policies and programs. Harvey (1995) provides a useful framework for thinking about quality by outlining

five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly, a mixture of the five goals

1. Education quality as exceptionality: excellence is the vision that drives education, quality education is education that is exemplary; schools should maximize the pursuit of the highest potential in individual students.

2. Education quality as consistency: equality is the vision that drives education, quality requires equitable experiences, schools and classrooms should provide students with consistent experiences across the system.

3. Education quality as fitness-for-purpose: refinement and perfection in specific subject areas is the vision that shapes the system, quality is seen as preparing students for specific roles, instructional specialization is emphasized.

4. Education quality as value for money: education reflects reasonable correspondence to individual and societal investments; quality is interpreted as the extent to which the system delivers value for money.

5. Education quality as transformative potential: social or personal change is the vision that drives education, quality education is a catalyst for positive changes in individuals and society, education promotes social change.

Role of teachers in promoting quality

- Sufficient knowledge of subject matter to teach with confidence;
- Knowledge and skills in a range of appropriate and varied teaching methodologies;
- Fluency in the language of instruction; Knowledge of, sensitivity to, and interest in young learners; Ability to reflect on teaching practice and children's responses;
- Ability to modify teaching/learning approaches as a result of reflection;
- Ability to create and sustain an effective learning environment;
- Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced;
- General professionalism, good morale, and dedication to the goals of teaching;
- Ability to communicate effectively; Ability to communicate enthusiasm for learning to students;
- Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion;
- Good character, sense of ethics, and personal discipline;
- Ability to work with others and to build good relationships within the educational institutions and community

These teacher qualities thrive only in a positive and supportive environment. Although the qualities listed above are needed in each individual teacher, teaching (like learning) is not practiced most effectively as an individual activity. The teacher is always functioning as part of a social network, either with his or her students or within the school community. Excellence at the academics level means more than an individual excellent teacher or even a collection of excellent teachers.

Issues and challenges in teacher education

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education. In a search for the factors that promote quality, countries" programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus.

The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education. One of the most significant developments was the creation of Special education for children with special needs. For Special education teachers, learning how to effectively convey subject content is as important as learning this information. Special education teachers must be taught how information, especially more advanced and

complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology.

Conclusion

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teachers education institutions. These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swinging fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. This paper suggest an increase in responsibility for teachers but not an increase in authority: teachers are losing decision-making authority in the classroom. This paper also indicates that a positive policy environment and ample support for growth are essential for creating and sustaining teacher quality.

- Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators. Quality & Excellencies in teaching in the Indian context is only possible if these points to be remembered:
- Students should listen intently, and participate actively (Concentrated listening).
- Teachers should try to interact with all of students in class (Thirst-quenching learning) More emphasis given to educational activities, careful planning, timed questioning session should be organized. Students learn stage-setting routines that allow teachers to change activities without interruption (Learner-trained learning)

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Issues and Challenges of Two Years B.Ed. Course

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The NCTE has modified Norms and Standards for 15 programmes of teacher education on November 28, 2014 and notified the revised Regulations 2014, in Government of India Gazette Notification No.346 (F. No. 51-1/2014/NCTE/N&S) by following the recommendations of the Justice Verma Commission (JVC) appointed by the Government at the instance of the Hon'ble Supreme Court of India. The JVC had suggested wide range reforms in Teacher Education which the new Regulations 2014 have addressed. The important highlights of Regulations 2014 is that the B.Ed. programme duration has been increased to two years, with major change in curriculum providing more professional rigour and at par with best international standards. As a teacher educator, I am personally welcoming the new changes in the B. Ed. Programme and also I am trying to discuss about, what are problems which we are going to face with the duration of the programme. The present paper focuses on the issues and challenges of new two years B.Ed. Programme.

Key words: Duration of the course, Teacher Education, Secondary level Introduction

In fact, the suggestion of duration of B.Ed. Programme for 2 years is very old. Almost all commissions on teacher education are also emphasised the duration of the course. The Kothari commission (1964-66) discussed about the duration of the Training Course. At the primary stage, a minimum of two years is needed; and if the course is lengthened to two years in all areas where it is one year, there would be no difficulty in providing the needed courses in subject-matter. At the secondary stage, where the duration of the course is only one year, it has been suggested that it should be increased to two years, to do justice to the existing heavy courses and to incorporate the proposed subject- matter courses. From a financial and practical point of view this does not seem feasible. However, it is possible to make better use of the existing duration by extending the working days in the academic year from the existing level of 180-190 days to 230 days. Academic years of such lengths have been adopted in some secondary training institutions with very good results and the committee recommend that the reform should be extended to all institutions without delay.

On 25th December 2014, the Prime Minister of India, Narendra Modi also expressed his view on teacher education on the occasion of foundation stone laid at Pandit Madan Mohan Malviya Mission, BHU, Varanasi. He emphasised the four or five years integrate teacher education programme after 10th or 12th class. He also suggested one has decided to take up teaching profession at 10th or 12th standard.

Background for Increasing of duration of B.Ed. Programme from one year to two years

At present near about 90 percent of pre-service teacher training institutions are in the private sector. On the other hand, around 80 percent of children, enrolled in State schools, is the direct responsibility of the State as per the RTE Act. A market demand for a large number of teachers in the growing sector of school education over the past decade has led to the proliferation of sub-standard teacher education institutions. The proliferation of sub-standard private teacher education institutions and the current state of teacher education curriculum and transaction are both serious impediments to fulfilling the objectives of the NCF, 2005 and the RTE Act, 2009. The programmes have come under severe criticism for not addressing the needs of contemporary Indian schools and not preparing teachers who can impart quality education in schools. Their design and practice is based on certain assumptions which impede the progress of ideas and professional and personal growth of the teacher. They train teachers to adjust to a system in which education is seen as transmission of information. They take the school curriculum and

text books as a given and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lessons.

The Justice Verma commission also felt that most of teacher education programmes (such as the B.Ed. and D.Ed.) do not adequately engage with subject knowledge and practice of teaching is usually no more than five to six weeks and that, too, piece-meal in approach. Foundational and skill inputs introduced earlier are expected to be integrated and applied during this period. Due to paucity of time, 'lessons' are planned with virtually no reflection on the content of subject-matter and its organization. There is, therefore, a need for a longer duration programme, either **an integrated model of a minimum duration of four years at the Bachelor's degree level or a two-year Bachelor's degree model after graduation**.

The Teacher Eligibility Test (TET) instituted in 2011 as an essential criterion for teacher recruitment over and above a professional degree in teacher education has clearly demonstrated that the bulk of candidates who take the TET (conducted centrally as well as State-wise) do not qualify to be recruited, despite having a professional degree in teaching. This reflects two things: one, the poor quality of pre-service teacher education programmes and two, the poor subject-knowledge of candidates reflecting the poor quality of general education. It could be argued that the need for conducting TET may not have arisen if a fairly rigorous system of making admission to teacher education courses had been followed.

In the light of the above, the following would emerge as implications for teacher education: teaching instruction needs to be problem oriented and not discipline or theory oriented; approaches such as case studies, simulations, role-play and action research would be more appropriate for the professional development of teachers; emphasis of instruction should not be memorization of content but accomplishment of tasks, insights and competence; open-ended activities and questions could help bring out the vast experiences of the prospective teachers, as also their 'personal theories' about knowledge, learning and learners for scrutiny and analysis providing more professional rigour and at par with best international standards.

Arguments for continuation of one year school

The supporters of one year B.Ed. say, the trainee-teachers posses the basic content knowledge before their admission into B.Ed. course and, therefore, after their admission into the B.Ed. course, the trainee teachers are given more treatment in pedagogy of teaching/teaching-learning strategies along with a tinge of content tasks. And, for this purpose, one year B. Ed. is sufficient / sound time duration for developing pedagogical skills in teaching/developing knowledge on teaching-learning strategies among the trainee-teachers, say the supporters of one year B. Ed. Course (B.N. Panda, 2001).

Arguments for two year Bachelor of Education Course

The critics of One Year B.Ed. argue that, one year B.Ed. is in-sufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers (1985) under the Chairmanship of D.P. Chattopadhyaya stated that the existing one year B. Ed. Courses must be made effective both by the lengthening the time available and by revamping the current course and curricula. The Commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community (B.N. Panda, 2001).

Two-Year Bachelor of Education Course

NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Teacher-education is a significant part of this school education programme. Along with many other functions, some of the important functions of NCERT in the area of teacher-education are to prepare the curriculum for teacher education, to revise the teacher-education curriculum in accordance with existing needs, to judge the suitability of some innovative curriculum for teacher education, to judge the suitability and effectiveness of some new teacher-training strategies etc. After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, NCERT introduced two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines. Since then this course is continuing in these four RIEs keeping in view many hopes and aspirations. (B.N. Panda, 2001).

Issue 1: Length of the durations

Challenge 1: Admissions:

We have good experience with RIEs experiment. The only four RIEs offering two year B.Ed. programme as experimental course and the rest of the country is offering one year B.Ed. Programme. After two/three batches, the admissions have drastically come down because the one and only reason is the length of the duration.

Challenge 2: Infrastructural Facilities

Most of the colleges have infrastructural facilities for one year programme; teachers and Supporting staff are not oriented towards new changes in the programme.

Challenge 3: The Difference of the duration

The integrated B.Sc. Ed., B.A.Ed. Programmes are the duration of the four years. But, why should a graduate spend one more year to get B.Ed. degree. Since the graduation is for three years and two year B.Ed. degree and the total of the five years need to spend to get B.Ed. degree, and Teacher Eligibility Test (TET) is compulsory for teacher recruitment at all levels. Why don't they exempt from TET, since graduates are spending one more year for getting B.Ed. degree.

Challenge 4: Financial Burden of the Management

The most of the colleges are private management; teachers are paying fewer salaries having double PG degrees. The new norms the B.Ed. College is that: for two units (intake of 100 students) of B.Ed. programme there should be 16 faculties is needed. Earlier there were only 8 faculty members; therefore it is very difficult for the managements to recruit the double of the teaching and non teaching for the same number of students. It would be financial burden on the part of the management. It is also burden for the departments of the University for selecting the faculty for their affiliated colleges.

Challenge 5: Less Salary of the Teacher Educators

New changes in curriculum is expecting that the chid centred education, by adapting new methods of teaching like innovative teaching, brain streaming, concept mapping, mind mapping, technology integrated. But the teachers are habituated the old method of tradition teaching, teachers are not willing to learn new changes in the teaching learning. Because, they are not encouraged, and they have been less paid.

Issue 2: School Internship

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Challenge 1: No co operate school is coming forward to provide a such long duration of practice teaching almost two and half months in the second year. Even it is very difficult to obtain the permission from the concerned Educational Officers.

Challenge 2: There is no synchronization of the school schedule with the B.Ed. college schedule.

Challenge 3: Faculty observations of practice teaching lessons is a very big challenge because faculty need to come college and take the theory classes for first year B.Ed. and visiting the schools.

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Teacher Education through ICT integration

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Abstract

Teacher education is the right situation to equip the entrant teachers with the necessary competence to relevantly use ICT for effective teacher functioning as well as provide it for students as a learning tool. In fact, the increasing familiarity and access to computers and technology have led to pronouncement of their usefulness; yet meaningful use of these technologies will require a change in the way teacher educator view learner and learning. The same is true for the school system. It has gained momentum ever since the entry of the corporate sector into education and propagation of computer literacy across a wide range of clientele such as students, school teachers and teacher educators.

Key words: Teacher Education, ICT, Integration, Teacher, Impact. **Introduction**

Introduction

ICT is used as a combination of various technologies ranging from simple technology like print based communication to-on-line communication. Its use encompasses most aspects of educational operations through the major emphasis has been on visualizing ICT as a significant learning tool. While considerable effort has been put forth to initiate the use of computer based technologies into the existing teaching learning processes not many efforts have been made for providing computer literacy skills and training teachers.

In recent times, knowledge and information have become the driving force for productivity, competitiveness and increased wealth and prosperity of any country. The revolution triggered by information and communication technologies (ICTs) in all walks of life, has also touched the education sector. ICT has come to stay in the field of education. In fact, it has been the technology in recent times which could not be ignored by even the most conventional aspects of education. However, the adoption of ICT in education being rather recent in countries like India, and the fact that its effective adoption necessitates some significant 'break-away' from the existing system, it is a valid concern to appraise and understand the silent transformation occurring in the field.

Perceived Impact of ICT in Teacher Education Institutions

- Use of technology enhances quality of teaching; it makes learning more interesting and brings in greater clarity in understanding of concepts.
- Improvement in teacher effectiveness, teacher interpersonal skills, helps in making learning experiences more varied and meaningful and to deal effectively with issues of diversity.
- Improves quality of lesson planning, teacher performance and effective support material development.

Communication Technology in Education

In different parts of the world two major types of communication methods are prevalent. While the thrust of the first or traditional technology is on lectures (with or without use of blackboard, maps etc.,) under the second (modern) technology. Audio/video hardware, overhead projectors, computers are used yet as well be explained later, the two are not mutually exclusive.

Instructional methods used in the centers of higher learning in India are predominated by traditional media of communication i.e., lecturing. In majority of the Indian Universities and colleges, teaching community belonging to science, commerce and arts faculties do practice the class-room lectures through blackboards and notes which remain unrevised for several years. Since modes of communication have been stationary for generations, neither
teachers seem to have made any attempt to develop their faculty of learning through modern methods nor the students have been able to keep their interest in acquiring advanced knowledge.

It is generally contended that these modes of teaching have virtually no concern with the receptivity of students. The black-board classroom teaching method stressing on memorizing and cramming bookish information may not be innovative since lectures are generally repetitive and communication of teachers with students is ineffective, the students show very little response to classroom teaching.

Communication Technology in general

The techniques adopted for communicating educational contents during the process of teaching are known as communication technologies. Such technologies can broadly be classified into conventional and non-conventional or modern methods.

Classification of Communication Technology



Indicators of an Ideal Communication Technology

1) *Accessibility:* The term accessibility refers to availability and feasibility of a communication technology, such technology should be within the reach of teachers and students. It is important that the technology selected and used in colleges/ universities is well studied to the local environment. Sufficient trained manpower is available to facilitate an effective use of the communication technology. Feasibility ensures the successful introduction of chosen communication technology both for technical and academic reasons.

2) Acceptability: There appears to be an urgent need for raising the standards of higher education and for tailoring the communication techniques. Accordingly, it also seems imperative to ensure that the new or modified communication technology is favourably received by teachers and students.

3) Responsiveness: The communication technology used in the classroom should be according to the subject matter under study. The background of students and language spoken in the region should also be given due emphasis while adopting a technology for communication.

4) Relevance: The communication technology should be so designed as to establish its suitability in local conditions. It must also be dynamic to adopt itself to changes in information systems that take place within the country and outside.

5) Economy: In a developing country like India, cost effectiveness of a technology perhaps assumes greater importance than any other criterion. The recurring and non-recurring expenditure incurred per student should be carefully computed and as far as possible, be minimized.

ICT Integration and Use

Power point presentations prepared by each and every teacher-trainee are used in the practice teaching schools. The same is also submitted as record at the time of practical examination.

- All the staff and students are trained to use computers and access internet teachers are required to do the following using ICT.
- Give hard and soft copies of question papers.
- Prepare presentation for the class. Implementing the lesson plans through multimedia presentations.

- Identifying the teachers training needs and supports systems.
- Planning, organizing national level master teacher educator's programms and workshops.
- Design lesson plans to facilitate technological support for learning in curricular areas.

Conclusion

To conclude successful ICT integration depends on a number of factors, most of them are intangible. The role of an expert group (faculty and technical staff) in supporting the process from initiation to implementation and that of Government, Policy makers and managements in aligning and networking tertiary education-school education – teacher education; so as to work in tandem is very crucial for effective and efficient ICT integration in education.

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Enhancing the Quality of Teacher Education in India through Two Year B.Ed. Programme: Issues and Challenges

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Abstract

Reforms in Teacher Education to enhance its quality are considered essential for improving Teacher Effectiveness. To achieve the outcome of enhanced quality at all levels of education, Government of India has been focusing its attention on quality and excellence in Teacher Education. In this era of rapid knowledge explosion and advancements in the field of technology, consistent up gradation of Teacher Education Programmes is of great concern. Increasing the duration of one year B.Ed. programme and bringing changes in the existing curriculum is accorded utmost priority in India for the last two decades. NCTE has developed a new national curriculum framework for two year B.Ed. programme that outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. Accordingly, all the Universities of India have developed new curriculum for their two year B.Ed. programme which has been divided into four semesters and is being implemented from the academic session 2015-17. This research paper attempts to provide an overview of Teacher Education, revision of existing curriculum in two year B.Ed. programme framed by NCTE, issues and challenges in new curriculum implementation.

KEYWORDS: Teacher Education, New Curriculum Framework, NCTE, B.Ed.programme, Issues, Challenges.

Introduction

The National Council for Teacher Education has defined Teacher Education as a programme of education, research and training of persons to teach from pre-primary to higher education level.

According to Goods Dictionary of Education, Teacher Education means, "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively."

Teacher Education = Teaching skills + Pedagogical theory + Professional skills.

According to the International Encyclopedia of Teaching and Teacher Education (1987), "Teacher Education can be considered in three phases: pre-service, induction and in-service. The three phases are considered as parts of a continuous process." Teacher Education is based on the theory that "Teachers are made, not born" in contrary to the assumption, "Teachers are born, not made." Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called "tricks of the trade." The crux of the entire process of Teacher Education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness. It is a system that involves an interdependence of its inputs, processes and outputs.

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. 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."

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. As stated by NCTE (1998) in quality

concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." Dr. D.S. Kothari in the Education Commission has rightly pointed out, "The destiny of India is now being determined within the four walls."

Teacher Education programmes are traditionally not developed based on one wellformulated, concrete and unified conception of quality teaching (Sykes, Bird & Kennedy, 2010). Rather, like kaleidoscopes, teacher education programmes typically form beguiling patterns composed of disparate bits of course work and experience. Teacher educators put together programmes of course work and experiences with the goal of educating teachers whose knowledge, skills and habits of mind will intermingle to create pleasing patterns of practice called quality teaching. It is generally assumed that quality teaching plays a major, if not the most important role in shaping students' academic performances (Darling-Hammond & Youngs, 2002). Educational quality in developing countries like India has become a topic of immense interest, primarily because of efforts to maintain quality or reverse the decline of quality in the context of quantitative expansion of educational provision.

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for Teacher Education. Its agencies include – National Council for Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), and National University for Educational Planning & Administration (NUEPA). Besides this, University Grants Commission (UGC) and MHRD also play a major role in Teacher Education. At state level, SCERT, Department of School Education, Department of Higher Education looks after Teacher Education. In many states, the teacher training institutions offering programmes for Elementary and pre-school teachers are under the control of the Department of School Education, whereas the teacher training institutions offering Degree courses are under the Department of Higher Education. In most of the states, majority of teacher training institutions are managed by private agencies under self-financed category.

Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received special attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. NCTE carried out a major exercise of developing a new National Curriculum Framework for Teacher Education which is both contextual and in tune with the emerging concerns and imperatives of the fast changing canvas of education both nationally and globally. Hence NCTE prepared the curriculum framework for Teacher Education in 1998 and for the first time made recommendations for beginning of two year B.Ed. programme to prepare quality teachers. In "NCTE Curriculum Framework-1998", a stand has been taken on the context and concerns of Teacher Education ranging from constitutional goals to commitment and performance in Teacher Education. Emphasis is made on the symbiotic relationship between pre-service and in-service Teacher Education and recommendations are made for updating curricula of Teacher Education at various levels of school education from the primary stage to the senior secondary stage – for academic and vocational streams.

Objectives Of The Study

- > To obtain knowledge regarding Teacher Education.
- To know the curriculum revision carried out in two year B.Ed. programme framed by NCTE,
- > To discuss the various issues and challenges being encountered in implementing the revised curriculum.

Methodology

Theoretical research method is used in the present study. The data used in this study have been gathered from different sources like books, research reports, articles, journals, websites etc.

Discussion

Quality of teachers mainly refers to the teachers' competency in the subject that he/she deals with, expertise to use methods and techniques of teaching, ability to understand learners' problems and the teachers attitudinal makeup." (Pradhan, 2001).

NCTE has suggested the following specific objectives and curriculum framework for Teacher Education at secondary level in its document on 'Curriculum Framework for Quality Teacher Education' in 1998.

Specific Objectives

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialization.
- To equip them acquire competencies relevant to pedagogy, curriculum development, its transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counseling.
- To acquaint them with factors and forces affecting educational system and class room situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilize community resources as educational inputs.
- To develop communication skills and use the modern information technology.
- To develop aesthetic sensibilities.
- To acquaint them with research in education including action research.

Curriculum Framework

- Theory : Emerging Indian Society; Secondary Education in India Status, problems and issues; Psychology of Teaching and Learning; Guidance and Counseling; Assessment, Evaluation and Remediation; Curriculum Design and Development; School Management; Comparative Education; Action Research.
- Practice Teaching: Pedagogical analysis of two school teaching subjects, Practice teaching in schools, Observation of Model Lessons.
- Practical Work: Internship and School Experiences; Field Work with community based programmes; Creativity and Personality Development Programmes; Work Education; Sessional/Practical Work; Physical Education Activities, Games and Sports and other school activities; Aesthetic Development programmes and Activities; Action Research Studies.

The two year B.Ed. course aims at overall development of the student-teacher; particularly in knowledge and skills, paying individual attention on student-teacher and also in methods and evaluation designed to facilitate learning. The two year B.Ed. course aims at developing an understanding and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hands on experiences and longer duration of field experience. Interactive processes, i.e. group discussion, critical thinking and decision making have been encouraged.

The specific objectives given by NCTE in 1998 are very broad and these should be achieved within the limited duration of one year. The Emerging Indian Society' included in the theory part, mainly deals with factors and forces operating in Indian Society. It includes Special Education, Value Education, Vocational Education, Population Education, Environment Education etc. It should not only be taught but also dealt in detail to broaden the vision of the prospective teachers. All other things in the curriculum like – Psychology of Teaching and Learning, Guidance and Counseling etc., include many things that are important for the prospective teacher and in one year B.Ed. programme, all these things of curriculum cannot be dealt with in detail, though they are necessary for the teachers.

In this age of technology, ICT (Information and Communication Technology) has become an important part of Education; therefore ICT has been introduced as a compulsory course in some Universities in B.Ed. curriculum. In the ICT, main stress is given on Computer Education, Internet and Multimedia. But only giving information is not sufficient. Prospective teachers should be taught how to integrate all these things in the teaching-learning process and for this, enough time should be given to prospective teachers to practice it. Finding of a study also states, the comprehensive B.Ed. curriculum was not effectively taught due to time shortage.(Hemambujam, 1983).

The teaching profession expects a variety of work experiences from teachers. Adequate scope should be there in B.Ed. programme, for preparation of learning material, question bank preparation, construction of tests, and preparation of different type of assignments." (Goel, 1999)

"Practice teaching is now not merely confined to the teaching of certain subjects. Pedagogical analysis of the subjects offered for practice teaching has been made compulsory." (NCTE, 1998)

Internship is a very important component of B.Ed. programme but due to lack of time, enough stress is not given on it as much as it should be given. In one year B.Ed. programmes, approximately 9 months are available as a working period, and from 9 months one cannot afford to have an internship of 2-3 months. Co- curricular activities are also very important in B.Ed. programme. By increasing the duration of B.Ed. programme, we can provide sufficient time gap between CCA activity and curricular activity.

"Increase in duration of B.Ed. programme will provide a strong base for pursuing M.Ed. programme." (NCTE, 1998)

Different educational committees and commissions have made recommendations to increase the duration of B.Ed. programme. Some of the recommendations are as follows:

- Secondary Education Commission (1952-53) stated that, "Graduates-training is restricted to one year, and although we have recommended as a long-term programme the desirability of increasing this period to two academic years....."
- Committee on Emotional Integration in 1961 stated that "The duration of teacher training courses should not be less than two years at any level."
- NCTE seventh General Body meeting held on 31st December 1983 stated that "The B.Ed. programme be increased to two years duration."
- The National Commission on Teachers-I in 1985 under the Chairmanship of D.P. Chattopadhyaya stated that "The existing one year B.Ed. course must be made effective both by lengthening the time available and by revamping the current courses and curricula. Today most colleges of education are, in effect, reported to be working for not more than 170-180 days in the year. We are of the view that the two summer months may be added to the academic year ensuring a working year of at least 220 days. An increase in the working hours per day may also be considered. We are aware that in some places this will entail the appointment of additional staff and a restructuring of the programmers of studies allowing sufficient time for practical work in the school and community. But the urgency is such that the extra costs and other implications of the reform have got to be accepted."
- In the document on 'Curriculum Framework for Quality Teacher Education' in 1998, NCTE made recommendations for formulation of two years duration in B.Ed. programme.

Curriculum Framework for the NCTE two-year B.Ed. Programme

It outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas- I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built filed-based units of study and projects along with theoretical inputs from an interdisciplinary

perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society and inclusive education. Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one subject area, at one/two levels of school.

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area engagement with the field. The weightage of internal assessment for Engagement with the Field shall be 100%.

Having gained some experience with the child, the community and schools in year I, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning-innovative schools, educational resource centers etc.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in Government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a Government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathize.

NCERT is a leading council at national level, whose main objective is to bring qualitative improvement in school education. Realizing the insufficiency/inadequacy of one year B.Ed. programme, NCERT introduced two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines.

The two-year B.Ed programme introduced by NCERT in its RIEs has certain special features. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It intends to bring integrated development of the trainee-teachers touching both cognitive and non-cognitive aspects of their behaviors. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences, innovative ways for conducting practical activities related to health and physical education, work experience, field work with community etc.

Issues And Challenges

The two year B.Ed. programme imparts quality teacher education through inclusion of wide range of subjects, topics and practicals but at the same time certain issues and challenges are identified in their implementations which are as follows.

- The main challenge encountered in two year B.Ed programme is unavailability of books. The reference material and other books related to the subjects included in the curriculum are not available easily. More over the suggested books mentioned in the curriculum include books of foreign authors which are very difficult to procure and have an access on them.
- Content overlapping can be seen in various core subjects. Topics like inclusive education are repeated in many papers.
- Units in core papers are not arranged in a logical sequence.
- The syllabus is vague as the topics are not clearly defined.
- The number of papers in each semester both core papers as well as practical papers are more. This increases the work load as they have to be completed in specific time.
- Pedagogy has been covered in first and third semesters. B.Ed. trainees will lose touch with pedagogy which they have studied in first semester. During internship in third semester, B.Ed. trainees will prepare lesson plans and deliver them. Field works in pedagogy can be done better during internship period as they are difficult to be covered during earlier semesters.

- Each core paper has field works which should be covered along with the theory. As field works are more in number, it is difficult to cover them in stipulated time as theoretical content is vast.
- In the changed scenario, for effective classroom teaching-learning process, use of modern technologies is essential. Keeping this in view, ICT have been made as an important part of teacher education. Though it is included in list of practicals in second semester, it is not a part of core theory papers.
- As new subjects and new topics have been introduced in two year B.Ed. course, it is a burden for teachers because of complex nature of topics. More over teachers are unfamiliar with the content. Proper orientation needs to be provided to teachers on this revised curriculum as they lack clarity on curriculum reforms.
- Evaluation of field works in many situations is not authentic. Evaluating the digital profiles of all activities is also difficult due to workload of teachers and lack of proper ICT arrangements.
- The revised curriculum in two year B.Ed. programme needs services of resource persons and experts. Well established institutions with good infrastructure are required. Providing facilities and recruiting experts and making institutional arrangements add to the expenditure. To reduce the expenditure, most of the colleges are assigning practical duties in Drama and Art in Education, yoga etc. to their regular teachers who lack expertise in the field.

Conclusion

This research paper has thrown light on Teacher Education, revised curriculum in two year B.Ed. programme, issues and challenges being faced in implementing revised curriculum. By overcoming all the challenges discussed here, execution and evaluation of new content in the revised curriculum will be absolutely a big success.

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Abstract

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and effective assessment. It includes effective classroom management skills, and use of instructional materials and communication skills. Based on the research findings obtained, seven soft kills have been identified and chosen to be implemented in all institutions of teacher education. They are Communicative skills, Thinking skills and Problem solving skills, Team work force, Life-long learning and Information Management, Entrepreneur skill, Ethics, moral and professionalism and Leadership skills. These sub-skills are divided into two must have and soft skills that are good to have. So the main responsibility of shaping the behaviour of students is in the hands of teacher. They are required to exhibit universal values like world peace, justice, freedom equality and unity.

Key Words: Soft Skills, Teachers, Training, Elements.

Introduction

The National Council for Teacher Education has defined Teacher Education as 'A programme of education, research and training of persons to teach from pre-primary to higher education level.' It is a programme that is related to the development of Teacher proficiency and competence that would enable and empower the teacher to meet the professional requirements of the profession and face the challenges there in. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and effective assessment. It includes effective classroom management skills, and use of instructional materials and communication skills. A teacher's content knowledge verbal skills or enthusiasm for learning necessarily constitutes high water mark for high quality teacher. Viewed in this perspective a high quality teacher must imbibe the four pillars of education as mentioned in the Jacques Delor's report, "Learning the Treasure Within "(1996). These four pillars of education are "Learning to Know", "Learning to Do", "Learning to Live Together" and "Learning to be". According to the first pillar 'Learning to Know'the teachers must have an urge for learning to learn. It can be achieved by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects the second pillar 'Learning to Do' emphasizes acquisition not only of an occupational skill but also of the competence to deal with many situations and work in teams. "Learning to Live Together" the third pillar requires development of an understanding of other people and an appreciation of interdependence in a spirit of respect for the value of pluralism mutual understanding and peace the last pillar "Learning to be", will support the development of one's personality and ability to act with greater autonomy judgment and personal responsibility. Thus, these four pillars of education can be considered as the founding pillars in the preparation of a high quality teacher.

Need for Soft Skills training for Prospective Teachers

"Soft Skills" comprising of personal attributes that drive ones potential for sustained growth, enhances an individual's social interactions, job performances and career prospects. Education in human values being acclaimed and accepted as a very new fascinating and promising programme of education, because the values are deteriorating day by day. Educational institutions are the nurseries of the values and ideals of life in every country. Without values and ideas the educational institutions with hundred classrooms, laboratories and well equipped libraries remain unimpressive scaffolding not an edifice of civilization. From a place of transformation of information, the educational institution in the future will make itself a place of producing intellectual work, generating

habits of systematic, methodical thinking, readiness for self-examination and self-criticism, making clear the way for the development of a free moral personality. Teaching will be emotionally a joyous and spiritually an uplifting experience both for the teachers and the learners. Thus the role of the future teacher will be multifaceted and multi-dimensional. The Indian society is passing through crises of values and is gradually being uprooted from its cultural heritage in the name of modernization. One of the important tasks of the teacher will be to help the pupils to arrive at a synthesis of material and ethical values, to uphold the past culture and to mould it for a renaissance suited to the future age. The teacher is to generate love for the mankind there by bringing about a synthesis between doing and feeling by coordinating the use of head and heart in the educative process. Then objectives of future education will be to involve students in an explosion of different value dimensions of life, which go into making a good man, a good life and a good society. The National Policy on Education (1986) suggests: "The National strategy of education has to ensure the availability of highly educated, trained and motivated manpower for dealing with the Challenges which are inherent in the modernization and globalization of the economy. India has to be able to compete with the most advanced countries in any field of production to hold its own. Hence the inescapable need for setting up and maintaining institutions of excellence at all levels to tap the best talent and nurture it with care and competence.

We could say that soft skills refer to personality traits, social gracefulness, and fluency in language, personal habits, friendliness and optimism that mark to varying degrees. Soft skills complement hard skills which are the technical requirements of a profession. It can also be an important part of the organization especially if the organization is dealing with people face to face. The reorientation of education which is one trust of education for sustainability also relates the importance of these so-called soft skills. Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in teacher education programme. Based on the research findings obtained, seven soft kills have been identified and chosen to be implemented in all institutions of teacher education. They are : (i) Communicative skills. (ii) Thinking skills and Problem solving skills. (iii) Team work force (iv) Life-long learning and Information Management (v) Entrepreneur skill (vi) Ethics, moral and professionalism (vii) Leadership skills. Each of the above soft skills comprised of several sub-skills. These sub-skills are divided into two categories of implementation. The first category delineates the soft skills that every individual must have and the second category represents soft skills that are good to have. Despite the emphasis being put on the soft skills that must be present (must have), it is also encouraged to inculcate the soft skills that are good to have. All elements of soft skills must be acquired by each individual student and evaluated effectively and comprehensively. The (must have) soft skills must be acquired by each and every individual in the institutions of teacher education without which the student is regarded as incompetent in the above skill. The (good to have) soft skills can be regarded as the additional generic skills and a bonus to the student if these skills are acquired by the students together with the must have soft skills. The following table gives a detail description of the different categories of implementation for each of the sub-skills for the respective seven soft skills.

S.No	Soft Skills	Must Have	Good to Have
1.	Communicative	Ability to deliver idea clearly,	Ability to use technology during
	Skills	effectively and with confidence	presentation. Ability to discuss and
		either orally or in writing	arrive at a consensus. Ability to
		Ability to practice active	communicate with individual from a
		listening skill and respond.	different cultural background. Ability
		Ability to present clearly and	to expand one's own communicative
		confidently to the audience.	skill.
2.	Critical Thinking	Ability to identify and analyse	Ability to think beyond. Ability to
	and Problem	problems in difficult situation	make conclusion based on valid
	Solving Skills	and make justifiable	proof. Ability to withstand and give
		evaluation. Ability to expand	full responsibility. Ability to
		and improve thinking skills	understand and accommodate
		such as explanation, analysis	oneself to the varied working
		and evaluate discussion. Ability	environment.

Must have and Good to have Elements of Soft Skil
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			to find ideas and look for	
			alternative solutions	
-	2	Toom Worls	Ability to build a good rement	Ability to give contribution to the
	з.	Team work	Ability to build a good rapport,	Ability to give contribution to the
			interact and work ellectively	planning and coordinate group work.
			with others. Ability to	Responsible towards group decision.
			understand and play the role of	
			a leader and follower	
			alternatively. Ability to	
			recognize and respect other's	
			attitude, behaviour and beliefs.	
	4.	Life-Long Learning	Ability to find and manage	Ability to develop and inquiry mind
		& Information	relevant information from	and seek knowledge.
		Management Skill	various sources. Ability to	
			receive new ideas performs	
			autonomy learning	
	5.	Entrepreneurship	Ability to identify job	Ability to propose business
		skills	opportunities.	opportunity. Ability to build, explore
				and seek business opportunities and
				job. Ability to be self-employed
	6.	Ethics, Moral &	Ability to understand the	Ability to practice ethical attitudes
		Professional	economy crisis, environment	besides having the responsibility
			and social cultural aspects	towards society.
			professionally. Ability to	
			analyse make problem solving	
			decisions related to ethics.	
	7.	Leadership Skill	Knowledge of the basic theories	Ability to understand and take turns
		*	of leadership. Ability to lead a	as a leader and follower alternatively.
			project.	Ability to supervise members of a
				group.

It can be observed that education is an essential tool for achieving Sustainability. We all realized that the current economic development trends are not sustainable and that public awareness, education and training are the key elements to move our society towards sustainability. Only a quality future human capital can envision development of its nation to meet the needs of the present without compromising the ability of future generations to meet their own needs. Therefore, the inculcation of soft skills among the students will be two prongs, to produce quality human capital and to develop their knowledge, understanding, values and skills as well Institutions have a major role to play in ensuring that pupils are socialized into a culture of self-reliance, resourcefulness, peace-oriented values health. Teachers are one of the main pillars of a sound and progressive society.

Conclusion

Teacher's academic and social responsibilities have taken a new dimension and made the task of the teacher quiet difficult and challenging. The main responsibility of shaping the behaviour of students is in the hands of teacher. Teachers in fact, are the designers of the future of their students and thus, the society. They are required to exhibit universal values like world peace, justice, freedom equality and unity along with established social and civic values as enshrined in Indian constitution. Hence the society expects teachers should be honest, sincere, and punctual and should follow the professional ethics. Prospective teacher should not only be intellectually competent and technically skilled but also civilized in his/her emotions and refined in his /her state.

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Innovative Strategies in English Language Teaching

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Abstract

English is the official language of the entire world is a very tricky language to teach. In fact every language varies to teach. English is a very old language and has undergone many forms changes from Proto English derived from the Latin and the German culture to the Modern English which was established after in the post Renaissance period. It is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language. Teacher's language proficiency, exposure to language and materials are major concerns for quality English language teaching and learning. Every innovative thought bringing us an innovative method to learn this language by the English teachers has done a lot to all the learners of this language. Teaching methods that can be attempted in imparting knowledge to the students. Basically teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. This paper focus on the innovative strategies for teaching English, Innovative methods in teaching English language and communication skills, teaching through games and objectives of innovative teaching strategies. **Keywords:** Multimedia, Innovative Methods, Learning, Technology

Introduction

The English language is generally acknowledged as a global language, in view of its numerous functions and preference over several other languages around the globe. Present day English is the simplest adaptation of a very old Language and yet it is still difficult to teach this language effectively especially to those who speak English as a second language. The increasing demand for English – both as a language and as a medium driven by the instrumental motivation has compelled most governments at the state level to introduce English as a language from class one. The recent curricular revision at the national level culminated in the framework for National Curriculum Framework - 2005 (NCF) records the half a century development very objectively when it says, "The level of introduction of English has now become a matter of political response to peoples aspirations rendering almost irrelevant an academic debate on the merits of very early introduction". English is an institutionalized subject in the school curriculum. Twenty six out of the thirty five states and union territories introduce English as a language from class I and the remaining states introduce the language either from class three or five. Resistance to spread of English language education is countered by genuine arguments which look at the English language as a tool for empowerment. English today is simultaneously sought after and suspected phenomenon. The motives, generally, are not only social-political and but academic too. While the demand increases on the one hand, the quality of English language education in our state run schools, more particularly in rural schools, presents an abysmal picture.

Innovative Strategies for Teaching English

Innovative strategies for teaching English lever ageing low-cost mobile technologies. Corpora processing and computational scaffolding for an innovative web-based English learning environment: the Candle Project. Teaching media Make lesson visual, with visual representation of new vocabulary, maps, and photographs. Teaching creative writing a case study of innovative practices for teacher professional development and communicative English language teaching. Study of English in Action (E.I.A). Its use of mobile technologies that moves beyond documenting their functionality as ubiquitous handheld hardware to enhance and extend the reach of teaching and learning. The project uses various corpora-including a Chinese -English parallel corpus, syndrome and various natural language processing tools to construct effective English learning tastes for college learners with adaptive computational scaffolding.

- > Advances in natural language processing technologies and applications. Construction of a self-access reading environment.
- Exploration of English learning through written exercises and translation.

- > Using bilingual corpora for culture-based English learning.
- Teaching facets of media analysis- "Newspaper", Newspaper analysis and writing, Newspaper test-advanced, Newspaper analysis -sections, Newspaper article content, these have been used in the classroom. Writing dialogue form. Teaching control in writing Creative writing lesson plans.
- > E-mail: teacher use internet for their own research and communication with students.
- > Videos and movie: teach vocabulary and pronunciation.
- Texting: to learn how to text in English. Help understand text message abbreviation. Gossip magazine: students practice in asking and answering questions.
- > Handbook: include course planning and design.
- > Teaching composition, language study and multimedia English.
- Bingo games: students learn about using frequency adverbs.

Innovative Methods in Teaching English Language and Communication Skills

In India there is a broad spectrum of linguistic background, comprising many languages and scores of dialects. English itself continues in everyday use in large number of families but it is not the same as Standard English. The multilingual context offers a variety of problems to the teachers of English. Today's world is a world of rapid technical change. Innovations come out of an ever increasing pace. Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21 century should shed traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. English language teachers must be innovative, imaginative, and resourceful and have thorough knowledge of the subject and adopt new techniques to change socio, economic status of the country. Due to globalization the world is changing rapidly, hence a teacher has to improve and update knowledge of innovative techniques to meet the demands of changing era. Various innovative materials and strategies will assist for the betterment of students.

Using Multimedia in Teaching and Learning Process

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set. Currently, many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and encourage lifelong learning. Problem-based learning is becoming increasingly popular in educational institutions as a tool to address the inadequacies of traditional teaching. Since these traditional approaches do not encourage students to question what they have learnt or to associate with previously acquired knowledge, problem-based learning is seen as an innovative measure to encourage students to learn how to learn via real-life problems.

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Mobile Phone Assisted Language Learning

Mobile phones are considered as miniature computers because of its additional facilities like texting, gaming, email and recording. Mobile Phone Assisted language learning covers PDAs, iPods and wireless computing. MPALL applications consists of mini lessons of grammar points, closed ended quizzes or games testing discrete language points available through SMS, the web or downloads, the vocabulary lessons, short definitions of words with

examples of use, recording lectures for better understanding, dictionary, and a communicative language learning games using actions. The most important features of Mobile Phone Assisted language learning are, social interactivity, context portability, Sensitivity, connectivity, individuality and immediacy. Due to greater opportunities of Computer Assisted Language learning, more and more language learning is likely taking place outside classroom setting.

Teaching through Games

This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

Objectives of Innovative Teaching Strategies

- 1. Identify innovative teaching strategies that:
- promote active learning
- enhance critical thinking
- provide interactivity
- encourage collaboration
- 2. Implement the seven principles of good practice in undergraduate education.
- 3. Engage students in experiential learning activities.

Language is a complex specialized skill which develops in a child spontaneously without conscious effort or formal instruction deployed without awareness of its underlying logic. So language teachers have some strategies to teach effectively. Apart from it, English language teachers need to employ innovative ideas in their teaching because in our country most of the students learn English as a second language. The poor performances in English language in most schools are due to the fact that the teaching of it is textbook based. Teachers do not have regular supply of the teaching aids and where they are available they are inadequate and obsolete. This paper stresses the need for making English language lessons easy and enjoyable through the use of instructional aides /improvisations. It presents innovative methods and techniques to teach English language by using teaching aids. It also aims to make English teachers aware of the strategies to use it in an effective manner.

Innovative Ways of Teaching Vocabulary

Different types of instructional modes, approaches, vocabulary building activities and skills proved to be effective in developing children and college students' vocabulary in L2 environments. Teaching vocabulary in context, combining vocabulary with reading and writing activities, and providing the students with different lexical information about the words under study enhanced children and adult students' vocabulary. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Accordingly, numerous types of approaches, techniques, exercises and practice to teach vocabulary. Nation properly states that teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.

- By showing actual objects and showing models
- Using demonstrations and showing pictures
- Teaching words in the context
- Etymology
- ✤ Associated vocabulary
- Using morphological analysis of words
- Dictionary
- Homonyms
- Idioms
- Phrasal verbs
- Role play
- Use video to produce of target vocabulary etc.

Conclusion

The present paper explored various techniques and methods of teaching. Teacher must make use of such techniques while teaching of vocabulary. It also focused on expansion of vocabulary. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises. Innovative methods which can be very helpful for the teachers in meeting the expectations of students at intermediate and graduate level. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

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The role of Information and Communication Technology (ICT) in Teacher Education

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Abstract

ICT plays a significant role in today's digital world by providing a wide array of knowledge and information thus gaining and accessing information, at the same time adding value in teaching learning by enhancing the effectiveness of learning or by adding a dimension to learning that was not previously available. For education to gain the full benefits of ICTs in teaching learning, it is essential for pre service and in service teachers to have basic ICT skills and competencies. It must provide leadership in determining how the new technologies can be used in the context of the culture, needs, and economic conditions within the country. The challenges that is therefore confronting our present educational system in this technologically advanced world is how to transform our curriculum and teaching learning process to provide students with the skills to function effectively in this dynamic, information rich and continuously changing environment. This paper will highlight the meaning of ICT, some advantages and disadvantages, Status/Needs of ICT and Role of teachers in using ICT in moving towards the goal of transforming the traditional paradigm of learning.

Keywords: Role, ICT, Teacher Education, Need, Teachers.

Introduction

ICT plays a significant role in today's digital world. We are now living in a technological era where ICT has left an impact on nearly every aspect of our lives, from working to socializing, learning to playing. ICT has become a part and parcel of our lives. It has connected and brought citizens of the world closer to one another, by bridging the gap created by geographical differences, cultures, systems etc. ICT provides a wide array of knowledge and information thus helping to gain and access information at the same time adding value in teaching learning by enhancing the effectiveness of learning or by adding a dimension to learning that was not previously available. ICT acts as a significant motivational factor in students learning by supporting student's engagements through collaborative learning. ICT has potentially transformed the nature of education where and how learning takes place and the roles of student teachers in the learning process. It provides an array of powerful tools that has help in transforming the present isolated, teacher centric and textual learning into rich student focused, and interactive knowledge environment. Teachers are at the core of any progressive society where technology plays an important role in transforming the training programmes of teachers. Although ICT itself cannot solve the problems of education, it can create new problems. That is why pre service and inservice teachers need to be aware of their responsibilities to be able to confront these challenges. Teachers with reasonable access to ICT demonstrate continual growth in their skill as they can continually update knowledge and information in the wake of new development.

Meaning

ICT in education means teaching and learning with ICT. The word ICT stands for Information and Communication Technology which refers to all equipments and services that are used to communicate, create, disseminate, access, store and manage information electronically such as cell phones, computers, TV, radio, satellite systems etc. It includes both the hardware i.e., the equipment and the software i.e., the computer programme in the equipment.

Types:-

Some types of ICT that are being used in teaching learning are:

i. Personal Computers

A Personal Computer is a small relatively inexpensive computer designed for individual uses. It is used to enhance and supplement educational program me, store and retrieve information from and through internet sources.

ii. Visualizer/Document camera

It is a cost effective, time saving and easy to use teaching tool which connects to a projector or monitor or interactive boards allowing teachers and students to display just about anything from a piece of paper to capturing a person in a room onto the screen.

iii. Projector

It is a variant of slide projector that is used to display images to an audience and used as a controllable, blackboard or bulletin board in teaching where teacher can prepare in advance teaching materials and then projecting it onto the screen to aid and enhance classroom discussions.

iv**. TV**

It has been widely used as educational tools where educational broadcast are telecast complementing teaching and learning resources through teleconferencing.

In teleconferencing, it involves communication among people from two or more different places through audio conferencing, video conferencing, web based conferencing etc.

Audio conferencing involves exchange of voice messages through telephonic network.

Video conferencing allows exchange of not only voices but also graphics and moving images through a satellite link or TV network.

Web based conferencing implies transmitting text, graphics, audio, visual media via the internet.

v. Digital Camera

It is a camera that encodes digital images and videos digitally and stores them for later reproduction. It enables the user to record and collect information digitally.

vi. Interactive Whiteboards

It is a powerful instructional tool that helps display computer images onto a board using a projector. The instructor can then control the elements on the board using a pen, finger as a mouse, directly on the screen. Items can be dragged, clicked and copied and the teacher can handwrite notes, which can be transformed into text and saved.

Advantages of ICT

The following are some of the advantages of ICT in teaching learning:

- > Teachers can easily explain complex instructions and ensure student's comprehension.
- Makes many common task simple and facilitate communication from virtually any geographic area.
- > Teaching learning resources can be shared.
- Easy to monitor work and communication can take place easily making classroom an interactive one.
- > Enhances the quality of teaching learning process and improve productivity and professional growth.

Disadvantages of ICT

The following are the disadvantages:

- Require trained personnel for installing complex system
- As system become more complex users also require more specialized training in its usage
- High cost of access e.g., an LCD Projector is still very expensive and unaffordable to most institutions.

- If part of system breaks down, it can affect many others. Say suppose, the server of a network is down, no work can be done.
- > Difficulty in integrating ICT into teaching of different school subjects.
- More emphasis laid on knowledge about computers and other ICT tools than using them as learning tool for enhancing teaching learning.
- Lack of adequately trained teachers and an attitude of complacency and indifference on the part of teachers in integrating ICT into their teaching.

Status/Need of ICT in Teacher Education

Today's technologies are essential tools for facilitating teaching and learning. It can promote international collaboration and networking in education and professional development. For education to gain the full benefits of ICTs in teaching learning, it is essential for pre service and in service teachers to have basic ICT skills and competencies. It must provide leadership in determining how the new technologies can be used in the context of the culture, needs, and economic conditions within the country. The challenges that is therefore confronting our present educational system in this technologically advanced world is how to transform our curriculum and teaching learning process to provide students with the skills to function effectively in this dynamic, information rich and continuously changing environment. To meet these challenges, schools must embrace the new technologies and appropriate the new ICT tools for learning. They must also move towards the goal of transforming the traditional paradigm of learning.

However, the opposite situation often prevails in terms of technology integration. Studies have shown that while new teachers have certain elements of knowledge about ICTs, they have very limited or no practical skills for allowing them to integrate ICTs into their professional practice. Moreover, teachers who do not extensively integrate ICTs into their teaching practices are often linked with their poor computer literacy. They perceive ICT as time consuming and therefore fail to see how ICT could enhance teaching or learning. Again the indifferent and hostile attitude towards integrating and incorporating ICT into their teaching practices due to fear of being replaced by technology in the long run has proved a disadvantage for ICT to permeate into the classroom learning situation. This has resulted in to the need for well trained teachers both in service and pre service who can integrate ICT effectively use technology in their own classes so as to prepare a new generation of teachers who can effectively use the new tools for learning.

It has therefore become a mandatory to prepare future teachers to face the challenges posed in this new millennium. In order to promote the routine ongoing integration of ICTs in teacher training, teacher education institutions now face the daunting challenge of preparing a new generation of teachers who will be able to effectively use the new learning tools in their teaching practices. ICT should not merely be the subject of one or two courses, as is currently the case in most but it should be present in pre service course.

The society for Information Technology and Teacher Education has identified basic principles for the development and effective ICT teacher education. These are:

- > Technology should be incorporated into the entire teacher education programme i.e.; trainees should learn to use technology into their own teaching without restricting technological experiences to a single course or single area of teacher education programme.
- Technology should be introduced into the content by integrating technology into their course work and field experiences. Teacher educators, content specialists and mentor teachers should expose trainees to regular and pervasive modeling so as to provide opportunity for them to teach with technology.

> Technology should be used for innovative experiences so as to enhance traditional forms of learning as well as to transform learning. A Power Point Presentation can enhance a traditional lecture. Moreover, using multimedia cases to teach topics that have been previously discussed through lectures may effect a transformation in learning experiences.

Role of teachers

With the advent of ICT in education, teaching profession is evolving from a teacher centered, learner based instruction to a student centered interactive learning environment. The new technology does not curb the need for teachers but only call for a redefinition of their profession from that of an instructor to that of constructors, facilitators, coaches and creators of learning environments. As such to be a technically competent teacher, he must have the ability to:-

> Operate and use computers, send emails etc.

> Apply current instructional principles research, appropriate assessment, practices to the use of ICTs.

- Evaluate educational software
- Create effective computer based presentations, multimedia content to support instructions.
- Surf the net for resources.
- > Integrate ICT tools in teaching learning.
- > Update knowledge and information as far as technology is concerned.

Conclusion

In conclusion, our world is fast becoming a global village and the thirst for more knowledge and information has been a driving force for the drastic changes in today's IT world. ICT has thus transformed classrooms by bringing a whole new outlook into the curriculum based on real world problems, project providing tools that enhances learning and providing teachers and learners more facilities and opportunities for feedback. It has changed not only our educational life but also the whole of our social life.

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Importance of Guidance and Counselling in Teacher Education Programme

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Abstract

Teachers have multiple roles to perform nowadays. To fulfill their roles professionally, they need to be competent in their responsibilities towards their students inside and outside the classroom. One important role of a teacher is to provide guidance and counseling to their students, for which they need training to equip them with the necessary skills. This paper discusses the concept of Guidance and Counseling, the importance of guidance and Counseling, some innovative component as well as areas of training necessary in teacher preparation programme. The paper ends with highlighting some major problems faced by teachers in providing guidance and Counseling in their classroom and providing some suggestive measures for the same.

Keywords: *Guidance and counseling, training needs, problems and suggestions*. **Introduction**:

With the rapid explosion of knowledge and fast paced life, teachers have multiple roles to perform. Apart from the usual subject teaching, teachers are entrusted with many other responsibilities. Teachers need to be competent in their responsibilities towards their student inside and outside the classroom. One such important role of a teacher is to provide guidance and counseling to students. Problems and needs in society are nothing new, but today they seem to be proliferating at an unprecedented rate. The unique problems in the changing family, cities in upheaval, conflicts in values, attitudes, and moral, the new cynicism about politics, economic factors, the changing role of work , new pressure and demands on school, and problems of the youth, all points out the need for the counseling services. Guidance and counseling have a challenging role to play in every developing economy, much more so if it is a labor surplus one.

The need for innovative guidance and counseling component in teacher preparation program is felt even more so in today's scenario.

Meaning of guidance and counseling:

Guidance refers to an advice or a relevant piece of information provided by a superior, to resolve a problem or overcome difficulty. It helps in assisting a person in choosing the best alternative in education and career related issues. Guidance work is preventive and developmental in nature.

Counseling refers to a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problems. It is a curative and remedial work. It is a one to one confidential session given by a person who possesses high level of skill and professional training. Counseling is an integral part of an overall program of guidance.

Need for Guidance and Counseling:

The student life is getting complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. Need analysis of the students in the schools shows the need of Guidance and counseling services, in the education, profession, vocation, social, health, moral, personal, and marital areas. Guidance and counseling programme needs to be introduced in our colleges and universities to meet the varied needs of the educational system, administration, and students. The areas where students need guidance and counseling are:

- > To help in the total development of the student.
- > To help in the proper choices of courses

- > To help in the proper choice of careers
- > To help the students in vocational development
- > To develop readiness for choices and changes to face new challenges
- To minimize the gap between education and employment and help in the efficient use of manpower.
- > To motivate the youth for self employment
- > To help fresher's establish proper identity
- > To identify and motivate the students from weaker sections of society.
- > To help the students in their period of turmoil and confusion
- > To help in checking wastage and stagnation
- > To identify and help students in need of special help.
- > To ensure the proper utilization of time spent outside the classrooms..
- > To help in tackling problems arising out of students population explosion
- > To check migration to prevent brain drain
- > To make up for the deficiencies of home.
- > To minimize the incidence of indiscipline.

Bargadon has mentioned the following situations where counseling in required: **1.** When a pupil requires not only reliable information but also an interesting introspection of formations those in which can solve his personal difficulties. **2.** When a pupil needs intelligent listener who has more experience than the pupil to whom he can recite his difficulties and through which can seek suggestions for his working plan. **3.** When the counsellor has to assess those facilities which can help in resolving the pupil problems but the pupil doesn't enjoy such an access to those facilities. 4. When the pupil has some problem but he is unaware of that problem and his development, he is to be made aware of that problem.

5. when the pupil is aware of the problem and difficulties created by the problem but he feels difficult to define it and to understand it that is, when the pupil is familiar with the presence of the problem and its nature but he is unable to face the problem due to this temporary tension and distraction.

6. When the pupil suffer the main maladjustment problem or some handicapped which is temporary and which needs careful long due diagnosis by an expert. Majority of students lack a sense of direction, a sense of purpose and a sense of fulfillment and include in destructive activities which lead to social damage and loss

Areas for training in guidance and counseling for teacher trainees:

Since all teachers are involved in student guidance and counseling at school to varying degree there is a definite and important need of guidance and counseling training for all teachers. Focus on practical training for teachers rather than theoretical lessons could equip teacher trainees to be more competent in this field.

A study conducted by Susanna Wai Ching Lai – Yeung from the Open University of Hongkong, Hongkong on the topic "the need for guidance and counseling training for teachers" identified areas of training needs for teachers. All participants considered that there was a need for training.

Training needs identified is:

- 1. Communication Skills.
- **2.** Counseling skills (e.g., questioning skills).
- **3.** Case studies/skills in handling cases.
- 4. Inter personal skills.
- 5. Knowledge related to guidance and counseling (e.g., therapy theories).
- 6. Ways to deal with own issues (e.g., time management, emotional intelligence).
- 7. Role of teacher.
- 8. Knowledge about practical issues (e.g., school policy).
- **9.** Collaboration skills (e.g., with stake holders).
- **10.** Others.

The study also perceived issues that could impede their guidance and counseling work at school.

- **1.** Personal qualities.
- **2.** Prejudgment or bias towards students
- **3.** Lack of experience
- 4. Workload or time pressures
- **5.** Lack of knowledge
- 6. School policy
- 7. Others

In terms of personal strengths and resources which students perceive could facilitate their guidance and counseling are:

- 1. Personal qualities
- 2. Social networks
- 3. Skills or abilities
- 4. Working experience
- 5. Knowledge
- 6. Others

Problems facing guidance and counseling in schools:

In order to find strategies for effective teacher training program, we need to first of all identify some general problems that hinder the proper functioning of such services in our institutions.

- 1. Lack of trained counsellors
- 2. Doubt about the efficacy of guidance and counseling
- 3. Lack of commitment of the Government
- 4. Lack of adequate funding
- 5. Confidentiality
- 6. Counsellor created problems
- 7. Blurred role of the guidance counsellor
- 8 .Feeling of suspicion of the role /of integrity of counsellors

Suggestive measures:

1. There is need for serious enlightenment on the part of the public to accept Guidance and Counseling. This will help develop strategies for school administrators and teachers to achieve a realistic perception of students in their school environment.

2. Government should support Guidance and Counseling practically by providing and making funds available for all the services in Guidance and Counseling.

3. Guidance and Counseling should be made an integral part of the school program and therefore supported by all concerned.

4. The Guidance Counsellor should be consulted by the school administration in implementing some of the counseling programs.

5. Guidance counsellor on their own part school be committed to counseling programs through helping the teachers with the identification of the student with learning problems and inform the teachers, so that different individualized methods can be used for effective teaching and learning.

6. Government should help to train and appoint qualified guidance counsellor in schools to help meet with the students' problems.

7. Parents should be also included in the guidance and counseling program through giving them progressive report of their children.

8. Counsellors should understand their limits in helping their students and therefore make use of referrals.

9. Counsellors should keep students secrets with outmost confidentiality.

10. There is need for clarity about the services rendered by school counselors. This is done by defining the counselor's roles, functions and objectives for the benefit of school administrative, teachers, parents, staffs and community.

Conclusion:

This information is important even in our context because if training programmes are to be a satisfying experience, the training contents should match trainees' needs. Day (2002) argued that teacher development programs which do not match teacher's needs were unlikely to arouse their motivation. Besides training needs, results from the present study also found several areas and issues which participants considered could impede their guidance and counseling work. These should be taken into consideration in designing training programs so that the effects of such barriers could be minimized. The perceived personal strengths and resources should be taken into consideration when designing training programs so as to motivate and engage participants in the training process. For example, training programs can include experiential, reflective exercises and in-class discussions for trainees to examine and work on issues of personal qualities and prejudgment which they consider most hindering. Adequate guidance and counseling facilities is the only answer to help and guide the youth to worthwhile channels and help them to realize the goals of optimum academic personal and social development. We therefore need to take this area of teacher training programme seriously and give a more practical approach to it.

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A Study on Effectiveness of Teacher Educators in relation to infrastructural facilities in B.Ed Colleges

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Abstract

Infrastructural facilities play an important role in the teaching-learning process. But in reality, it is observed that as compared to Govt. B.Ed colleges, material conditions of private B.Ed colleges are not good. Lack of adequate or proper facilities can hamper the effectiveness of teacher educators. The present study is significant as it helps to know the effectiveness of teacher educators of different private B.Ed colleges affiliated to Gauhati University in Assam. In this study, descriptive survey method was employed. The sample of the present study consists of 80 teacher educators selected through simple random sampling technique. Teacher Effectiveness Scale constructed and standardised by Dr. Shallu Puri and Prof. S. C. Gakhar and close ended Questionnaire constructed by the investigator were used to collect data. It is found from the study that (i) Majority of teacher educators' effectiveness level is average, (ii) There is no significant difference between male and female teacher educators regarding teaching effectiveness, (iii) Majority of teacher educator viewed that infrastructural facilities of B.Ed colleges are average and (iv) There is no significant relationship between the teaching effectiveness and infrastructural facilities available in the institution where the teacher educators teach.

Key Terms: Teacher Effectiveness, Infrastructural Facilities, Teacher Educator, B.Ed College **Introduction:**

Education is basically a man-making process and referred as "Human Resource Development" and it implies practising and ensuring transformation of the human staff at various levels of socialization, acculturation, awareness and divine realization. This process of transformation gets stimulated with the help and support of a teacher for whom the Indian coinage 'Guru' provides the best meanings and import of the 'job'. No system of education is better than its teachers. Quality of an education programme is determined to a large extent by the teachers. The quality of education and the standards of achievement are inseparably inter-related with the quality of teachers. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system. Quality education is a pre-requisite for regional, national and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. For teachers to be more effective and quality professionals, teacher education must be brought into the mainstream of the academic life of our institutions at all levels. A teacher educator is responsible for the education of teachers under whose the destiny of our children is placed by the community. The onus of the quality of teachers, therefore, rests on the teacher educator himself. One important factor that affects a teacher educator's success and efficiency is his/her teaching effectiveness.

Teacher effectiveness is a very important aspect of education because effective teacher helps student learning as well as enhancing the students' academic performance or achievement. Afe^[1] (2003) defined teacher effectiveness as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. Teaching effectiveness of teachers are mainly affected by four major factors such as teacher related factors (qualification, teaching experience, motivation/dedication), student related factors (motivation, entry behaviour, genetic composition), environment/family related factors (socio-cultural background of the students, level and type of education of parents/guardians/siblings, interpersonal relationship among family members) and institution related factors (quality and quantity of teaching staff, remuneration of the teachers, facilities such as infrastructural materials, well equipped libraries and laboratories)^[2].

Effectiveness of teacher educators is influenced by infrastructural facilities of the institutions. Infrastructural facilities are buildings, pieces of equipment or services that are

provided for a particular purpose. It can be generally defined as the set of inter-connected structural elements that provide framework supporting an entire structure of development. Infrastructural facilities have been declared as a potent factor to quantitative as well as qualitative education. Fruitful education can be achieved if the infrastructural facilities of the institution are satisfactory. Infrastructural facilities are to the educational institutions, as the body to the soul, machinery to the factory, plane to the pilot and an empire to the kingdom.

Need of the Study:

B.Ed colleges are playing a vital role in providing training to the secondary school teachers for their professionalization. As per the suggestions made by NCTE, now-a-days two year B.Ed programme is introduced. In Assam, both Government and Private B.Ed colleges are available. Compare to Govt. B.Ed colleges, number of private B.Ed colleges are very high to meet the demand of teacher education of the prospective teachers. Now-a-days, teacher education in our country has to face the challenge of producing teachers for a new society. That's why in order to meet the challenges successfully, it is very necessary to improve the quality of teacher educators. The number of teacher educators is increasing rapidly in this state and fresh postgraduates are entering into the system of teacher preparation to meet the demands of huge number of teacher educators. It is generally observed that the quality of teaching-learning process is not being properly maintained in most of the B.Ed colleges especially in the private B.Ed colleges in Assam. Due to this reason, the quality of preparation of student-teachers has become a big question in the field of education. But it is very true that the quality of Teacher Educators is very important for bringing about functional improvement in teacher education institutions and consequently, in school education. In this connection, Adiseshaiah^[3] (1978) has rightly remarked that "those that are entrusted with responsibility of teaching the teachers have, naturally, to be men and women of high calibre whose influence would prove to be the greatest asset for prospective teachers".

Infrastructural facilities play an important role in the teaching-learning process. But in reality, it is observed that as compared to Govt. B.Ed colleges, material conditions of private B.Ed colleges are not good. Lack of adequate or proper facilities can hamper the effectiveness of teacher educators. Teacher educators of private B.Ed colleges face different challenges due to shortage of infrastructural facilities.

Hence, through the present study, it has been tried to find out the level of effectiveness of teacher educators, quality of infrastructural facilities of B.Ed colleges and relationship between effectiveness of teacher educators and infrastructural facilities of B.Ed colleges. The present study is very relevant and significant as it helps to know the effectiveness of teacher educators of different private B.Ed colleges affiliated to Gauhati University in Assam.

Review of Related Literature:

Kalita, U.^[4] (2010) conducted a study on academic and professional profile of teacher educators and found that B.Ed colleges have problems relating to library subscription and teaching aids, internet facility, Guidance & Counselling facility, canteen facility.

M. Chandramma^[5] (2013) has conducted a study on "Job Satisfaction and Teaching Effectiveness of Teacher Educators". The findings of the study revealed that the Teacher Educators have better Teaching Effectiveness in the profession. It is also found that the management of the institution has no significant influence on the overall Teaching Effectiveness of Teacher Educators. But on the basis of obtained mean score, Teaching Effectiveness of Government B.Ed College Teacher Educators is comparatively better than that of the Private B.Ed College Teacher Educators.

Barman, Bhattacharyya and Barman^[6] (2015) conducted a study on level of Teaching Effectiveness of Teacher Educators who are working in different Govt.-aided and Privateunaided/Self-Financed B.Ed Colleges in West Bengal. The overall results of the study explore that the level of Teaching delivered by the B.Ed College Teacher Educators is Moderately Effective. It is also revealed that Teaching Effectiveness of Govt.-aided B.Ed College Teacher Educators who are working in different Private-unaided/Self Financed B.Ed Colleges in West Bengal.

Statement of the Problem:

The present problem entitled as "A Study on Effectiveness of Teacher Educators in relation to Infrastructural Facilities in B.Ed Colleges".

Operational Definition of the study:

- a. Teacher Effectiveness: In the words of Umme Kulsum^[7] (2000), "Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement". In this study, the term refers to effectiveness of teacher educators in six teaching aspects. Such as (i) Academic & Professional Knowledge, (ii) Preparation and Presentation of Lesson Plan, Classroom management, (iii) Attitude towards students parents, colleagues, head of Institution, (iv) Use of motivation reward and punishment and Interest in all round development of student, (v) Result feedback accountability and (vi) Personal Qualities.
- **b.** Infrastructural Facilities: Infrastructure is generally structural elements that provide the framework supporting an entire structure. C.V. Good and Kappa^[8] (1973) in the Dictionary of Education' defines infrastructure as "the underlined foundation or basic framework of an organisation or system". In this study, infrastructural facility means the basic physical requirements of B.Ed College for effective teaching-learning process. For this study the infrastructural facilities include 10 dimensions namely library, internet, classrooms, laboratories, staffroom, departments, co-curricular activities, cafeteria, hostel facility and sanitation.
- **c. Teacher Educator:** In this study the term 'Teacher Educators' refers to those teachers who are engaged to teach student teachers in different Private B.Ed Colleges affiliated to Gauhati University of Assam.
- **d. B. Ed College**: In this study, 'B.Ed Colleges' refers to those Colleges/Institutions which are engaged to offer B.Ed degree (Bachelor of Education) to the Student-Teachers. Here only private B.Ed Colleges are considered for the study.

Objectives of the Study:

Main objectives of this study are:

- 1) To study the level of teaching effectiveness among the teacher educators teaching in B.Ed Colleges.
- 2) To make a comparative study on gender basis to assess the level of teaching effectiveness among the teacher educators.
- 3) To study the infrastructural facilities available in the B.Ed Colleges.
- 4) To study the relationship between teaching effectiveness and infrastructural facilities of the institution where the teacher educators teach.

Hypotheses of the Study:

Following hypotheses are formulated on the basis of the objectives:

- H₁: There is no significant difference between male and female teacher educators regarding teaching effectiveness.
- H_2 : There is no significant relationship between the teaching effectiveness and infrastructural facilities available in the institution where the teacher educators teach.

Delimitation of the Study:

- 1. As Assam has large number of B.Ed colleges, it is difficult to cover all of them in a single study like the proposed one. Therefore, the investigator selects the sample from the affiliated B.Ed colleges of Gauhati University.
- 2. The study is confined to private B.Ed colleges affiliated to Gauhati University.

Method and Materials:

In the present study, descriptive survey method was employed. It is descriptive because it aims to describe the nature and present status of the phenomenon ^[9]. The population of this study consists of all the teacher educators of all the Private B.Ed colleges (N=37) affiliated to Gauhati University, Assam. The sample of the present study was selected from twelve (12) B.Ed colleges of Kamrup district by applying simple random sampling technique. From these colleges, 80 teacher educators have been selected as sample. In the present study, Teacher Effectiveness Scale constructed and standardised by Dr. Shallu Puri and Prof. S. C. Gakhar ^[10] and close ended Questionnaire with 35 statements constructed by the investigator were used to collect necessary data. Analysis of data was done with appropriate statistical technique like Simple Percentage, Mean, Standard Deviation, t-test and Pearson Correlation.

Analysis of Data:

Table No. 1: Level of Effectiveness of Teacher Educators							
Level of Range of		Total		Male (N=32)		Female (N=48)	
Effectiveness	Score	N	%	N	%	N	%
Very High	287-340	6	7.50	1	3.13	5	10.41
High	232-286	20	25.00	7	21.88	13	27.08
Average	177-231	43	53.75	18	56.25	25	52.08
Below Average	123-176	6	7.50	3	9.37	3	6.25
Poor	68-122	5	6.25	3	9.37	2	4.17

Collected data are analysed with the help of following tables:

Table-1 reveals that 53.75% of the teacher educators has average teacher effectiveness whereas 7.5% has very high and 25% has high teacher effectiveness; 7.5% teacher educators has below average and 6.25% has poor teacher effectiveness. 3.13% male and 10.41% female teacher educators has very high teacher effectiveness; 21.88% male and 27.08% female teacher educators has high teacher effectiveness; 56.25% male and 52.08% female teacher educators has average teacher effectiveness; 9.37% male and 6.25% female teacher educators has poor teacher effectiveness and 9.37% male and 4.17% female teacher educators has poor teacher effectiveness.

Table No. 2: Significance of difference in the Mean Scores of Effectiveness of Male andFemale Teacher Educators

Gender	N	Mean	SD	t-value	Result
Male	32	201.78	46.34	1.40	Not
Female	48	217.75	47.75	1.49	Significant

It is evident from the table that the mean and standard deviation values of effectiveness of male teacher educator are 201.78 and 46.34 respectively. Similarly same for female teacher educator are 217.75 and 47.75 respectively.

The obtained t-value 1.49 is less than the table value (1.96) at 0.05. Therefore, there is no significant difference between male and female teacher educators effectiveness. Further mean value of female teacher educators (217.75) is more than the male teacher educators (201.78). Therefore, the null hypothesis "There is no significant difference between male and female teacher educators regarding teaching effectiveness" is accepted. **Table No. 3: Categorization of B.Ed Colleges regarding Infrastructural Facilities**

Cotogonization of B Ed Colleges	Dommo of Soomo	Total		
Categorization of B.Ed Colleges	Range of Score		%	
Excellent	148-175	-		
High	120-147	24	30.0	
Average	92-119	32	40.0	
Below Average	64-91	17	21.25	
Poor	35-63	7	8.75	

Table-3 reveals that infrastructural facilities of B.Ed colleges are not excellent in view of teacher educators. Again 30% teacher educators viewed that level of infrastructural facilities is high, 40% teacher educators viewed that level of infrastructural facilities is average, 21.25% teacher educators viewed that level of infrastructural facilities is below average and 8.75% teacher educators viewed that level of infrastructural facilities is poor.

Table No. 4: Co-efficient of Correlation between Effectiveness of Teacher Educators and Infrastructural Facilities of B.Ed Colleges

Variables		
Effectiveness of Teacher Educators and	Pearson Correlation	0.2994
Infrastructural Facilities of B.Ed Colleges	Sig. (2 tailed)	0.01
	Ν	80

The calculated correlation co-efficient 0.2294 is significant at 0.01 level of significance. Therefore, the null hypothesis "There is no significant relationship between the teaching effectiveness and infrastructural facilities available in the institution where the teacher educators teach" is rejected.

Hence, it can be concluded that there is a significant positive correlation between the teaching effectiveness and infrastructural facilities available in the institution where the teacher educators teach.

Discussion:

Main findings of this study are as follows:

1. Majority of teacher educators' effectiveness level is average.

In case of very high and high level, female teacher educators' effectiveness level is higher than male teacher educators. This finding has similarity with the studies conducted by Arockia Doss ^[11] (2007), R. Renjith Kumar & Fezeena Khadir ^[12] (2013) and M. Chandramma ^[5] (2013).

2. There is no significant difference between male and female teacher educators regarding teaching effectiveness.

Compared to male teacher educators, female teacher educators mean score regarding teacher effectiveness is higher. Again the finding reveals that gender is not a contributing factor regarding effectiveness of teacher educators in B.Ed colleges of Kamrup district of Assam.

3. Majority of teacher educator viewed that infrastructural facilities of B.Ed colleges are average.

It is very surprising that not a single teacher educators rate the infrastructural facilities of their B.Ed colleges as excellent.

4. There is no significant relationship between the teaching effectiveness and infrastructural facilities available in the institution where the teacher educators teach.

This finding reveals that if infrastructural facilities of B.Ed colleges will be excellent, than effectiveness of teacher educators will be developed.

Educational Implications:

The following are some of the educational implications arising out from the investigation:

- 1. The teachers will come to know the difference between the teaching effectiveness of the male and female teacher educators. Orientation programme should be organised to develop the effectiveness of teacher educators.
- 2. Infrastructural facilities of B.Ed colleges are not up to the mark which is one of the important factors for effectiveness of teacher educators. Hence, infrastructural facilities of the B.Ed colleges must be improved for developing the effectiveness of teacher educators.

Conclusion:

The present investigation is an attempt to examine the influence of infrastructural facilities of B.Ed colleges on effectiveness of teacher educators. It is found from the study that effectiveness of teacher educators is related with infrastructural facilities of B.Ed colleges. Hence, it is a need to develop the infrastructural facilities of B.Ed colleges for developing the effectiveness of teacher educators.

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Modern Mathematics Classrooms Facilitating Innovative Teaching Methods and Learning Strategies for 21st Century Learners

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Abstract

Technologies for Mathematics education and help learning become more social and engaging for students. So that the Internet and other technologies have transformed nearly every aspect of our society, particularly in the scientific and commercial sectors, yet classrooms of today appear largely. This contrasts with students' experience outside of the classroom, as evidenced by the explosion of the innovative teaching methods and learning strategies, where interactions and learning have increasingly become collective products rather than individual efforts. "Smart classroom, Flipped Classrooms, Virtual Classrooms, Blended Learning, Mobile Learning, Personalised learning" in the technology infrastructure to facilitate cooperative learning that leverages physical and semantic spaces to achieve innovative mathematical pedagogical formats.

Keywords: Smart Classroom, Flipped Classrooms, Virtual Classrooms, Blended Learning, Mobile Learning, and Personalised learning.

Introduction

Information and Communication Technology is an important instrument, which can transfer the present isolated teacher and book centered learning environment into a rich learning environment. At present the role of the teachers in mathematics educating the children has gained paramount importance. On one side the mathematics classrooms are overcrowded with overloaded syllabi where the pupils are expected to gain knowledge and on other side the role of teachers has become significant to develop mathematical interest and meaningful understanding amongst the students. An alternative process or method of teaching has to be adopted, in this fast developing world, where knowledge explosion has been taking place every day in every sphere of life. It is unreasonable to expect that spoken or written words alone to convey the volume of relevant information to the learner. To make teaching-learning environment richer and more effective, teachers through power point presentations deliver their lessons. This involves a detailed and complex preparation on the part of the teacher. The typical classroom was once



characterized by students sitting through hour long teaching monologues. Now, technology is making life easier for both educators and students. New modern method of teaching has been introduced which is publically known as Smart Classrooms, Flipped Classrooms, Virtual Classrooms, Blended Learning, Mobile Learning, Personalised learning. All the modern Class is a revolutionary classroom technology

leveraged teaching- learning system that is transforming the way teachers teach and the students learn in schools. It makes use of mapped curriculum 2D and 3D digital content which the teacher could access right in the classroom and project it on whiteboard, to elucidate and explain critical concepts, across virtually all subjects.

Innovative teaching methods in mathematics classroom

Smart Classrooms: Use of Smart board makes the teaching easy for the teachers and learning the concept easy for the students. Students become more interactive and volunteering in the math classes. In a smart classroom enabled schools, the classrooms are connected to what is known as the knowledge centre where all the digital contents are linked to the server. Teachers can access the lessons they want to teach during their teaching periods, they can use it to demonstrate; take learners through an audio-visual journey and above all help them to learn better. Schools are increasingly adopting digital teaching solutions to engage with a generation of pupils well-versed with the Play stations and I Pads, and trying to make the math classroom environment more inclusive and participatory.

Flipped Classrooms: The flipped classrooms is where students watch the video lesson and learns the material at home then come to school and have class time to work on problems where the teacher and fellow students are available to answer questions. This teaching technique addresses the typical math classroom problem: Students passively listen to the lecture, begin the



homework (only getting to the easy ones), go home and get stuck. Instead, students are able to tackle the "difficult" part of the learning-the problems-in the math classroom where there is immediate help available from the teacher and peers. Some teachers have required students to watch the video at home and other allows students to watch the video lesson in the

classroom if they did not get the video watched before class. Most students will watch the video at home, which leaves more time for them to work on stuff in class where they can ask peers and the teacher for help if needed. Our classrooms look like they did in a traditional class when there was work time, but to improve the effectiveness of the Flipped Classroom, we often start class

with either Q&A on the video and/or key questions that reinforces the concepts of the lesson. In some classes we are using five question formative quizzes on SMART Responders to check for understanding on the homework.

Virtual Classrooms: A virtual classroom is an online learning environment in which the learners and instructors interact together. This definition was buttressed by Finkelstein (2006) who described virtual



classroom as a visual contact between participants and instructor in an online environment as if they are engaged in face-to-face classroom setting. It is an environment located within a computer mediated communication system for instruction to take place. Some features and compositions that make virtual classroom essential in teaching and learning processes are Assignments folders, Audio features, Blog, Chat room, Video component, Simulation tools, Grading books, Emails, Online calendars, Examinations and Quizzes. Virtual environments are considered suitable in teaching and learning of science-based subjects. Effective implementation of virtual classroom has great implication for teaching and learning as it promotes students' interest in learning contents and encourages teachers' efficiency. In a virtual classroom setting, the learners actively engage in synchronous instruction meaning that the teacher and learners are logged into the classroom at the same time just like in a real-world conventional classroom system.



Mathematics learning strategies for the 21st century learners

Blended Learning: The concept of Blended Learning has been gaining traction in the education field over the past few years. It is defined as a formal education program in which a student learns, at least in part, through delivery of content and instruction via digital and online media with some element of student

control. Although it may be a big step for some teachers, underneath all of the hype is a strong concept that gives students some control over their learning environment and can promote student engagement in math classroom. Remember, Blended Learning is not simply scanning a worksheet into a device or computer. It consists of math content material relevant to students, where they can, in part, self-pace their learning. Technology is not replacing teachers or direct instruction because both are still very valuable instead; it is enhancing the education experience and turning at least some control over to the student.

Mobile Learning: The generation of students born with digital technology brings with them a significantly different approach to learning. They are used to having access to multiple and instantaneous sources of information, multitasking and being socially connected to peers through mobile devices. The combination of mobile technologies and the new generation's 'digitally-enhanced' cognitive and social


skills will need new solutions in the current concept of Learning. M learning is the exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning. It offers enormous potential as a tool to be used in situations where learners are geographically dispersed, to promote collaborative learning, to engage learners



with content, as an alternative to books or computers, as an alternative to attending campus lectures and for 'just-in-time' delivery of information. Identifies that for over two decades the potential of digital technologies for Mathematics has been highlighted by stakeholders as having many possibilities. The advent of mobile learning technologies into teaching and learning has brought both new possibilities and challenges to teachers". Mobile learning technology which is "ubiquitous in nature, wireless, highly portable and endowed with multimedia capabilities bringing a new dimension to curriculum delivery.

Personalized Learning: Personalized learning is instruction that offers pedagogy, curriculum, and learning environments to meet the individual student's needs. The experience is tailored to learning preferences and the specific interests of different learners. In a personalized learning environment, the learning objectives and content, as well as the method and pace, may all vary. Personalization also encompasses differentiated instruction that supports student progress based on subject matter mastery. After assessing each student academically and understanding 'where they are' in their learning progress, it's important to learn about their strengths, weaknesses and learning style. The classroom can have different areas or stations based on needs and abilities to accommodate auditory, visual, and kinesthetic style learners. For example, some stations may support inquiry-based, independent learning; while there can be a separate area for group activities. Groups can be based on content, ability and assessment results.

Conclusion

Trends come and go, but quality education will last a lifetime. Mathematics education in our schools will identify a range of issues as problematic. We structure our understanding of these issues around the following four problems to be the core areas of concern: A sense of fear and failure regarding mathematics among a majority of children, curriculum that disappoints both a talented minority as well as the non-participating majority at the same time, Crude methods of assessment that encourage perception of mathematics as mechanical computation, and Lack of teacher preparation and support in the teaching of mathematics. Our vision of excellent mathematical education is based on the twin premises that all students can learn mathematics and that all students need to learn mathematics. We are use innovative teaching methods and learning strategies when we wish to guarantee education for all successfully. It is therefore innovative teaching methods and learning strategies to offer our student the very highest quality of mathematics education possible.

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ICT Enabled Education

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Abstract

The 21st century is already the age of knowledge, the knowledge society and the educational age. The educational industry will be the industry of the 21st century.ICT has brought a range of new terms in the education like: e-learning, distance education, virtual classrooms, etc. While new terminology is being defined and redefined, hundreds of pioneers experiment with the usage of ICT in education. The paper intends to present and focus on the importance of ICT, its objective and uses in teacher education in the present context. The most important benefit from ICT in education it is hoped for is improved learning outcomes. It would provide necessary skilled workforce for the knowledge society while boosting cost/benefit ratio. Finally, it is clearly seen that education process will be freed from non-educational activities like: administration, support, organization, etc. They will be minimized, automated, reprogrammed, asynchronous and delegated.

Key words: ICT, Education, Uses, Paradigm shifts, Teacher Education

Introduction:

The 21st century is an age of knowledge, the knowledge society and an educational age. The educational industry will be the industry of the 21st century. It is only natural that new technologies, ICT (Information and Communication Technology) above all, are in the focus of those who are contemplating the novelties in education. ICT has brought a range of new terms in the education like: e-learning, distance education, virtual classrooms, etc. While new terminology is being defined and redefined, hundreds of pioneers experiment with the usage of ICT in education. The strategists of education, politicians and decision makers on the national and international level are prophesying, proposing, planning and talking about major benefits from ICT implementation in education. The most important benefit from ICT in education hoped for is improved learning outcomes. It would provide necessary skilled workforce for the knowledge society while boosting cost/benefit ratio. No less important is the hope to speed up learning process making it in average much faster than today. Democracy would get to its full potential by democratization of learning, lowering all sorts of boundaries between students and knowledge while bringing knowledge to all students and unlimited number of them. This hope is combined with already an urban legend that ICT will make learning and teaching much cheaper. Finally, while quality learning does require substantial effort from students and teachers, the process itself could be much easier and more pleasant.

Fueled with these hopes and based on proliferate use of ICT in almost every aspect of modern life, almost universally shared vision is created. This vision believes that overall human knowledge (already mostly is, but certainly) soon will be fully digital and available to any student globally for whatever purpose. The world where a student is restricted to locally available teacher is the past and we see the world in which student and teacher are globally matched and paired for a specific learning activity based on desired outcome, psychology, timing, cost, and multiple other factors. It is envisioned that students will learn anytime when their need and ability meet, at the pace that best suits them. Finally, it is clearly seen that education process will be freed from non-educational activities like: administration, support, organization, etc. They will be minimized, automated, reprogrammed, asynchronous and delegated.

The Aims & Objectives of ICT

Information Communications and Technology (ICT) is a term that refers to all the hardware and software that people use to send and receive information. Social networking sites such as Facebook, Twitter and MySpace, computers, phones and tablets make up the term ICT. Over the past few years, the ICT sector has grown substantially with a lot of new companies releasing new gadgets to improve how we communicate.

Utilitarian Objectives

One of the main aims of ICT is to help students to become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily lives. It is also supposed to prepare students for the world of tomorrow. It aims to help learners to have an open and flexible mind. This will help them to adjust to the inevitable future changes.

Social Aims

It aims to equip learners with the appropriate social skills required to cooperate with fellow ICT learners for a more productive learning experience. It empowers students who are unable to use this technology outside the school premises by ensuring sufficient access to those students. Through this, it will also ensure equity among all learners, as they will all have the same opportunities to use the ICT facilities in school. Another social objective of ICT is to facilitate good communication between the students, thus promoting better social understanding.

Cultural Objectives

ICT aims to assist students to appreciate the beauty and diversity of culture. It also aims to help students become well-cultured citizens of the modern world. It achieves this as it facilitates the discovery and appreciation of various cultural heritages of different countries around the world.

Personal Objectives

ICT aims to assist students to grow personally by facilitating different methods of learning. Distance-learning programs are now provided by most colleges and universities. Many people are using these programs to get degrees that they would not have been able to receive without ICT. It also aims to allow the public to easily access the necessary information over the Internet.

The uses of ICT in education:

Education policymakers and planners must first of all be clear about what educational outcomes are being targeted. These broad goals should guide the choice of technologies to be

used and their modalities of use. The potential of each technology varies according to how it is used. Haddad and Draxler identify at least five levels of technology use in education: presentation, demonstration, drill and practice, interaction, and collaboration. Each of the different ICTs print, audio/video cassettes, radio and TV broadcasts, computers or the Internet may be used for presentation and demonstration, the most basic of the five levels. Except for video technologies, drill and practice may likewise be performed using the whole range of technologies. On the other hand, networked computers and the Internet are the ICTs that enable interactive and collaborative learning best; their full potential as educational tools will remain unrealized if they are used merely for presentation or demonstration.

Paradigm shifts:

To appreciate the integration of ICT in teaching and learning, we need to understand the major paradigm shifts in education in recent years. Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. Whereas learning through facts, drill and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times. The major hallmark of this learning transition is from teacher centered to learner focus paradigm.

During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in roles of both teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner. The new role of teachers demands a new way of thinking and understanding of the new vision of learning process. Learners will have more responsibilities of their own learning as they seek out, find, synthesize, and share their knowledge with others. ICT provides powerful tools to support the shift from teacher centred to learner centred paradigm and new roles of teacher, learner, curricula and new media.

Integrating ICT

Integrating ICT means that we must examine the possibilities of optimizing the use of new technology so this makes the technology economically viable and pedagogically meaningful. In order to provide a sustainable ICT-related professional teacher development, we should extend the scope of teacher education so that it becomes a more integrated part of the teacher's whole career development. We should then be able to still educate in-service teachers, and renew their skills throughout their entire career. This is particularly valid for the sustainability of competence related to new technologies. Teacher education in relation to ICT should be seen as a solid structure provided during in-service education periods and that this solid structure will be able to sustain and support competence development during the lifelong learning process. If ICT development is to be sustainable, it should also permeate all pedagogical activities, not only a few of them. Teachers and professionals sometimes consider ICT as being only a tool in the improvement of teaching and learning. ICT as a device should only be considered as an artifact in the new way of teaching. The teacher remains the prime mover in the teaching process.

Acknowledging the many dimensions to being "ICT-qualified" and "trained to use ICT to support teaching other subjects", the UNESCO ICT Competency Framework for teachers provides a helpful guide to codify ICT competencies and therefore can inform the development of new indicators to measure teacher training and preparedness. The UNESCO ICT Competency Framework for Teachers outlines the competencies that teachers need to integrate ICT into their professional practice. It emphasizes the role that ICT can play in supporting six major education focus areas across three growth phases of knowledge acquisition (UNESCO, 2011). Currently some international teacher training programmes are based on this framework, such as Partners in Learning from Microsoft or INTEL Teach to name only a few (UNESCO, 2011b).

ICT training as a compulsory element of teacher training:

In Europe only 25% of students in Grade 8 and 11 and 30% in Grade 4, respectively, are taught by teachers for whom ICT training is compulsory (European Commission, 2013). However, while many ICT skills are acquired outside of the formal teacher training system, additional effort needs to be made to make ICT a mandatory rather than optional part of the curriculum. Many national curricula in Europe include ICTs and it is increasingly becoming an examined subject in Africa and Asia as national strategic development documents recognise the importance of ICTs in teacher capacity-building and professional development. Despite the increased emphasis on training teachers on the use of ICT, decisions to make such training programmes have not always certain. In the case of Rwanda, such courses in teacher training programmes have not always been a prerequisite for teaching where it was officially considered an optional subject within its national curriculum (Davis, 1995). Rwanda is currently in the process of reviewing its ICT Essentials for Teachers Curriculum, based on the UNESCO ICT Competency Framework for Teachers (ICT CFT) (UNESCO).

Internet and continuing education programme:

Very soon open and Distance Learning System (ODLS) is going to use Internet for the launch of continuing education programmes. Efforts have already begun in this direction in private sector. Macmillan India Ltd has recently launched a website "elt.Macmillan.Com" for teachers of English. The site is focused on the teachers and provides them with downloadable worksheets, assignments and guides them in methods of English language teaching. (The Hindustan Times, December 5,2000). The availability of computers in the society in future will certainly create a demand for continuing education programmes through Internet. According to Adrain Soar, Chairman, Pan Macmillan Ltd., by 2002, 85 per cent schools globally will have Internet access. Having understood the importance of Internet education programme, it is appropriate to discuss the nature of continuing education through Internet. The components of Internet based continuing education programme would comprise:

i) Online learning material

Like the print based material, online learning material comprises text, structures, diagrams, selfcheck exercises etc. Unlike print based material it contains animation, audio and video integrated with material and provide the learner with a lot of scope for interactivity. The design of learning material on the net is based on using new pedagogical models based on 'conversational' rather than instructional interaction between faculty and students. This represents a paradigm shift from instruction-centered learning to student-centered learning. Where the emphasis is placed on knowledge building and skill acquisition through the trajectory of active participation (walker and Beats, 2000). Knowledge building process of the learner is based on the constructivist model of learning which view learning as the result of mental construction. Man does not passively copy the real environment-neither by perception, nor by actions-but creates it by active processes of constructing (Watzalwick, 1981).

ii) Online academic counseling

The academic counseling will be based on online lecturers, discussions, and chat synchronously, asynchronously, on demand or through CD-ROM. The teacher trainees can raise questions and ask for explanation to their queries through internet, which also could be responded to by the teachers. In this case, students may not require the presence of a teacher for face-to-face counseling.

iii) Online assignments/projects /dissertation guidance

The performance of the student's teachers could be evaluated on a continuous basis through assignments delivered to them online. The feedback to the assignment response also could be provided online. Student teachers can work with their projects/dissertation guide through Internet. They can even present seminar papers and discuss them among the peers under the guidance of their guide.

iv) Online collaboration

One of the most important features of Internet is that it facilitates collaborative learning. Students like traditional classroom learning can engage themselves in virtual classroom learning. They form collaborative groups in the form of cyber club and interact among themselves regarding their learning problems by using e-mail.

ICT in Indian Universities and Colleges:

Higher education systems have grown exponentially in the last five decades to meet the demands of quality education for all. This aspect has further gained momentum due to swift advancements in Information and Communication Technology (ICT). Demand for skilled and competent labour is ever increasing in the contemporary globalised society. Competition in every sector ranging from access to quality in higher education has emerged as determining factor of economic growth and development. In order to increase the access to higher education and improving its reach to the remotest parts of the country contribution of open and distance learning facilities is on increase. In addition, it is catering to life long learning aspirations and that too at affordable cost. The last two decades have witnessed the inclusion of developments in ICTs in higher education systems around the world. Swift growth of ICTs is taking place all over the world. They have emerged as powerful tools for diffusion of knowledge and information. Involvement of ICTs in different dimensions of the Indian education system is taking place at a fast pace.

Efficiency in higher education institutions:

ICT is playing a significant role in bringing efficiency in the universities/organizations. Networking of various departments and sections within the university/colleges and interuniversity and is thus streamlining university functioning. The ongoing programmes namely 'UGC INFONET' and INFLIBNET are some of the ICT tools which are being used extensively by the universities and colleges. Websites of the institutions developed help in information dissemination and e-management, provide research related information, information of academic interest, information on students etc.

Innovations in education and training through ICT:

With the above discussion we find that with ICT enabled education there can be

a)Improve effectiveness and efficiency.

b) Build flexible and responsive learning.

c) Meet different learning styles/needs.

d) Engage and involve learners, teachers, parents...

Conclusion:

Diffusion of ICTs in Indian universities and colleges would respond to the twenty-first century demands. The contemporary higher education systems are aiming for acquisition of ICT skills as part of the core education system, provision of infrastructure fully equipped labs, professional assistance and other support needed to enhance quality of education. Application of ICTs in managing higher education institutions, teacher education will homogenize quality of education in the highly diverse scenario across the colleges and universities established in the country.In this presentation, it is our intention to show how to perform certain contexts to optimise the effect on learning with the help of computer support in education.ICT changes rapidly and affects both discipline knowledge and pedagogical possibilities in ways that influence teachers' perspectives for employing ICT as a constant part of the learning process .Teacher indicators that capture these evolving needs are also important to identify and develop. Lastly, it is important to recognize that teacher training and usage of ICT do not take place in a vacuum, and therefore need to be viewed within a larger system where the teacher is central to several conceptual domains including ICT in education policy, curriculum development through the provision of digital content, ICT-enabled pedagogy, ICT infrastructure, and organization and administration at schools. Furthermore, meaningful discussion must continue amongst stakeholders and consensus should be achieved in order to prioritise data needs while still collecting the essential elements of what ICT in education needs to capture.

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Pre-service Teacher's Attitude towards Usage of Cyber Resources in the MS University of Baroda

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Abstract

Technology plays prominent role in our life to get success and to get things done easily in life. Cyber resource has become the source of knowledge to acquaint by educated persons for upgrading their knowledge and better understanding of phenomena. Cyber resource are profoundly employed by pupils especially in educational settings because they are very easy to communicate and simple to access the related information or material to upgrade one's knowledge. The current research is focused on the investigation of pre-service teachers' attitude towards usage of cyber resources. For accruing data from student teachers, random sampling technique has been adopted and analysed with the appropriate parametric statistics. There was no significant difference between male and female preservice teachers attitude in terms of using cyber resources.

Keywords: Cyber Resources, Attitude, Pre-service Teachers Introduction

Teaching learning has been highly relied on use of technology in the age of 21st century. By employing it, the concept can be delivered and understood easily because through it content to be presented clearly with illustration and example. Human life and society is mostly influenced by employing of technology and is become medium for communication, for exchanging of ideas and views with regard to their interested areas. The purpose of using technology is easy, simple and saves time and enhances knowledge. Use of technology has been enormously increased in especially in educational field. In the 21st century, technology has been teaching- learning at primary level onwards and as a course of education also started later level. It is most preferable and appropriate especially at teaching learning of higher education. In the administration system, It is employed for sending data from institute to university, school to department of Education and communicating information or sending material to pupils etc. use of technology saves consumption of time, human energy and facilitates us to pass information unlimited pupils with in short span of time. National Curriculum Framework (2005) also emphasised that "technology has been used as a medium to disseminate information". Cyber resources have been highly used by teachers for accessing various materials for teaching concept clearly. These resources provide vast information for in-depth understanding and they could easily present the lesson through Power point presentation, or printed attracted pictures etc. using of these resources incite interest in pupils and enhance their learning eventually. Teachers cannot avoid using these resources in their teaching profession. All most of educational institutes have been adopted paper less administration system for getting admissions, providing material to pupil's mails, getting feedback through mails from aspirants etc. all classrooms are equipped with efficient infrastructures along with facility of connecting technology.

Nowadays, most of the students are using mobile internet connection, through it, they are able to access information and material from their peers or tutors or institute. Even National Telecommunication Policy (2012) had proposed (TRAI, 2012) it can be seen that mobile phones are becoming popular devices for accessing internet. Due to the upsurge of production of Mobile phones, these could be available at cheaper price and

affordable for everybody. Debarati Halder and Jaishankar (2013) reported that 57.1% of students (graduates and undergraduates) using Gmail/ Yahoo mails once in a day. The study also showed that men stayed online more than women and resultantly they felt more satisfied, missed classes, arrived late in the destination places, and lied about their internet use. It is also worth to mention here that almost all workshops, seminars and conference have been used technology to present their ideas briefly logically in conferred time. By using technology, the speaker can presents audience what exactly he/she wants to say. In the age of technology, using of information and communication technology is unavoidable in educational field. The authors of this paper confine their focus to know attitude of preservice teachers towards usage of cyber resources.

Review of related literature

Odede Israel (2013) also investigated the attitude of undergraduates towards education usage of the internet. A questionnaire was administered to a sample of two hundred and thirty eighty undergraduate in Library schools in Delta and Edo States. The study disclosed that majority of participants considered that internet was universal digital library and It had a potential to be an effective teaching/training tool. Using of Internet was easier than the library. It revealed that undergraduate students showed positive attitude towards usage of internet and it was being played active role in their educational and research purpose for search information/material/data.

Reena Rani and Manisha (2013), Kulasekara Perumal Pillai and Singaravelu (2014), Salih, et al (2009) also found in their studies that all participants expressed the neutral attitude towards usage of cyber resources and computers.

Sharma et al (2015) examined the B.Ed., students' attitude towards using internet. The focus of investigation was to find out attitude towards using internet with firm variables like gender, subjects, qualification and marital status. The study followed random sampling technique to select 60 B.Ed. students from five education colleges of Indoor city. A questionnaire was administered to sample. It was detected that 70% of the B.Ed., students have favourable attitude towards using internet. It also disclosed that there was no significant difference between the male and female, the science, and other subjects, graduate and postgraduate, married and unmarried of B.Ed. students with respect to their attitude towards using internet.

The review of related literature brings a notice to us that people have perceived and very comfortable with usage of cyber resources includes internet, ICT, Gmail/Yahoo, websites for communication as wells as education purpose. It was learnt from that reviews that attitude towards usage of cyber resources was found to reveal the degree of positive and neutrality. It is worth to appraisal truculent behaviour of apprentices of any institution especially in the field education because appropriate use of these resources helpful to aspirant of any course to do achieve prescribed learning goals. For succeeding in teaching field, attitude of trainees towards using technology in their profession needs to be found. Based on the outcome of review of related literature, the investigators planned to know the attitude towards usages of cyber resources pertaining to one of IASE's in the state of Gujarat.

Rationale of the study

Science and technology have been constantly altering and it impacts on human life can be noticed from dawn to dusk. Nobody is left behind in use of technology for retrieving knowledge or information in his/her field. Even an illiterate person is maintaining mobile phone for his communication purpose and getting news what has been happening to him/her surroundings. Technology influences every of corner of our life the way because it breaks the limits of boundaries of citizens of countries in the world. Using technology is one way of achieving desires of oneself and it is become major source for accessing information pertaining to any area. It expands the knowledge of peoples as well as influences their social life and forms an attitude which leads them to utilize it in their future or denies to depend on it. It is fact that using technology definitely enhances pupils learning and being technology as an interactive mode in human life, one must rely on it.

Employing of Technology benefits the mentor as well as pupils in teaching learning field. Even for retrieving information, one has more chance of accessing of more related desirable with in a second at his/her place. According to Edgar Dale, learning retention rate based on the learning experiences and media that were used for instruction. The learning

retention would be like through seeing /Hearing 5%, Reading 10%, Audio Visual/ Video 20%, Demonstration 30%, Discussion (group), 50%, Practice by doing 75%, teaching others 90%. From the reviews, the investigators identified the positive impact of using cyber resource in education field. But the formation of attitude is not result of impact of a single factor; it is invariably influence of many aspects.

Attitude of people towards using cyber resource would be different from institution to institution because it is mostly relying on environment of institution for using, encouragement from institution, their educational background, location of people from where they come, allocation of time for using resources, facilities provided etc. the present research is focused on identifying of attitude towards using cyber resources. Therefore, the proposed study is intended to find out the attitude towards usage of cyber resources.

Statement of the problem

A study of Pre-service teacher's Attitude towards usage of Cyber Resources in the Maharaja Sayajirao University of Baroda

Objectives of the study

- 1. To compare attitude of pre-service teachers towards using cyber resources with respect to Male and Female
- 2. To compare attitude of pre-service teachers towards using cyber resources with regard to Rural and Urban

Hypothesis of the study

- 1. There is no significant difference between the attitude of male and female of preservice teachers towards using cyber resources.
- 2. There is no significant difference between the attitude of rural and urban of preservice teachers towards using cyber resources.

Methodology of the study

The current research has adopted the descriptive survey research design. All the students of B.Ed. programme from the academic year of 2015-16 had been selected randomly as sample of the study. Out of 180 pre-service teachers, a total of 93 pre-service teachers were randomly selected and were administered the cyber resource scale. The data was collected through Cyber Resource Scale which was developed and standardized by S. Rajasekhar. It consisted of 24 statements, distributed in six dimensions such as Cyber Communication System, Cyber Educational Blogs and Educational Websites in the Cyber World, Cyber Searching System, Cyber Instructional Materials and Cyber Space for storage of data. All the items have been measured on five points Likert type scale i.e. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The data had been collected from Pre-service teachers personally and doubts were clarified while responding to the tool. Prior to that, the investigator explained the purpose of the study, taken informed consent and assure them that their response would be used strictly for research only.

Data analysis and interpretation of the data

Hypothesis-1: There is no significant difference between the attitude of male and female of pre-service teachers towards using cyber resources.

Gender	N	Mean	SD	t-value	Sig. (2 tailed)
Male	14	83.57	6.858	0.41	0.67
Female	79	84.57	7.594	0.41	0.67

Table 1: Independent Sample t-Test between Dependent Variable and Gender

From the above table, it was observed that the calculated value (- 0.41) was found to be less than Tabulated value. Therefore, the formulated hypothesis has been accepted. It was concluded that there was no significant difference between male and female pre-service teachers attitude in terms of using cyber resources.From the data it can be found that female pre-service teachers were found to be having negative attitude (57%) with regard to usage of cyber resources. Reinen & Plomp (1993) also conclude that lack of training, lack of self-confidence and self-interest were cause for negative attitude of female towards usage of cyber resources.

Hypothesis-2: 7	There is n	io significant	difference	between	the	attitude	of rural	and	urban	of
pre-service teach	hers towa	rds using cyt	per resourc	ces.						

Table 2: Independent Sample t-Test between Dependent Variable and Locality

Locale	N	Mean	SD	t-value	Sig. (2 tailed)	
Urban	66	84.41	7.57	0.12	0.80	
Local	27	84.19	7.30	0.15	0.89	
-						

It was found from the table, that there is no significance difference between the means score of pre-service teachers of urban and local areas towards using cyber resources. Therefore, the proposed hypothesis has been accepted.

Conclusion

Using technology in our life is a prominent exercise to achieve success and for effective learning because it provides us knowledge and keep pre-service teachers up to date to with advanced level. Cyber resource has become the source of knowledge to acquaint by educated persons for upgrading their knowledge and better understanding of phenomena. Educational institutions need to facilitate student's hands on using of cyber resource and how to utilize them in teaching learning. For effective using of resource, attitude of aspirants is crucial factor. From the undertaken study, it was concluded that those attended computer classes were found to be having positive attitude towards using cyber resources. It is also advised that female pre-service teachers needs to be encouraged and supported with regard to use of cyber resources. Hence it can be suggested that there is a need of incorporating cyber resources in curriculum such in teaching learning, presentation and also these can be employed as a means of sending material to students, submitting assignments and projects etc.

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Issues, Challenges and Quality of Teacher Education at Secondary Level

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Abstract

The Bachelor of Education (B.Ed.) programme aims at developing the understanding and competencies required by practising teachers for effective teachinglearning process at the secondary stage. Quality assurance in teacher education, it is about relevance of the teacher training programmes. It addresses the questions like are the courses of study updated, are the students satisfied with the quality they are provided and are the students & parents satisfied with procedures of examination and evaluation. This paper covered so many issues related teacher education regarding NCTE regulations 2014, disparities in important aspects of teacher education in India and competence based teacher education....etc. main objective this article is to know the issues, challenges and quality of teacher education at secondary level.

Key words: Issues, Challenges, Quality teacher education, Secondary level.

Introduction

The success of any education system depends on how programmes are planned and implemented where teachers are key players. Teaching is a profession and teacher education is a process of profess of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organised body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field.

Teacher Education is a continuous process and its pre-service and in-service components are inseparable. The new programme of Teacher Education emphasizes continuing education and the need for teacher to meet the thrust envisaged in NPE (1986). The quality teacher education largely depends on the proper admission, qualified and competent faculty; relevance of course, prescribed teaching days, timely examination and research work. One of the major concerns and priorities of teacher education institutions is to produce competent effective teachers, whose method and approach must lessen the burden of learning and increase the eagerness and happiness of institutional life. Unfortunately due to a variety of reasons, teacher education institutions could not fulfil their prime objective of preparing competent and effective teachers which in turn has adversely affected the quality education throughout the country. The teacher education institutions have a very important role to play improving the system of education by educating a body of inspired men and women. The essence of a programme of teacher education is quality. If this is missing the programme is not only bound to become a financial waste but a source deterioration of educational standards. This has to be avoided at all costs. Weakness of the system of teacher education have been pointed from time to time by various commission and committees like the University Education Commission (1948-49), the international team on teachers and curriculum in Secondary school (1954) and Indian Education Commission (1964-66). The reports of team of the working groups set by the NCTE (1975), The UNESCO Publication entitles "Alternative structure and Methods in Teacher Education (1975), exploring new directions in teacher education (1976) have also identified similar weakness in the existing Indian Teacher education programme. NPE (1986) has suggested a variety of steps to improve the status of teachers with effective teacher accountability.

To realize long awaited expectations, teacher education attained a new status in 1993 when parliament passed National Council for Teacher Education (NCTE) Act. Teacher Education got comprehensive meaning as given in the Act. Teacher education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes nonformal education, part-time education, adult education and correspondence education. And NCTE now performs regulating and developmental functions of teacher education. It expected to remain firmly committed to colleges of teacher education through its new framework with initiatives towards quality assurance in teacher education one of the major emphases is to stimulate quality in teaching. It may not matter whether it is a government or a private college; what showed matter is performance, with performance indicators as proper admission, qualified and competent faculty, and relevance of course, teaching days, practical work and internship programme, and examination. The above performance indicator (NCTE) indicates major concerns and priorities of teacher education institutions that are to produce competent, effective teachers, capable of making learning internship and joyful. Thus it is expected to have competency based teacher education programmes

Fourth National Curriculum Framework for Teacher Education (NCFTE) was brought out by NCTE in 2009, it has been elaborated the context, concern and vision of teacher education. The new concerns of school curriculum and the expected transactional modalities were emphasized in designing this frame work for all stages of school education, issues related to inclusive education and ICT in schooling as well as e-learning became the centre-stage in the framework

Competency Based Teacher Training programme

Competence is nothing more than an improved modern term applied to an ancient human value, the right way of doing things is the competent way; the right way to perform a job, the right way to live and work in association and cooperation with others. In other words it means a desired quality a job performance. The qualities of competency are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift. Applied to teachers, competency means the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the process, methods and means of conveying them in an interesting way, involving the activities of the students.

Teacher Competencies in relation to raising Academic Achievement level such as Class Related competencies, School related competencies, Pupil related competencies, Community related competencies, and Value related competencies. **Cognitive Competencies** namely lesson planning and Instructional Management; Evaluation and remedial skills; Identification of pupil's talents and needs; Initiating curriculum; Developing and implementing curriculum. **Affective Competencies** namely development of positive attitude; motivating pupils/colleagues, society; and playing an ethical role model. **Psychomotor Competencies** namely administration and management; fostering interschool relations; developing non-cognitive skills among pupil's; guidance and counselling skills; helping pupils to develop personality; ensuring participation and developing leadership qualities among colleagues, students, societal members.

Empowering Teacher Educators for quality teacher education

The task of a teacher educator is very complex. He can't do justice to it unless he closely known four things, namely the profile of students, the teacher, the school and the society/community. A teacher educator should continuously concentrate on how to develop in teacher competencies essential and critical for becoming good, effective and performing. A teacher educator who well informed, updated, dedicated and committed will always look for the following competencies on prospective teachers namely context competencies, Content competencies, Communication competencies, Evaluation competencies, Management Competencies, Community relationships competencies. A strong base of teacher education shall have to provide for pursuing Master of Education (M.Ed.) programmes. All M.Ed. programmes must provide for writing a dissertation which would encourage students to initiate and conduct research and innovation. Teacher educator plays a significant role in helping students to acquire intellectual, emotional and moral power that contribute to self growth and national prosperity.

Increased Duration of B.Ed. / M.Ed. programme

Government or Government aided teacher education institutions and the selffinanced colleges of teacher education have always got 100% enrolment in earlier B.Ed. and M.Ed. programmes. This was because of low fee structure, regular faculty and staff, although the infrastructural facilities including library and laboratories were not as satisfactory and up to date as those of self-financing colleges of education. However, due to the NCTE regulation 2014 of two year duration of B.Ed., and M.Ed., there has been a steep fall in enrolment of students. It approximately ranges from 0% to 80% of the intake capacity of an institution. NCTE should have taken into account the market trends in demand and supply of teachers at various levels, before granting intake capacity to teacher education programme especially in the private sector. Instead of granting two units of two year B.Ed., only one unit could have been tried to start with. The restricted in take is a sure safeguard for quality of the products and also better chances of placements.

There is a great challenging for the existing Teacher Education institutions to make effective implementation of two rears B.Ed., programme. For the implementation of B.Ed. colleges will require additional infrastructure for accommodating two batches of traineeteachers. At present most of the colleges have strength of maximum one hundred students. But now the strength increased to two hundred. There is a shortage of qualified teacher educators and qualified principals. New norms demand sixteen faculty members with the intake of 200 students which would be financially unviable for the management of private institutes too. Increased duration of the internship period is also a challenge for the Teacher Education institutions. Here the question is about the permission by schools and also their support and co-operation throughout the year.

Total Quality Management in Teacher Education

Total management plays a strategic role in educational organisations to achieve higher standards (Gilbert, 1993). Quality Management in Teacher Education is an optimizing process, where all the attributes and components in quality are utilized to their fullest capacity. Starting from a simple quality concept and reaching to total quality management (TQM) in teacher education must be the ultimate objective of sound teacher education programme. In TQM, the most powerful vehicle for ensuring quality relationship is the effective team. TQM recognizes and respects the potential of every individual's economy.

Total Quality Management in Teacher Education is about creating a quality culture where the aim of every member of the organisation is to delight their customers, and where the structure of their organisation allows them to do so. It is about providing the customer with what they want. In Teacher Education, it is about relevance of the teacher training programmes.

Feedback Mechanism: Teacher Education institutions must put in place some mechanism to collect feedback from all the stakeholders concerned with the progress of education for continuous management and improvement of the quality.

Role of Stakeholders in Quality Management in Teacher Education

Maintenance of quality in teacher education is not a one man's job. It is the result of collaborative efforts of all the stakeholders involved. The major stakeholders in the process are Management, Teacher Educators, School Teachers, Student teachers, Parents and Regulatory bodies at the National and State levels.

Role of Management in Quality Teacher Education

- Provide the Education Institution with good infrastructure, learning resources such as well-equipped and modernized laboratories and libraries and other technical support required for the efficient working of the organisation.
- Allow greater participation of teacher and students in the process of decision making and administration.
- Review the goals, objectives of the institution from time to time in the light of the mission and the changing needs of the society.
- MoUs with industry, other institutions of Teacher Education of National and International repute and NGOs etc

- Access the performance of the faculty and staff for continuous improvement in the processes and product of the organisation and encourage faculty development programmes.
- Providing the sufficient salaries to meet the present cost of expenses based on their educational qualifications, teaching experience and their quality research publication.

Role of Teacher Educators in Quality of Teacher Education

- Improve subject knowledge, teaching skills, methods, systems and ensure student's participation in the Teaching-Learning Process.
- Undertake research and publish research/theoretical papers and participate in the extension work
- Conduct and Participate in Seminars/Conferences/Workshops and Consultancy Programmes
- Have honest, impartial and proper evaluation of student's performance
- Render help for administration and policy-making of other teacher education programmes
- Have to develop right type of attitude towards teaching profession as teacher educators
- Have to maintain good interaction with the stakeholders in the field of school education namely subject teachers, head masters/principals, District level officers and mainly with school students.

Role of Prospective Teachers in Quality Teacher Education

- The Students have to be made party to each process involved in Teacher Education, because it is designed for the prospective teachers who is to be developed for global market in Education
- The suggestions put forth by current students and the alumni can serve as best feedback to enhance the overall quality of education in an institution. Further, it is felt that nothing can be more valuable than the inputs coming in from such authentic sources.

Role of Parents in Quality Enhancement

Parents can also play a significant role in enhancing the quality of education, appropriate feedback and innovative ideas as active members of the society

Suggestions for Total Quality Management in Teacher Education

- Every pre-service teacher education institution needs to be connected with a dedicated school to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners
- Around 90% of pre-service teacher education institutions are in the non-government sector, and most of the states of Eastern and North-Eastern Region of the country are facing acute shortage of institutional capacity of teacher preparation in relation to the demand. Due to this, the Government should increase its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in the deficit States
- First professional Degree or Diploma in the field of Teacher Education should be offered in face to face mode only
- The institutional capacity should be increased for preparation of teacher educators especially in North-Eastern States(Nagaland) there is need to make the Masters in Education programme with the provision of branching out for specialization in Primary and secondary Education
- Micro-Teaching, Macro-Teaching, Internship, Practical activities and supplementary teaching etc. Can be planned and organised more systematically and effectively.
- Developing competencies among teachers for material development of children with special learning needs and developing among teachers the skills of communication and language proficiency
- Create and support a forum to connect teacher educators, information technologists, policy makers, and practitioners for the purpose of rethinking education in the age of globalization and information

- Enhancing among teachers the proper understanding of modern techniques of evaluation
- Updating the curriculum with the changing times and needs of the society and developing frontline curriculum strategies for all types of teacher education programmes adopting contingent and pragmatic outlook
- Teacher educators need proper orientation to understanding socially relevant research works for better development and teacher educators feel free to innovate, improve and devise new technologies, methods and programmes
- Orientation programmes/workshops/seminars programmes should be made as continuous teacher education programmes where every teacher education institution is at least once for 10-15 days in a year is oriented in identified problematic and emerging areas
- Teacher Education programmes need to broaden the curriculum to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school
- For teacher educators should be provided continuous orientation/refresher courses to update their field of knowledge and experiences
- Input in terms of quality students be strictly observed by introducing State Level Entrance Test for admission and merit by following the cut off percentages for admissions as recommended by NCTE
- Provide opportunity for trainees for reflection and independent study without packing the training schedules with teacher's directed activities and provide opportunities to the student teacher to critically examine curriculum, syllabi and text books

Conclusion

The Teacher Education institutions need to create a quality culture by inculcating values in the entire system. Then the quality does not remain to be shown but will be seen by all the stakeholders. The values like Analytical approach, Action orientation, Accountability, Continuous improvement, Cooperation with other members of the organization, need to be instilled among all the stakeholders if we really want to improve and assure the quality of Teacher Education. It has been rightly said," Quality is not changing, but a choice; quality is not an accident, but a design; quality is not a destination, but a continuous journey". The Colleges of Educations with clear vision, mission and an urge for excellence will surely undertake this journey

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SWOT Analysis of Information and Communication Technology in Teacher Education with special reference to Nagaland

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Abstract

ICT has become a necessity for effective teaching learning process in creating awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development. ICTs diversify the systems of representation through the use of various types of stimuli and address the needs of diverse types of learning. In addition, ICTs have the potential to enhance educational quality by increasing motivation, facilitating acquisition of basic skills, promoting enquiry and exploration, and preparing individuals for the technology driven-world. So this paper attempts to analysis the use of ICT as to give better view and understanding in its usage in Teacher Education.

Key words: ICT, Strength, Weakness, Opportunities, Teacher Education.

Introduction

According to UNESCO (2002) "ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters".

For the first time in the history of Indian Education, N.P.E (1986) has observed, "Educational Technology will be employed in the spread of useful information the training and retraining of teachers to improve the quality of education."

National Curriculum Framework (2005) emphasized the judicious use of technology to increase the reach of educational programmes, facilitate management of the system as well as address specific learning needs and requirement.

NCTE has also directed integrating ICT into teacher education curriculum. As a result Educational Technology is taught as a compulsory/elective paper in B.Ed. in many universities.

ICT is a comprehensive term that includes any communication devise or application such as radio, television, cellular phones, computer and network, hardware and software of ICT, satellite systems as well as the various services and applications associated with them, such as videoconferencing and distance learning.

Significance of the study

As the need arises to make teaching learning process as learner- centric by constructivist learning model. The use of ICT has become a necessity in the teacher education to keep pace with the emerging trends. This will lead the learners as lifelong learners and develop them as future information receivers and processors.

Objective of the study

To find out the strength, weakness, opportunities and threat of ICT in Teacher Education with special reference to Nagaland.

Methodology

The study includes primary sources i.e. teacher trainees, trained teachers, teacher educators and secondary sources i.e. books, articles, journals, websites etc. The method used is Survey method through Questionnaire and Interview schedule. The sampling used is random and purposive sampling.

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Strength

- It is a motivational tool as it creates excitement and enthusiasm in the teaching learning process. So, it makes the teaching learning easier and interesting.
- Help to enable learner-centric pedagogies. As it brings change from teacher-centered learning to learner-centered learning. It helps to decide on what, when, where and how to teach.
- Promotes fast communication across geographical barriers, giving an opportunity to communicate with a broad range of people at faster pace and systematic way.
- Can be used as feedback device as responses are reinforced without delay. This makes learning more effective. e.g. micro teaching, language lab, Programme instruction, etc.
- Images can be used in teaching aids and videos as well in order to improve the retention memory of students.
- Easier planning and preparation of lessons and designing material which lessen the burden of the teacher.
- Traditional way of using black board is replaced by the use of technology which enables students-teachers to learn anywhere and anytime they want.
- It widens the mental perception of the area under study. It can provide variety of ideas to mobilize understanding skills as it facilitates co-operative learning.
- Teachers are able to create interactive classes, more enjoyable, improve student attention and concentration.
- It enhances the learning objectives and extends the communication beyond text books sharing ideas and information with someone else. Thus, develop receptivity to new ideas and activities as they get exposed to various external stimuli.
- Students are motivated to learn more, video clips and pictures are effective tools to attract and arouse the interest of the students. They are also able to connect with the teachings and are able to express their views and opinion. Authentic information provided is an important tool of learning.
- It helps in updating skills for career advancement for teachers. We can use the internet to join a discussion group subscribe to a new group, take classes and keep in touch with professional colleagues.
- Innovation new ideas and sharing of information, creating effective and engaging student-centered environment. Use of ICT helps to enhance the newest methods of data acquisition and transformation to knowledge.

<u>Weakness</u>

- Setting up devices can be troublesome and expensive as it needs skilled persons.
- Teachers become less creative when depend too much on ICT.
- May affect the rapport between teacher and student when the teaching learning is too much technology oriented.
- Exit from the concrete life and spread of virtual life.
- Negligence in updating the content of courses may slow down the process of learning and even deviate from their goal.
- Burden of maintenance and management of the system.
- Children become dependent and when there is no power supply without ICT, the children don't take interest in learning through oral learning.
- It can give wrong idea or generate wrong perception. It will not be able to express and expand like human beings since it is already programmed and will give out information only as instructed unlike human beings who can be flexible in expressing according to the situation.
- The habit of reading deteriorates gradually or rather eventually.
- Textbook design objectives cannot be fully met.
- Not all the information given through media are reliable and chances of not getting the require information's.

- Student's concentration more on technology and less in teacher's explanation.
- Makes the teacher lazier to prepare their lessons in detail as they depend on smart class.
- Not all the learners have the same pace of understanding so weaker students can be ignored.

Opportunities

- It makes education online to let everyone access the information in the teacher education.
- It provides with the skills to pursue life-long learning with the support of ICTs.
- Communication tools for collaboration with students and teachers
- Electronic devices can also assist disable learners.
- Communication channels are increased through e-mail, discussion groups and chat rooms.
- Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on learning.
- It helps a teacher in improving his or her teaching. It can be better utilized for meeting the needs of the individual and for improving the standards of education.
- Easy to use, user friendliness, multiple input options.
- Students-teacher could consult their supervisor on line if need arises, documentation like lesson plans could be sent by them to their supervisor online and be assessed feedback instantly. Online discussion, sharing of ideas and information about teaching practice can be done.
- Information and communication technology opens new horizon of learning and understanding, which inspire us to learn and it also opens new platform for more learning and imparting new knowledge.
- ICT has become one of the main teaching resources in any education systems. As such teachers are compelled to learn, its uses, consequently ICT is one which is providing opportunity for the student.
- Transformation of society by developing the individual abilities.
- ICT enable collaborative development of skill and abilities to create knowledge.

<u>Threat</u>

- Teaching will become less importance/effortless from teachers and more dependent on ICT which will affect the learning outcomes.
- Cyber world offers us plenty of information, but there are several problems that arise. Therefore, using technology in learning process needs new skills to develop their transactional strategies so as to meet the need and demand of the learner.
- Lack of proper infrastructures and skill teachers for implementing ICTs in Teacher Education.
- Unavoidable technical failures sometimes hamper the learning process.
- If we use the technology then we will be dominated by it. We will soon lose our ability to think.
- There may be lack of computers, electricity and internet in rural areas which will hamper the smooth functioning of ICT.
- Too much dependence on the virtual aspects of knowledge rather than on the capabilities of an individual.
- Often for homework/assignments, students or even teachers may tend to copy materials from the internet and pass it off as their own (plagiarism).
- As the system become more complex, users require more and more specialized training vulnerability.
- Networks are open to abuse in the form of hacking, viruses spread on a network and it is open to things like email spams etc.

- The skill of reading and critical thinking will go down and spellings will no longer be tested as everything is autocorrected.
- Some teacher see it as a potential tool to aid in learning but many disagree with the use of technology as computers are expensive and the institution may not be able to provide the facilities needed.

Conclusion

By using ICT technologies such as Computer, Laptop, Digital Camera, Video, Internet, Websites, CD-ROMs, DVDs, application of software such as word-processing, spreadsheet, email, digital libraries, computer mediating conferencing, videoconferencing, projectors etc. We can overcome all barriers in communication and instruction. The ICT stimulates learners to acquire quality research through teamwork, time management, adaptability, analytical thinking, global consciousness, basic communication, problem solving and guided instruction. ICT will develop the capacity of the teacher and teacher educator and at the same time, can strengthen the capacity of teacher educator, which is the fundamental requirement of effective transactional strategy.

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A Study on Awareness of Information and Communication Technology (ICT) among Teacher Trainees in Dimapur

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Abstract

This study was undertaken to study the level of ICT awareness among the teacher trainees, to compare the level of ICT awareness among male and female as well as with respect to graduation type and educational background. The present study was chosen as descriptive survey method. The population of the study comprised of B.Ed. Teacher Trainees studying in B.Ed. Colleges of Dimapur, Nagaland. The sample comprised 90 B.Ed. Teacher Trainees studying in private institutions selected by random sampling technique. The ICT Awareness Scale (IVVS) was constructed and standardized by Dr. Haseen Taj and Rashmi (2013) for B.Ed. College teacher trainees was used for data collection. The 't' test was used to examine the significant differences in the Awareness of ICT between groups. In all the cases 0.05 and 0.01 levels was fixed to test the stated null hypotheses. The results concludes that there was a significant difference in the ICT Awareness between Teacher Trainees and further shows that there was a significant difference in the ICT Awareness between Teacher Trainees having different graduation level.

Keywords: Awareness, Information & Communication Technology; Teacher Trainees Introduction

Today we are living in a world of science and technology, where an explosion of knowledge is taking place. A meaningful life of an individual needs academic excellence to adjust to his environment. Education is the process of helping the child to adjust to the changing world. Therefore, we can say "education is the reconstruction or reorganization of experience, which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences". For better education, we need better learning skills as well as good healthy mind and environment. For a healthy mind and environment, an individual needs proper learning skills. Learning skills are defined as the reading and thinking skills requisite to any study task; i.e., those necessary to define, analyze, solve and report on a problem in a disciplined and independent way. For good learning skills they must be aware of ICT technologies.

ICT includes electronic networks embodying complex hardware and software linked by a vast array of technical protocols. ICT can be defined as "anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment".

The recent developments in technology have changed the world outside the classroom. Educators and policy makers believe that information and communication technologies are of supreme importance to the future of education and, in turn, for the country at large. As ICT is becoming an integral element for education reforms and innovations at secondary schools, this situation calls for an enhancement of teacher education on ICT for prospective teachers.

New technologies have provided new possibilities for the teaching profession. However, teacher educators and teacher trainees have to learn how to use these new technologies in the classroom situations. Most of the teacher education institutions are facing difficulties like shortage of ICT trained qualified teacher educators, weak curricula, lack of ICT equipment etc. Perhaps one of the greatest challenges facing teacher education today concerns the preparation of good quality teachers capable of using ICT effectively. Unless and until they are trained we cannot expect any qualitative changes in teaching.

In order to use technology effectively, educators need to be trained in using technology and they need to develop a good understanding of it. Technology is used to enhance learning; therefore it is important for educators to be comfortable using it to ensure that students get the full advantages of educational technology. Teaching with technology is different than teaching within a typical classroom. Teachers must be trained in how to plan, create, and deliver instruction within a technological setting.

It requires a different pedagogical approach. Teachers must find a way to assess students on what they take away from a class and meaningful, known knowledge, especially within an e-Learning setting. Teaching with technology becomes most effective, technology does not mean that using interactive electronic boards and LCD Power point presentation. Teachers have promote creative approach of the students, for example, current invention of technologies convey the same meaning of creating new knowledge in society that helps learning and teaching process.

Many teacher trainees know the content well but have not learned to transform or translate that knowledge into meaningful instruction. Although teachers do have knowledge with regard to information and communication technologies (ICT) they have little know-how or techno-pedagogical ability with which to integrate those technologies into their teaching practice. Directly and indirectly teacher education programme will benefit from techno-pedagogical skills. Technological pedagogical content knowledge extends beyond proficiency with technology for personal use to an understanding of how technology can be integrated with subject matter and the technology itself.

Teachers are expected to know to successfully integrate ICT into his/her subject areas to make learning more meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing student teachers' willingness to integrate technology with classroom teaching. Being in a digital age, teachers have to make use of computers for effective classroom interaction in their classrooms. For this, prior knowledge in computer usage is essential.

Effective technology use includes such activities as linking curriculum outcomes with various technologies, establishing a learning context of discovery and process in the use of technology, collaborating with others both face-to-face and virtually to achieve learning outcomes, simulating real-world environments, and assessing outcomes. If teacher trainees are well versed in computer usage, they can use this technology effectively and efficiently for achieving curriculum objectives. These positive academic experiences will improve their self-efficacy. This will help the teacher trainees to improve their teaching competency. Thus, integrating technology in the classroom redefines established teacherlearner relationships and teaching-learning styles.

Thakur (2014) undertaken to study the level of ICT awareness among the trained teachers. Result revealed that there was no significant difference in the level of ICT awareness among the male and female trained teachers. Upadhyaya (2013) attempted to investigate attitude towards computer among B.Ed. students. The findings of the study indicate that male and female B.Ed teacher trainees do not differ from one another on their attitude towards computer; and B.Ed teacher trainees of Science steam have more favourbale attitude towards computer than Arts stream counterparts. Thanuskodi (2013) studied the awareness and use of ICT among under graduate degree students of rural areas in Tuticorin district, India. The findings indicated that more than half acquired their internet skill through training from the college. The results indicated majority of students used Internet weekly (56.53%). The study found that most of the respondents 73.91% use internet for literature search. Dedun (2013) presented the study of teacher attitudes towards use of ICT in classroom of secondary school of Sabarkantha District. In order to study the significant difference in score of attitude scale of teachers with regarded to gender, type of school and type of medium of instruction in school, 't' test was employed. In present day use of ICT in classroom is a very advance technique of teaching. The researcher suggested that awareness of this type teaching method is less in teacher knowledge. These studies show the importance of ICT awareness and it enhances their technology use in classroom teaching. Teacher education programs can facilitate improvements not only in students' technology skills but also in their beliefs and intentions regarding integrating technology into instruction. Technology training directly affects teachers' self-efficacy and value beliefs, which in turn influence their student-centered technology use. So the researcher intends to study teacher trainees' prior ICT Awareness level that enhances their technology use in classroom teaching.

Purpose and objective

The purpose of the study is to know the ICT literacy level among B.Ed. Teacher Trainees of Dimapur, Nagaland and also know the influence of few variables (gender, type of graduation, subject discipline) on the ICT literacy level of B.Ed. teacher trainees.

Hypotheses of the study

The following are the hypotheses formulated in null form:

- 1. There is no significant difference in the Awareness of ICT between male and female B.Ed. Teacher Trainees.
- 2. There is no significant difference in the Awareness of ICT between under graduation and post graduation level.
- 3. There is no significant difference in the Awareness of ICT among teacher trainees having arts and science background.

Methodology

The present study was chosen as descriptive survey method. The population of the study comprised of Teacher Trainees studying in B.Ed. Colleges in Dimapur, Nagaland. The sample comprised 90 Teacher Trainees studying in private institutions selected by random sampling technique. The ICT Awareness Scale (IWS) was constructed and standardized by Dr. Haseen Taj and Rashmi (2013) for B.Ed. College teacher trainees. The items were selected on the basis of objective base. This scale is having 35 items. The items were of objective type (multiple choices) questions. Therefore, 1 (one) mark was awarded for each correct answer and 0 (zero) for wrong in objective type answers. Thus theoretical range for sum scores will be between 0-35. Sum of the items scores gave the scores on ICT awareness. The reliability coefficient of the test has been reported by the author to be 0.80 by split half method. The 't' test was used to examine the significant differences in the Awareness about ICT between groups. In all the cases 0.05 and 0.01 levels was fixed to test the stated null hypotheses.

Analysis and interpretation of data

The means and standard deviations, 't' value of in Awareness about ICT among B.Ed. Teacher Trainees are given in Table-1.

Table-1: Comparison of Awareness about ICT scores of B.Ed. Teacher Trainees with respect to gender, graduation type and educational background.

Variables	Group	No.	Mean	Standard Deviation	Mean Difference	't' value & sig. level	Sig. (P Value)
Gender	Male	25	24.040	6.919	2 570	0.44	0.021
	Female	65	20.461	3.885	3.379	2.44	0.021
Type of	Under Graduation	60	20.416	4.537	2 1 1 7	0.60	0.010
Graduation	Post Graduation	30	23.533	5.685	5.117	2.02	0.012
Subject	Arts	62	20.725	5.335	0.246	0.01	0.021
Discipline	Science	28	23.071	4.319	2.340	2.21	0.031

The table-1 shows that awareness about ICT literacy mean scores of B.Ed. male and female teacher trainees are 24.040 and 20.461 and their standard deviations 6.919 and 3.885 respectively. The obtained 't' value is 2.44 (P=0.021; P<0.05) which is greater than the table value of 1.98 (df=88) at 0.05 level and thus it is significant at 0.05 level. Hence the stated hypothesis is **rejected** and an alternative hypothesis has been formulated that "there is a significant difference in the Awareness of ICT among male and female teacher trainees" The male teacher trainees (M=24.040) had more awareness when compared with female teacher trainees M=20.461).

The table-1 also shows that awareness of ICT mean scores of B.Ed. teacher trainees having under graduation and post graduation level are 20.416 and 23.533 and their standard deviations 4.537 and 5.685 respectively. The obtained 't' value is 2.62 (P=0.012; P<0.01) which is greater than the table value of 2.59 (df=88) at 0.01 level and thus it is significant at 0.01 level. Hence the stated hypothesis is **rejected** and an alternative hypothesis has been formulated that "there is a significant difference in the Awareness of ICT among teacher trainings having under graduation and post graduation level" The teacher trainees having post graduation level (M=23.533) had more awareness when compared with under graduation level (M=20.416).

The table further shows that awareness of ICT mean scores of B.Ed. teacher trainees having arts and science subject disciplines are 20.725 and 23.071 and their standard deviations 5.335 and 4.319 respectively. The obtained 't' value 2.21 (P=0.031; P<0.05) which is greater than the table value of 2.59 (df=88) at 0.01 level and thus it is significant at 0.01 level. Hence the stated hypothesis is **rejected** and an alternative hypothesis has been formulated that "there is a significant difference in the Awareness of ICT among teacher trainings having arts and science subject discipline" The teacher trainees having science background (M=23.071) had more awareness when compared with arts background (M=20.725).

Findings of the study

- 1. There is a significance difference in the awareness of ICT among male and female B.Ed. Teacher Trainees. The male teachers had more ICT awareness level than female.
- 2. There is a significance difference in the awareness of ICT among B.Ed. teacher trainees having under graduation and post graduation level. The teacher trainees having post graduation had better awareness when compared with teacher trainees having under graduation level.
- 3. There is a significance difference in the awareness of ICT among B.Ed. teacher training having arts and science background. The teacher trainees having science background had better awareness when compared with teacher trainees having arts background.

Discussion of results

From the present study, the 't' test results shows that there is a significant difference in the Awareness of ICT between male and female teacher trainees. The male teacher trainees had higher ICT Awareness than female teachers. The present study suggests that the teachers and parents of female student teachers should improve the learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training to know the awareness of ICT. The study further shows that there is a significant difference in the ICT Awareness between Teacher Trainees having different graduation level and different subject discipline. The post graduated teacher trainees with science background had higher level of ICT Awareness than under graduated teacher trainees with arts background. The colleges should provide learning environment and encourage to the under graduated students and conduct a workshop and seminars on importance of the ICT in teaching and learning. There is a need to update the course component in computer education in teacher education and motivate faculty of all subjects and student teachers at every level to upgrade their knowledge and skills of using the computers, projectors, laptops in teacher education. Particularly methodology teacher educators should come forward to use the information technology with the help of technical experts in their daily teaching activities. College should conduct workshops, seminars, fairs, exhibitions frequently on their own and also in collaboration with IT companies to train all the teacher educators in a phased manner.

Conclusion

Information and Communication Technology will play an important role in teaching in the future. The innovative use of ICT is defined as the use of ICT applications that support the educational objectives based on the needs of the current knowledge and society. The faculty members and teachers will have to be updated regarding the improvements in the technology and have better awareness.

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ICT Awareness among B.Ed Student Teachers in relation to Gender and Type of Management

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ABSTRACT

ICT can make it possible for teachers to engage students in self-paced, self-directed problem-based or constructivist learning experiences; and also test student learning in new, interactive, and engaging ways that may better assess their understanding of the content. The main purpose of the study is to know the ICT Awareness among B.Ed Student Teachers in relation to Gender and Type of Management. In the present study Descriptive Survey Method of investigation was employed by the investigators. For the purpose of the study a sample consisted of 100 B.Ed college students in Kohima District was selected by using the simple random sampling technique and purposive sampling technique.ICT Awareness questionnaire was used for the present study and to analyze the data, Frequency distribution table, Mean, S.D and t-test were used by the investigators. In the results found that the gender has no significant influence on the ICT awareness among B.Ed student teachers.

Key words: Awareness, ICT, B.Ed, Student teachers, gender, management. **Introduction**

Information and Communication Technologies are defined as all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system. Information and Communication Technology (ICT) has influenced all aspects of life. Processing the knowledge of ICT is really the need of the hour.

ICT is one of the developments in teacher education. It is an effective tool for assimilating, processing and disseminating information.ICT literacy camps, workshops and seminars are going on throughout India for the teacher educators. It will be mandatory on the part of teacher education institutions to offer ICT in education as a core course in D.Ed., B.Ed., and M.Ed.

ICT has the potential to be used as a supportive educational tool enabling students' learning by doing. ICT can make it possible for teachers to engage students in self-paced, selfdirected problem-based or constructivist learning experiences; and also test student learning in new, interactive, and engaging ways that may better assess their understanding of the content. Five aspects of the educational use of ICT are as follows:

- supporting new pedagogical methods
- accessing remote resources
- ➢ enabling collaboration
- extending educational programs and
- developing skills for the workplace

In two day B.Ed curriculum also given importance for ICT and also related activities. The present study was conducted on B.Ed student teachers to know the level of awareness in ICT. In this context, there is a basic need to study some aspects of ICT in the colleges of education.

Review of Related Literature

Achebe, A.E (2012) identified strategies for enhancing information communication technologies (ICT) awareness among secondary school home economics teachers in Minna

Niger State. Findings include problems that hinder use of ICT such as inadequate funding, irregular power supply, high cost of ICT tools, and lack of computer literate teachers and 12 measures that could enhance ICT utilization. It was recommended that government should provide enough funds and good power supply, regular training programme, and also makes ICT learning compulsory at all level in schools.

Nabin Thakur(2014) undertaken to study the level of ICT awareness among the trained teachers, to compare the level of ICT awareness among male and female as well as rural and urban trained teachers. Result revealed that there was overall the level of ICT awareness was poor, there was no significant difference in the level of ICT awareness among the male and female trained teachers and there was a significant difference between the urban and rural trained teachers.

M. J. Philomina and S. Amutha (2016) studied to appraise the awareness among teacher educators in Tiruchirappalli district in India. The sample of the present study consists of 42 teacher educators. Descriptive analyses were used to analyze the data. The results indicate that Indian teacher educators' awareness towards ICT differs regarding gender and subject. When compared with M.Ed. and M.Phil. Scholars, Ph.D. scholars surpassed the M.Ed. and M.Phil. Scholars in terms of ICT awareness in different dimensions. Indeed in India teacher educators' awareness to be strengthened.

Statement of the Problem

The Title of the Problem is "ICT Awareness among B.Ed Student Teachers in relation to Gender and Type of Management".

Objectives of the Study

The following are the main objectives of the present study.

- > To know the level of ICT awareness among B.Ed Student Teachers.
- > To study the gender wise difference in ICT awareness among B.Ed Student Teachers.
- > To study the management wise difference in ICT awareness among B.Ed Student Teachers.

Hypotheses of the Study

Based on the above objectives the following hypotheses are formulated.

- 1. There would be no significant difference between male and female B.Ed student teachers in their ICT awareness.
- 2. There would be no significant difference between government and private management college B.Ed student teachers in their ICT awareness.

Methodology

Method: In the present study Descriptive Survey Method of investigation was employed by the investigators.

Sample: For the purpose of the study a sample consisted of 100 B.Ed college students in Kohima District was selected by using the simple random sampling technique and purposive sampling technique.

Tool: ICT Awareness questionnaire was used for the present study developed by the investigators.

Statistical Techniques Used: For the present study to analyze the data, Frequency distribution table, Mean, S.D and t-test were used by the investigators.

Analysis and Interpretation of the Data

Table-1: Frequency distribution table of ICT awareness scores of B.Ed students

Cla	ss Interval	Frequency	Mid- Values	Cumulative frequency
	4-6	1	5	1
	6-8	3	7	4
	8-10	5	9	9

12-14	24	13	52
14-16	24	15	76
16-18	18	17	94
18-20	6	19	100
Total	100		

From the frequency distribution table-1, B.Ed student teachers, Mean =13.19, Median=13, Mode=13, Standard Deviation=2.963, Skewness=-0.443 and Kurtosis=0.021 of the data in their ICT awareness. It shows that only 9 student teachers got below average score in their ICT awareness and rest of student teachers have high average sores in their ICT awareness.

The influence of independent variables (gender, management) on ICT awareness among B.Ed student teachers was investigated.

Hypothesis – 1: There would be no significant difference between male and female B.Ed student teachers in their ICT awareness.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2.**

Table - 1: Influence of gender on the ICI awareness of D.Ed student lea	acners.
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S. No.	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value
1.	Male	24	14.25	3.313	.676	
2.	Female	76	12.86	2.784	.319	1.865@

Note: '@': Indicates not significant at 0.05 level

It is found from the Table – 2 that the calculated value of t' (1.865) is lesser than the table value of t' (1.960) for 98 df at 0.05 level of significance. Male B.Ed student teachers got high mean score than the Female student teachers in their ICT awareness scores. Hence the hypothesis – 1 is accepted at 0.05 level of significance. Therefore it is concluded that "there would be no significant difference between male and female B.Ed student teachers in their ICT awareness" is accepted. The gender has no significant influence on the ICT awareness among B.Ed student teachers.

Hypothesis – 2: There would be no significant difference between government and private management college B.Ed student teachers in their ICT awareness.

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 3.

Table –	2: Influence of	manag	ement on	the ICT awareness	s of B.Ea student tea	acners.

S. No.	Management	N	Mean	Std. Deviation	Std. Error Mean	t-Value
1.	Government	50	14.24	2.395	.339	
2.	Private	50	12.14	3.123	.442	3.773**

Note: "**': Indicates significant at 0.01 level.

It is found from the Table – 3 that the calculated value of 't' (3.773) is greater than the table value of 't' (2.576) for 98 df at 0.01 level of significance. Government B.Ed student teachers got higher mean score than the Private B.Ed student teachers in their ICT awareness scores. Hence the hypothesis – 2 is rejected at 0.01 level of significance. Therefore it is concluded that "there would be no significant difference between government and private management college B.Ed student teachers in their ICT awareness" is rejected. The management has significant influence on the ICT awareness among B.Ed student teachers.

Findings of the study

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➤ Male B.Ed student teachers got high mean score than the Female student teachers in their ICT awareness scores.

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- > The gender has no significant influence on the ICT awareness among B.Ed student teachers.
- ➤ Government B.Ed student teachers got higher mean score than the Private B.Ed student teachers in their ICT awareness scores.
- > The management has significant influence on the ICT awareness among B.Ed student teachers.

Conclusion

From the results it shows that Male B.Ed student teachers got high mean score than the Female student teachers in their ICT awareness scores. Government B.Ed student teachers got higher mean score than the Private B.Ed student teachers in their ICT awareness scores. The gender has no significant influence on the ICT awareness among B.Ed student teachers. The management has significant influence on the ICT awareness among B.Ed student teachers. The framework raises important questions of how teachers use technological devices in their teaching learning process in order to understand the concept in a better way. It also emphasizes teachers to integrate technology into the instruction in the 21st century.

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Level of Understanding and Practices of Peace Education at Secondary School Level

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Education is the key to uniting nations, bringing human beings closely together. A culture of peace and non-violence goes to the substance of fundamental human rights: social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights and children rights, equality between men and women, cultural identity and diversity. The present study intends to find out the understanding and practice of peace education at secondary school level. For the study a questionnaire was prepared to find out the understanding and practice of peace education at secondary school level. The study was conducted on a representative sample selected from Kannur district. The sample for the present study included 222 Secondary school students. The study revealed that the level of understanding of peace education among secondary school students is high. The school provided activities related to peace education to a great extent. Peace education encompasses the key concepts of education and peace.

Education for peace begins with questions. Who am I? How do I identify myself? What, if anything, represents me? To what communities do I belong? What is community? How do members define community? What are the assets of a community? What are the strengths, weaknesses, opportunities, and threats to a particular community? How do I solve conflicts? How do I involve myself with others in my community? What are examples of conflict and peace building in my community, and how do I harness the potential encapsulated within conflict to transform it? How do I define violence? How do I justify violence? When do I use violent means? How is violence taught? What are alternatives? These questions are examples of the inquiry-based methodology and reflective practice that forms education for peace. Epistemologically, peace education focuses on the relationship between learning, violence, and cultures of peace. How do I learn? What do I learn? Who teaches the content? How is it taught? Who supports the content? In what spaces is peace learned? In what spaces is violence learned? What is done with the learning?

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills and behavior to live in harmony with one self, with others and with the natural environment. Educating people towards becoming peace agent is central task of peace building. A culture of peace must replace the current culture of violence if we and our common home, planet earth, are to survey. Education is a key to uniting nations, bringing human beings closely together. In many parts of the world, civil society suffers because of situation of violent conflict and war. It is important to recognize the crucial role of education in contributing to building a culture of peace and condemning instance in which education is undermined in order to attack democracy and tolerance. A culture of peace and non violence goes to the substance of fundamental human right; social justice, democracy, literacy, respect and dignity for all, international solidarity respect for workers right, children's right, equality between men and women, cultural identity and diversity indigenous minorities rights. The educational action for promoting the concept of peace concerns the content of education and training, educational resources and material school and university life, initial and on-going training for teachers, research and on-going training for young people and adults. A culture of peace must take root in the class room from the early age. It must continue to be reflected in the curricula at secondary and tertiary levels.

Need and Significance of the study

The present study intends to find out the level of understanding and practice of peace education at secondary school level

Definition of key terms

Merriam-Webster's Learner's Dictionary defines peace as a state of concord or tranquility.

In the present study peace refers to the state of emotional, social and communal harmony within and with surroundings

Objectives

1) To know the level of understanding about peace education among secondary school students.

2) To know the practice of peace education at secondary school level.

Methodology

The investigator selected the normative survey method for the present study.

Tools

Questionnaire was the tool used by the investigator. Initially 40 questions were prepared. After discussion with colleagues and experts 25 questions were selected for final tool. Finally the questionnaire consists of 25 questions. Questionnaire consists of 8 items to find out the understanding of students about peace education and 17 item for find out the practice of peace education at secondary level. Questionnaire contains two option YES/No. Students are directed to choose any one from the option within 45 minutes.

Type Of Questions	Question Number
Understanding level	3,5,8,9,12,17,19,24,
Practice level	1,2,4,6,7,10,11,13,14,15,16,18,20,21,22,23,25

Sample

The study was conducted on a representative sample selected from Kannur district. The sample for the present study included 222 Secondary school students. Sample was selected by using random sampling techniques.

Statistical Techniques Used

The statistical technique used by the investigator was Percentage Analysis. How many percent students know about peace and aware about its practices in schools were find out by analyzing each question separately.

Analysis of data

Question No	Yes (%)	No (%)
1	210 (95)	12 (5)
2	208 (94)	14 (6)
3	188 (85)	34 (15)
4	189 (85)	33(15)
5	198 (89)	24 (11)
6	169 (76)	53 (24)
7	124 (56)	97 (44)
8	181 (82)	41 (18)
9	215 (97)	07 (03)
10	183 (82)	39 (18)
11	131 (59)	91 (41)
12	98 (44)	124 (56)
13	188 (85)	34 (15)
14	201 (91)	21 (09)
15	181 (82)	41 (18)
16	205 (92)	17 (08)
17	148 (67)	74 (33)
18	189 (85)	33 (15)
19	176 (79)	46 (21)
20	85 (38)	137 (62)
21	160 (72)	62 (28)
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22	196 (88)	26 (12)
23	76 (34)	146 (66)
24	202 (91)	20 (09)
25	146 (66)	76 (34)

Interpretation of Data

- 1. 95% of children agreed that truthfulness is essential in life. 5% disagreed.
- 2. 94% of children try to solve their friend's fight amicably. 6% are not involving.
- 3. 85% of children are aware of the importance of peaceful atmosphere. 15% are not aware.
- 4. 85% children are helping differently able students of their school. 15% are not.
- 5. 89% of children are attending the school on national/other important days. 11% are not.
- 6. 76% of children are helping financially backward students of their school. 24% are not helping.
- 7. 56% of children agreed that violence in school premises affects their studies. 44% are not agreeing.
- 8. 82% of children take care of public and school properties, while 18% are not.
- 9. 97% of students agreed that they get awareness from their teachers about the harmful effects of drugs. 3% disagreed.
- 10.82% children agreed that the school related activities help to reduce their mental stress. 18% disagreed.
- 11. 59% of students keep discipline in class in the absence of teacher. 41% don't.
- 12. 44% of students know about World peace day and 56% don't know.
- 13.85% agreed that boys and girls get equal consideration in the classroom.15% disagreed.
- 14.91% of students help their classmates in studies after their absence in the class. 9% don't.
- 15.82% of students agreed that teachers ensure student participation in all school activities.18% disagreed.
- 16.92% of students agreed that teachers explain the importance of truthfulness in life along with the content. 8% disagree.
- 17.67% of students favour student strike. 33% are not.
- 18.85% of students say that teachers are their good friends. 15% disagree.
- 19.79% of students are aware of the need to bring communal harmony. 21% are not.
- 20. 38% of students say that teachers scold the students unnecessarily. 62% disagree.
- 21.72% of students stand with pride when they hear national anthem. 28% don't.
- 22. 88% of students sincerely participate in group activities in the class. 12% are not.
- 23. 34% of students participate in extra-curricular activities like NCC, Scouts, Guides; JRC etc. 66% are not.
- 24.91% of students are aware of orphanages, old age homes and other sufferings in the society. 9% are not.
- 25. 66% of students say that 'Nalla Paadam' programme in Television influence them. 34% are not influenced.

Conclusion

This study was conducted by the investigator to find out the understanding and practice of peace education among secondary school student. The study revealed that the level of understanding of peace education among secondary school students is high. The school provided activities related to peace education to a great extent.

In conclusion, peace education as a practice aims to confront and resist violence to transform societies toward cultures of peace. Peace education focuses both on education *about* peace and education *for* peace while addressing the knowledge, values, skills and behaviors needed to nurture a peace culture. The content of peace education includes knowledge of peace movements, peacemakers, 'negative and positive' peace, direct and indirect violence, peace as an active process, human rights and responsibilities, worldviews and ideologies, non-violent communication, community and dialogue. The pedagogy used in peace

education is cooperative, participatory and active, including case-studies, storytelling, roleplays, empathy activities, negotiation and mediation practice, journaling, reflection circles, and alternative futures exercises. The learning objective of peace education aims to transform conflict through dialogue and nonviolence, and particularly where peace education affects youth conflict is transformed across generations. Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations.

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Peace Education for Youth.

Dr. Saroj Kr. Mishra *

Abstract

In order to secure our future, the enormous human resource of the young will have to the taken into account as the primary factor of peaceful social change and not merely as a problem group. While the youth must play its role in the current developmental programmes towards a desired future, their creative intellect must also fashion that future.

Youth today is a distinct autonomous category both in terms of the period of life and the context. In traditional societies, there was no concept of youth. The transition from youth, to adulthood was a continuum for the majority of the children in these societies and it was normal for them to shoulder adult responsibilities.

Youth as a special category of population is a product of the scientific and technological revolution of the post-industrial scenario. A transient category in demographic as well as biological terms, youth is associated with certain physiological and psychological characteristics and problems and the value put on youth is culturally/sub-culturally determined. Even the minimal and maximal age of youth differs from country to country. Youth is thus, characterized by a high level of heterogeneity with diverse regions, religions and ethnic groups developing there on concepts and mechanisms to understand and deal with the problems of youth.

United Nations identifies youth as the age group 15-24. In order to secure our future, the enormous human resource of the young will have to the taken into account as the primary factor of peaceful social change and not merely as a problem group. While the youth must play its role in the current developmental programmes towards a desired future, their creative intellect must also fashion that future.

Development does not start with goods. It starts with people, their education, socialization, enculturation, organization and discipline, without these all resources remain latent, untapped, potential.

It is in this context that the issue of reshaping out educational system to transform the youth power in the service of peace becomes central. The strength of this process of transformation is not only the creative intellect of the youth. The potential of youth also lies in its idealism, energy and willingness to depart from things obsolete and decadent. Young people, generally, have the capacity to develop a collective consciousness which deepens in situation of intense interaction for prolonged periods under conditions of sharp segregation from other strata. The personal values of the young are not fully crystallized and they are ready to make choices and shoulder responsibility. Goal achievement is the hallmark of this age and if we are to educate ourselves for peace as adults, it would be that much easier, if the necessary skills, values and attitudes are developed among the young. Fewer negative values/altitudes will need correction at this stage and positive altitudes will come easily.

The major hurdle in this transformation, however, is our incapacity to re-structure the present educational system which far from liberating us has trained us to reproduce and accept the status quo. What is worse, rather than encouraging cooperation and interdependence, it has played a role in reinforcing our prejudices and ethnocentrisms, excessive national pride, militarism, competition and separateness. This, not because we lack the knowledge of the critical underlying principles or the general direction of necessary change but rather our incapacity to put into practice this knowledge in a comprehensive plan of action that will alter radically our structures, processes and relationships so that people obtain control over their present circumstances and future destinies.

Conclusion: It is for this reason that peace education programmes developed in the educational institutions all over the globe have not proved sufficiently effective in sensitising and mobilizing youth power to fight the present autocratic structures or the prevalent attitudes of individualism, elitism, communalism, racism, sexism, and similar other values. Peace education, therefore, has to be informed by a new paradigm focused on a commitment to public good and democratic values to a point where one admits responsibility and accountability not only in respect of the citizens of a particular country or culture but in respect of all fellow human beings.

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Concept and Methods of Peace Education

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Key Words : Peace Education

<u>Abstract</u>

The world today can also be called as a "global village" but the living conditions of the world to day have faced high tension in every field of life. Advancement in science and technology has reduced the distance barrier. There is a high level of violence in the world today both physical and structural. We thus need tools and techniques to respond to this phenomenon. With increasing levels of violence and conflict there is also an increasing sense of trying to find peaceful ways to transform these conflicts from violent clashes to energies for social change. An approacth to education that erodes social cohesion, aggravates economic inequalities and undermines ethical foundations needs to be recognized as a threat to peace and disservice to society.

Introduction

"Without an integrated understanding of life our individual and collective problems will only deepen and extend the purpose of education is not to produce mere scholars, technicians and job hunters but integrated men and women who are free of fear for only between such human beings cen there be enduring peace". J. Krishnamurti

There is a high level of violence in the world today both physical and structural. We thus need tools and techniques to respond to this phenomenon. With increasing levels of violence and conflict there is also an increasing sense of trying to find peaceful ways to transform these conflicts from violent clashes to energies for social change.

Concept of Peace Education

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviors to live in harmony with oneself, with others and with the natural environment peace education programs

centered on conflict resolution typically focus on the social behavioral symptoms of conflict training individuals to resolve inter personal disputes through techniques of negotiation and mediation . learning to manage anger, "Fight Fair" and improve communication through skills such as listening, turn taking, identifying needs and separating facts from emotions constitute the main elements of there programs participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.

Lanharris and John synott have described peace education as a "teaching encounters" that draw a like:

- 1.Their desire for peace
- 2.Nonviolent alternatives for managing conflict
- 3.Skills for critical analysis of structural arrangements that produce and legitimize, Injustice and inequality.

The related values, which support some of these care values are as follows.

- **1.Love** : Includes self- worth/self esteem, trust and respect : positive selfcriticism, openness, deep sense of responsibility, concern for others, spirit of sacrifice, readiness for reconciliation.
- **2.Compassion** :- Includes the values like kindness moral strength, sensitivity to Others need, good will and supportiveness.
- **3. Harmony** : Includes the values like mutual trust and understanding. Sense of belongingnesss, cooperation, effective communication
- **4. Carrying and sharing**: Includes love, concern and generosity.
- **5.Interdependence**: Includes sense of interconnectedness with others and recognition of individual inadequate.
- **6. Spirituality** : Encompasses values like inner peace, reverence and respect for Life, belief in ones material and spiritual potential.

Methods of Peace Education :

- 1. Cooperative Learning
- 2. Group Discussion
- 3. Project Work
- 4. Role playing n story telling

1.Cooperative learning: Cooperative learning is a successful teaching strategy in which small. Teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning but also for helping to each other.

Cooperative learning the is instructional practice of placing students in to small groups and having them work together towards a common goal. Each group member learns new material and helps other group members. Learn important information. The success of cooperative learning is based on three interrelated factors. Groups goals, individual accountability and equal Opportunity for success. It used this method skillfully can help in improving student achievement student retention, improved relations, improved critical thinking skills are provided and students show a significant improvement in those thinking skills, oral communication improvement and heightened self esteem.

2.Group Discussion: Discussions of any shor are supposed to help us develop a better perspective on issues by bringing out diverse view points. Whenever we exchange differing views on an issue, we get a cleare picture of the problem and are able to understand it the understanding makes us better equipped to deal with the problem. This is precisely the main purpose of a discussion.

G.D. is essentially an interactive process the group members need to listen to each other and use voice and gesture effectively. Its involves a lot of group dynamics that is it involves both person

Concept and Methods of Peace Educationby Dr. Anuradha S. Supekar

to person as well as group to group interaction. It is also powerful tool for developing students communication and social skills.

3. Role playing story telling: Role playing and story telling are other transactional approaches which may be adopted by the teacher to teach peace to lerance and related values to children. these methods very useful for the children at the primary and midil level. Children can learn lesson and remember them vividly if they associate themselves with much loved character in a well told story. The culture and life of differne societies may very effectively communicated to children through role play and story telling.

4. Project method : The project method is medium of instruction which used by teachers worldwide to this day in teaching. unlike traditional education, proponents of the project method. Attempt to allow the student to solve problem with as little teacher direction as possible.

Students in a project method, environment should be allowed to explore and experience their environment through their senses and in a sense direct their own learning by their individual interest project method. classroom focuses on democracy and collaboration to solve purposeful problem. Need and Importance of peace education:-

Advancement in science and technology has reduced the distance barrier. The world today can also be called as a "global village" but the living conditions of the world to day have faced high tension in every field of life. These conditions are threat to peace and may lead to the possibility of violence and war. In order to avoid this situation .there is and urgent need to develop among young generation the culture of peace and build understanding and spirit to live together in peace and harmony.

Education for peace in the Indian context falls squarely on social justice in education and the need to bridge the aggravating urben rural divide. An approacth to education that erodes social cohesion, aggravates economic inequalities and undermines ethical foundations needs to be recognized as a threat to peace and disservice to society.

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Student Teachers' Perceptions towards Social Acceptance of the Persons with Disabilities

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ABSTRACT

The purpose of the study was to investigate the perceptions of student teachers regarding social acceptance of the persons with disabilities. The sample of the study comprised of 260 student teachers and they were selected by adopting purposive sampling technique. The descriptive survey method was used in the present study. A standardised questionnaire with 20 items was used to collect data. Percentage of responses of student teachers were computed on the basis of 'Yes' or 'No' responses. The results revealed that the student teachers had positive perceptions towards social acceptance of the persons with disabilities. This indicates that they have accepted the persons with disabilities as normal members of the society.

Keywords: Perceptions, persons with disabilities, student teachers, social

acceptance.

Introduction

Success in life largely determined by the degree of social acceptance - one can achieve. But the persons with disabilities experienced negative attitudes by the people who are not disabled. Negative perceptions, prejudices and attitudes are some of the factors that cause rejection while dealing with the persons with disabilities. Despite of enormous efforts put forth by the government, families, the skilled special educators and other professionals, the persons with disabilities have one final challenge to meet in life - Social acceptance.

The term "Social acceptance" refers to the ability to accept or to be able to tolerate differences and diversity in other people or groups of people. Social acceptance of the persons with disabilities is one of the most important principles of the United Nations Convention on the Rights of Persons with Disabilities, 2006 (UNCRPD). The Article 3 of UNCRPD states that we should respect for difference and accept the persons with disabilities as part of human diversity and humanity. However, even today, many children and adults who suffer from disabilities are socially unaccepted and are always viewed as less than capable persons. Further, it has been socially opined that such persons have negligible contribution towards any social, economic and political activity.

Review Of Related Studies

In the literature, there are number of studies regarding social acceptance of the persons with disabilities and inclusion of children with disabilities in the regular classrooms. Lorger, Schmidt, and Vukman (2015) have made an attempt to explore social acceptance of secondary school students with learning disabilities and found that the students with learning disabilities were less integrated into the classroom in comparison to their peers without learning disabilities. Further, they perceived themselves as socially rejected and socially less self-efficient. A study by Islam (2015) on the rights of the people with disabilities and social exclusion in Malaysia reported that the persons with disabilities in Malaysia are excluded from the mainstream development and their socio-economic conditions are poor.

Ghagare, Oswal, Dabadghav, Bedekar, and Shyam (2015) conducted a study to investigate the attitude of physiotherapy students towards the disabled persons. The results show that physiotherapy students hold a moderately positive attitude towards the disabled

persons and perceived the disabled persons as quite similar to non-disabled persons. Dukmak (2013) has investigated the attitudes of regular classroom teachers towards including the students with disabilities in regular classroom. The findings revealed that the teachers showed positive attitude towards educational inclusion.

Khurshid and Najeeb (2012) have conducted a study on the perceptions of visually impaired teenagers towards social acceptance. The results indicate that 58% of teenagers are experiencing rejection, 32% are experiencing mild acceptance and only 20% of visually impaired teenagers perceived to be socially accepted. Olaleye et al. (2012) has studied attitudes of the students towards the peers with disability in an inclusive school in Nigeria and found that the students have positive attitudes towards their peers with disabilities.

Need And Significance Of The Study

There is no denying that the central and state governments have achieved various landmarks by doing laudable work and by implementing various policies and acts for the welfare of the persons with disabilities. Some of these policies and acts are National Policy of Education (1986), Rehabilitation Council of India Act (1992), The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995), National Trust Act (1999), the National Policy for the Persons with Disabilities (2006), and the Right of Children to Free and Compulsory Education Act (2009). Recently, the Government of India has drafted the Rights of the Persons with Disabilities Bill, 2014 to protect and ensure various rights of the persons with disabilities such as right to equality, life with dignity, respect for his/her integrity. These all were aimed at creating adequate opportunities to the persons with disabilities to fully participate in social, economic, cultural and other activities in the society.

Despite of all these efforts, the persons with disabilities still facing many problems in the society with compare to the normal persons. The society is treating them in different way and often they are avoided in the social gatherings. Due to this, the persons with disabilities are often feeling that they are isolated from the society. As a human, we should treat every human being equally without any type of disparity. It is important to nurture the value of 'treating everyone equally' among the children in schools. If we develop this value among the children in schools, they will treat all people including the persons with disabilities equally with respect. It will, further, enhance social acceptance of the persons with disabilities and make them to feel that we are part of the society. In this context, the role of the teachers in inculcating good attitudes and values among the children is vital. The secondary level student teachers are going to serve as teachers in the schools in future. Hence, it is necessary to explore the perceptions of secondary level student teachers towards social acceptance of the persons with disabilities.

Research Design

Method

In this study, the researcher was intended to investigate the perceptions of secondary level student teachers towards social acceptance of the persons with disabilities. Thus, descriptive survey method was used in this study.

Sample

For the present study, 260 student teachers of Bachelor of Education (B.Ed) programme were selected from six Colleges of Education located in Salem and Namakkal districts, Tamil Nadu by adopting purposive sampling technique.

Research Tool

A questionnaire was used to explore the perceptions of student teachers towards social acceptance of the persons with disabilities. The questionnaire was originally developed by Mubarak Singh and Anupama Sethi (2012). The original version of the tool contains 28 items with 'Yes' or 'No' options. The original tool was revised and rearranged for the present study. The revised version of the tool contained 20 items with 'Yes' or 'No' options. The student teachers were asked to give their reactions by marking a tick mark against each item. The tool used in the study has content validity. The reliability of the tool was found to be 0.75 by splithalf method.

Data Collection

The researcher has visited to the selected colleges of education in Salem and Namakkal districts, Tamil Nadu to collect data from the student teachers. The data were collected with the help of the developed research tool. The research tool was distributed to the student teachers. The researcher assured that their responses would be kept confidential and used for research purpose only. It was further explained that there was no right or wrong answer to any items of the questionnaire.

Statistical Analysis of Data

Percentage analysis was carried out for the analysis and interpretation of the data.

Results And Discussion

The responses given by the student teachers in the form of 'Yes' and 'No' were counted against each item of the questionnaire and percentages were computed to explore their perceptions towards social acceptance of the persons with disabilities.

Table - 1 Percentage of Responses of Student Teachers' Perceptions towards Social Acceptance of the Persons with Disabilities

S No	Item	Y	es	No		
5		N	%	N	%	
1	Did you find any change in the outlook of the people regarding the persons with disabilities?	236	91	24	9	
2	Did you ever squeeze your eyes with sympathy on seeing the persons with disabilities?	238	92	22	8	
3	Have you ever helped the persons with disabilities?	204	78	56	22	
4	Do you help the persons with disabilities because of love and not out of sympathy?	186	72	74	28	
5	Have you ever appreciated the achievements of the persons with disabilities?	207	80	53	20	
6	Do you think the persons with disabilities need proper care, love, and affection from others?	196	75	64	25	
7	Do you think the persons with disabilities should be given equal opportunities?	217	83	43	17	
8	Do you consider the persons with disabilities as normal members of the society?	232	89	28	11	
9	Do you consider the persons with disabilities as our assets and not a burden on our society?	217	83	43	17	
10	Do you think the students with disabilities should be encouraged to compete with the normal students in the competitive examinations?	228	88	32	12	
11	Do you agree that the uniqueness and talents of the persons with disabilities, if developed properly can help in the progress of the society and country?	185	71	75	29	
12	Do you think the people should be empathetic rather than sympathetic towards the persons with disabilities?	232	89	28	11	
13	Do you think scholarships and other types of financial assistance should be given to the students with disabilities right from their primary education?	235	90	25	10	
14	Should we neglect the vast population of the persons with disabilities?	45	17	215	83	
15	Do you think the government should provide reservation for the persons with disabilities in education and employment?	226	87	34	13	
16	Should we encourage the students with disabilities to participate in various activities at local, national and international level?	237	91	23	9	
17	Do you think the students with disabilities should be imparted education in regular schools?	185	71	75	29	
18	Do you think vocational education should be given to the students with disabilities?	224	86	36	14	

19	Do you consider the persons with disabilities as differently abled persons and treat them with respect?	225	87	35	13
20	Do you feel the persons with disabilities are more capable than normal persons in some other areas?	199	77	61	23

From the table-1, it was inferred that

- 91% of student teachers felt that the attitude of the people regarding the persons with disabilities has been changed.
- 92% of student teachers squeezed their eyes with sympathy on seeing the persons with disabilities.
- 78% of student teachers had helped the persons with disabilities.
- 72% of student teachers had helped the persons with disabilities in their life because of love and not out of sympathy. However, 28% of pre-service teachers had helped the persons with disabilities just out of sympathy and not because of love.
- 80% of student teachers had appreciated the achievements accomplished by the persons with disabilities.
- 75% of student teachers were in favour of giving love, affection and care to the persons with disabilities. But, 25% of them were against this view.
- 83% of student teachers were supported the idea of providing equal opportunities to the persons with disabilities. But, 17% of them were not in favour of providing equal opportunities to the persons with disabilities.
- 89% of student teachers considered the persons with disabilities as normal members of the society. However, 11% of them did not consider the persons with disabilities as normal members of the society.
- 83% of student teachers have considered the persons with disabilities as assets of our society and not a burden on our society. But, 17% of them considered the persons with disabilities as burden on our society.
- 88% of student teachers were opined that the students with disabilities should be encouraged to compete with the normal students in the competitive examinations.
- 71% of student teachers believed that the uniqueness and talents of the persons with disabilities can help in the progress of the society and country, if developed properly. But, 29% of them were against this view.
- 89% of student teachers opined that the people should be empathetic rather than sympathetic towards the persons with disabilities.
- 90% of student teachers opined that scholarships and other types of financial assistance should be given to the persons with disabilities right from their primary education in order to encourage them.
- 83% of student teachers opined that we should not neglect the vast population of the persons with disabilities. However, 17% of them opined that we should neglect the persons with disabilities.
- 87% of student teachers were in favour of giving reservation to the persons with disabilities in education and employment. But 13% of student teachers were not in favour of giving reservation to the persons with disabilities.
- 91% of student teachers opined that we should encourage the students with disabilities to participate in various activities at local, national and international level.
- 71% of student teachers were felt that the persons with disabilities should be given education in regular schools. But, 29% of them felt that the persons with disabilities should not be given education in regular schools.
- 86% of student teachers expressed their view that vocational education should be given to the students with disabilities. However, 14% of them were against this view.
- 87% of student teachers considered the persons with disabilities as differently abled persons and opined that we should treat them with respect like normal people. But, 13% of student teachers did not consider the persons with disabilities as differently abled persons.
- 77% of student teachers felt that the persons with disabilities are more capable than normal persons. However, 23% of student teachers felt that the persons with disabilities are less capable than normal persons.

Conclusion And Recommendations

The results of the present study revealed that majority of the student teachers showed positive perceptions regarding social acceptance of the persons with disabilities. This indicates that they have accepted the persons with disabilities as normal members of the society. However, considerable percent of student teachers were not aware about the capabilities and problems faced by the persons with disabilities. It will hinder the progress of the persons with disabilities in the society. Like normal people, the persons with disabilities also require social support at every step of their life. So, the need of the hour is to create awareness among the public regarding the persons with disabilities, their social acceptance, their uniqueness and the problems faced by them in the society. This will help the people to understand them better, to accept them socially and to utilise their potentialities for the betterment of the nation, society and for themselves. After all, the persons with disabilities are also human beings and deserve to live in the society with due social acceptance and dignity.

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A Study on the Role of School Management Committees in the Context of RTE Act-2009

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Key Words : School Management Committee, RTE Act

<u>Abstract</u>

The present study was conducted with the objectives such as to study the level of duties and of awareness responsibilities, the mode of participation of SMC members. The sample of the study was 100 SMC members and 30 teachers randomly selected from 10 schools of Koraput district. The researcher followed survey method to conduct the study and the data were collected through two sets of interview schedules prepared by the researcher and finalized by taking the experts' opinions. The major findings of the study were: most of the SMC members were having higher level of awareness regarding their academic and non-academic roles. Nearly about half of the SMC members were remained absent in the SMC meeting. But their mode of participation was satisfactory and they had a higher role perception as the members of SMC.

Introduction:

Quality of education of an elementary school not only depends on the quality of teachers, curriculum and methods of teaching but also on the quality of management of the school .Though the responsibility of management of schools is entrusted upon with the administrative machinery of state level, district level and block level, school management has a significant role to play in implementing the plans and programmes of the government in the grass root level.

Keeping this in view Right to Education Act-2009 has strongly recommended for formulating school management committee (SMC) in all the govt. and govt. aided schools. Accordingly Govt. of Odisha, after implementing the act from the academic session of 2010-11 directed all the district collectors to implement the same in all the elementary schools of state vide notification No.-767 dated 11.01.11 with specific guidelines of formulation and roles and functions of SMC members. Thus it empowered the teachers, parents, PRI members and local educationists to be a part of school management and contribute their best for the betterment of the school.

Rationale of the Study

It is observed that SMC members of the elementary schools are not properly aware of their duties and responsibilities and sometimes they are doing their duties having vested interest in their mind, for which all round development of the schools is affected and entire academic atmosphere of the schools is getting polluted. In case of a politically sensitive and educationally backward area like Koraput this problem is very acute. Therefore, it is highly essential to conduct a study on the role of SMC members to find out how effectively they are doing their duties for the management of the schools.

Earlier some studies have been conducted on Village Education Committee (VEC), the previous version of SMC as mentioned in the following. Senapati (2001) has studied on the community participation for the for the promotion of primary education of tribal areas, Rao (2006) has studied on the performance of VEC for the implementation of DPEP and SSA in tribal areas, Tripathy (2008) has studied on the status of VEC in primary schools of tribal areas and Baghar - (2012) has studied on the participation, role perception and role performance of tribal people in the management of primary education. But nobody has not studied on the role of SMC members for effective management of elementary schools in the context of RTE Act - 2009 since it is a new areas of study. Hence there is a research gap for the researcher and in the proposed study attempt has been made to fill up such research gap.

Objectives of the Study

(i) To study the awareness of the SMC members regarding their duties

and responsibilities for effective management of the school.

- (ii) To study the mode of participation of the SMC members for effective management of the school.
- (iii) To study the role perception of SMC members for effective management of the school.
- (iv) To evaluate the performance of the SMC members.
- (v) To suggest some remedial measures to improve the performances of the SMC members for effective management of the school.

Research Design of the Study

The researcher followed survey method of research to conduct the study. Ex-post-facto design was also followed as he was studying the existing role of SMC members for the effective management of the elementary schools.

Sample of the Study

Two of fourteen Blocks and 5 schools of each Block were selected randomly in Koraput District. From each school ten SMC members including male, female and members of the weaker section of the society constitute the sample of study. Further all the Headmasters and two teachers from each school were also be a part of the sample. Thus the sample size of the study was 100 SMC members, 10 headmasters and 20 teachers from the selected schools.

Tools and Technique of the Study:

The investigator prepared two sets of interview schedules, one for the SMC members and another one for the Headmasters and teachers on the basis of the notification on RTE Act, 2009 by Govt. of India and the Guidelines for the composition and functions of SMC by Govt. of Odisha as mentioned earlier. In order to prepare the interview schedules, the investigator collected statements from the said guidelines and RTE Act covering different broad dimensions of the role of SMC members such as academic, non academic, mode of participation and role perception. Academic dimension includes their role in curricular, co-curricular and evaluation activities of the school, enrolment and retention of the students. Similarly the non academic dimension covers their role in beautification of the school campus, infrastructural development, maintenance of the accounts, Mid Day Meal, protection of rights of the children and liaising with community and other stake holders of the school.

The initial drafts of the schedules were prepared covering the above dimensions and was finalised by taking experts opinion. The investigator also followed the technique of participatory observation to get direct experience of the role of SMC members in the school management.

Analysis and Interpretation of Data:

The responses of the SMC members and teachers collected through above interview schedules were tabulated quantitatively. Item wise analysis was made in terms of percentage. The observation of the investigator was analysed qualitatively.

Major findings of the study:

The investigator found out the following major findings after a thorough analysis of the data, collected for that purposes.

- Level of awareness of the SMC members with regard to their role in both academic and non-academic and participation in the meeting was very high as a very few number of members (ranging from 0% to 9%) responded to be unaware of the role.
- Analysis of the responses of SMC members regarding their mode of participation in the meeting reveals that most of the members participated in the meeting regularly (86%), attended the meeting with the invitation of the Headmaster (100%) took part in the discussion and their

opinion was given due importance (74%).

- Most of the members viewed that no decision was taken without their approval (69%) and their decision were implemented for the management of the school (97%).
- One of the important finding of the is that 96% of SMC members viewed that there should be a School Management Committee for effective management of the school.
- Most of the SMC members perceived that there should be a provision for training for them (96%) and they should also be given more power in the management of the school(93%).
- One of the peculiar finding of the study is that majority of them expected to be invited to every activity of the school (62%), to be invited to every function of the school (69%) and to be involved actively in collecting funds and preparing school development plan (91%).
- ♦ Some of the SMC members (23%) also expected to be respected by the teachers and viewed in favour of getting some remuneration for attending the SMC meeting which was also supported by 30.77% of teachers.
- ★ As far as the evaluation of the academic role of the SMC members by the headmasters and teachers is concerned most of them responded that the members were playing some academic role such as enrolment and retention of students (88.46%) and reviewed teacher's attendance and technique of teaching (76%).
- Majority of teachers stated that SMC members were reviewing the quality of education and completion of course (57.7%) and cooperating in organizing co-curricular activities.
- A few number of teachers viewed that the SMC members cooperated in the evaluation process of the school

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(34.61%) and reviewing the results of the examination and reporting the results to the parents.

- ✤ Most of the teachers supported that the non-academic role of the members such as construction and repairing of school building and classrooms (84.6%) and providing minimum facilities like drinking water, toilet, kitchen, library etc. (80.77%).
- ✤ As per their statement, the members did not assist in collecting of funds for the school (65.38%) but review the accounts of expenditure (69.23%).
- ✤ According to a majority of teachers the SMC members tried to interfere in the school matters (61.54%) and did not participate in the PTA/MTA meeting. distribution of incentives like uniform and study materials etc.
- Similarly majority of them also * performed their non-academic role such beautification as of school environment, construction of school building, supervision of Mid Day Meal

programme, collection fund and reviewing the accounts, providing minimum facilities to the school like drinking water, toilet, kitchen, liaising with local Anganwadi centre and high school etc.

Conclusion:

The present study revealed that School Management Committee (SMC) played a pivotal role for the effective management of elementary schools. Though it was found that most of the SMC members were interested to perform their academic and non-academic roles, some of the members were found not to have adequate awareness with regard to their roles and responsibilities. Hence a rigorous training programme for those members may be organised, particularly about their academic and financial roles. There must be a well articulated mutual respect and coordination between SMC members and teachers of the school so that they can act like a team for all round development of the school.

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शान्ति अर्थात् सामाजिक सुरक्षा

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सारांश

प्रस्तूत चिन्तनपरक आलेख 'शान्ति अर्थात सामाजिक सुरक्षा' में चिन्तक डॉ. दवे ने शान्ति एवं सामाजिक सुरक्षा को पूरक रूप में स्थापित किया है। साथ ही शान्ति अर्थात् सामाजिक सुरक्षा के संदर्भ में परिचयात्मक तथ्यपरक चिंतन प्रस्तूत किया है। डॉ. दवे ने षान्ति एवं सामाजिक सुरक्षा की सार्वभौमिकता पर प्रकाश डालते हुए लिखा है कि शान्ति की जब बात होगी तो परिस्थितियाँ राष्ट्र, विश्व, समुदाय, जाति, धर्म, विशेष तो क्या जीव मात्र को सुख, सुकून एवं स्नेह देने वाली होंगी। आलेख मे शान्ति अर्थात् सामाजिक सुरक्षा की आवश्यकता, शैक्षिक संदर्भ एवं सामाजिक सुरक्षा (शान्ति) विकास में शिक्षा की भूमिका पर मौलिक चिन्तन प्रस्तूत किया गया है।

प्रस्तावना

वर्तमान परिप्रेक्ष्य में देखने पर स्पष्ट होता है कि सम्पूर्ण विश्व शान्ति की स्थापना की संकल्पना कर रहा है। शान्ति के अभाव में मानव व समाज विचलित से होते नजर आ रहे हैं। विचलन की स्थिति उत्पत्ति का मुख्य कारण सामाजिक बिखराव बाह्य प्रभाव व विस्तार के साथ भौतिकवादी आवश्यकताएँ हैं। इन परिस्थितियों के प्रभाववश मानव मन नित्य अशान्त बना रहता है।

मानव मात्र की अशान्ति सामाजिक असुरक्षा के रूप में हमारे सामने आती है। मानव मात्र के मन में उत्पन्न होने वाली अशान्ति के कारण अनेक हो सकते हैं। कुछ परिस्थितियाँ व्यक्ति या समुदाय विशेष का सुख देने वाली सहज एवं शान्तिप्रद हो सकती हैं किन्तु वही परिस्थितियाँ कुछ व्यक्तियों अथवा अन्य समुदाय विशेष को तद्वत् अनुभूति कराने में असमर्थ रहती हैं, तब शान्ति की संकल्पना न्यायोचित नहीं हो सकती। शान्ति की जब बात होगी तो परिस्थितियाँ राष्ट्र समुदाय जाति, धर्म विशेष तो क्या जीव मात्र को सुख सुकून एवं स्नेह देने वाली होंगी। शान्ति का प्रत्यय किसी राष्ट्र, धर्म, समूह जाति अथवा व्यक्ति विशेष को सुकून देना नहीं है अपितु शान्ति की शुरूआत जहाँ से भी हो उसके परिणाम विश्वव्यापि एवं लोककल्याणकारी ही हों, तब शान्ति प्राणि मात्र से लगाकर जराजंगमयं में के लिए आनन्ददायी हो सकती है।

शांति अर्थात सामाजिक सुरक्षा..... द्वारा डॉ. अमित कुमार दवे

अर्थात् भौतिकवादी भोगी समाज राष्ट्र व विश्व शान्ति प्राप्ति में तब तक सफल नहीं हो सकते जब तक वे कामनाओं, स्पृहाओं एवं भोगों पर नियंत्रण नहीं करते। कामनाओं, भोगों एवं स्पृहाओं पर नियंत्रण ही शान्ति स्थापन अथवा प्राप्ति के द्वार हैं। समाज यदि उक्तवत् व्यवहार करे तो शान्ति पूरक सामाजिक सुरक्षा की संकल्पना हम कर सकते हैं। सामाजिक सुरक्षा के साथ वैश्विक सुरक्षा आज की ज्वलंत समस्या है, इसका समाधान हम शान्ति प्राप्ति के उक्त मार्गों को अपनाकर कर सकते हैं। शान्ति का प्रवेश सामाजिक सुरक्षा ही क्या

सम्पूर्ण विश्व की सुरक्षा के रूप में हमारे सामने होगा। शान्ति अर्थात् सामाजिक सुरक्षा की आवश्यकता

शान्ति की चर्चा सामाजिक सुरक्षा के संदर्भित कर प्रस्तुत करने पर शान्ति अथवा सामाजिक सुरक्षा की आवश्यकता सम्बन्धी तथ्य मानस पटल पर उभरे, जो निम्न हैं -

- मानव-समाज के साथ वैश्विक मन को स्थिर, विवेकी एवं कल्याणकारी विकास की ओर प्रेरित करने के लिए।
- भौतिकवादी दृष्टिकोण के स्थान पर यथार्थवादी एवं सार्थकतावादी दृष्टिकोण स्थापन करने के लिए।
- अन्धानुकरण के परिणाम स्वरूप अषान्त समाज व विश्व को आत्मिक परम शान्ति का आभास कराने के लिए।
- युद्ध, विस्तार, विध्वंस, प्रतिस्पर्द्धा आदि के समूलोच्छेदन हेत्।
- 5. सर्वेभवन्तु सुखिनः सर्वे सन्तु निरामयाः। सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःख भाग्भवेत्। जैसे भाव समाज एवं वैश्विक जन में पुनर्प्रसारित करने हेतु।
- वर्तमान से भावी पीढ़ियों तक अमन, चैन, विवेक, कायम करने हेतु।
- असुरक्षित, असंरक्षित कल व पल को शान्तिमयी निश्चिंतता में परिवर्तित करने हेतु।
- समाज, राष्ट्र व विश्व को स्पृहा, भोग, काम, अहंकार, निजता आदि को नष्ट कर इनके स्थान पर समर्पण, त्याग, समभाव, सहयोग, समर्पण आदि भावों के स्थापन हेतु।
- समाज व विश्व में व्याप्त असुरक्षा व अशान्ति के भावों का प्रशमन करने हेतु।

शैक्षिक संदर्भ

सामाजिक सुरक्षा अर्थात् शान्ति स्थापन एवं शिक्षा को देखें तो यह बात हमारे जेहन में उभरती है कि विश्व की 25 से 30 प्रतिशत आबादी विद्यालयों एवं विश्वविद्यालयों से सम्बद्ध है। ऐसी स्थिति में शान्ति का कोई पाठ आने वाली आबादी तक पहुँचाना है तो माध्यम शिक्षा को अपनाना अधिक उपयुक्त लगता है। चूंकि शान्ति एवं सामाजिक सुरक्षा कायम करने के

यहाँ पर शान्ति को सामाजिक सुरक्षा के रूप में संदर्भित किया गया है। आज मनुष्य अथवा जीव मात्र अपने परिवेश या यूँ कहें अपने समाचारी, समस्वभावी समूहों में रहता है। प्रत्येक जीव की अपनी कुछ प्राकृतिक आवश्यकताएँ होती हैं। उनमें से मनुष्य की आवश्यकताएँ उनके विकासवादी एवं बौद्धिक होने के कारण अधिक ही हैं। आवश्यकताओं की पूर्ति एवं चिर कामनाओं के फलस्वरूप मनुष्य शान्ति से दूर होता जा रहा है। मनुष्य से परे अन्य जीव की अशान्ति क्षुधा एवं काम पूर्ति तक ही देखने में आई। किन्तु जीवों में मनुष्य की

अशान्ति काम एवं क्षुधा के साथ अन्य कई क्षेत्रों में देखी गई,

यथा व्यापार, समाज, राष्ट्र, शिक्षा, तकनीकी, परिवार, खेल,

व्यवहार, सम्बन्ध, सीमाएँ आदि। मानव मन की इन अति महत्वाकांक्षाओं का परिणाम विकास के रूप में हमारे सामने आता है साथ ही दूसरा रूप अशान्त मन, व्यक्तित्व समाज एवं राष्ट्र के रूप में भी उभर कर आता है। अशान्त मनुष्य अपने आस-पास के वातावरण को भी तद्वत कर देता है। जब एक व्यक्ति अशान्त है तो स्वाभाविक ही है उसके साथ उससे सम्बन्धित परिवार अथवा आप्तजन भी व्यग्र ही होंगे। ऐसी स्थिति में परिवार का प्रभाव समाज व राष्ट्र तक दिखने लगता है। अर्थात् वैयक्तिक अशांति, पारिवारिक, सामाजिक, राज्यिक, राष्ट्रिक के साथ-साथ वैश्विक स्तर पर भी अपना प्रभाव दिखाने में समर्थ रही है। पुरा से लगाकर आज तक इस प्रकार के उदाहरण देखे गए हैं।

अशान्ति की स्थिति में समाज की सुरक्षा व विकास की कल्पना नागवार है। इसके उलट शान्ति का पर्याय सामाजिक सुरक्षा है जब मनुष्य शान्त होगा तो उसका अपना धैर्य, बुद्धि, कर्म, विचार व्यवहार, संस्कार, मूल्य सात्विक एवं सद्पथी होंगे। ऐसी स्थिति में मनुष्य के साथ उसका परिवार भी वैसा ही होगा। तुष्ट, सहयोगी एवं त्यागी परिवारों में अपेक्षाओं एवं प्रतिस्पर्द्धाओं के स्थान पर सहयोग, स्नेह एवं शान्ति का वातावरण स्वयं का आकार लेता नज़र आने लगता है। सामाजिक सुरक्षा की संकल्पना तब ही संभव है जब समाज जन एवं अन्य समाजों के मध्य समन्वयन, स्नेह एवं सहयोग के साथ समर्पण त्याग की भावना प्रबल हो। परस्पर विष्वास, आदर एवं सहानुभूति के भाव हों। प्रतिस्पर्द्धा एवं कामनाओं के साथ भौतिकवादी दृष्टिकोण सामाजिक सुरक्षा में बाधक है। इससे स्पष्ट है कि सामाजिक सुरक्षा नहीं अर्थात् शान्ति की उपस्थिति नहीं।

श्रीमद्भगवद्गीता 2/70 में भी कहा गया है कि शान्ति को वही स्थिर प्रज्ञ प्राप्त करता है, जिसमें समस्त सांसारिक भोग व कामनाएं विकास किए बिना समुद्र में नदीवत् समाविष्ट हो जाती हैं। भोगी नहीं।

भावों का विकास सामाजिक पारिवारिक एवं वैयक्तिक व्यवस्था के अन्तर्गत यथार्थ में लाना विदुयालयी व्यवस्था से अधिक उचित एवं व्यावहारिक लगता है। तथापि आज का समाज, परिवार अपनी इस जिम्मेदारी का वहन करने में समर्थ है भी अथवा नहीं? यह प्रश्न अबुझ-सा है। सुरक्षा व शान्ति स्थापन जैसे पाठ्यक्रम का अंग बनने लगेंगे। विद्यालयों में इनका अभास कराया जाएगा, विदुयालयों एवं पाठ्यक्रमों के माध्यम से शान्ति एवं सामाजिक सुरक्षा के साथ अमन-चैन-सुख समाज, राष्ट्र व विश्व में व्याप्त होगा, इसकी कल्पना ही भयानक एवं पीड़ादायी है। तथापि आज के सत्य एवं इस कटु विचार को अंगीकृत करना ही पड़ेगा। जिस परिवार-समाज में विश्व में शान्ति, सुरक्षा, सहयोग, स्नेह, समर्पण, दया, विवेक आदि तत्त्व जीव के उन्नत संस्करण मनुष्य व समाज में जन्म के साथ से ही में स्वतः विकसित होने चाहिए थे, उन्हें भी अब शिक्षा से जोडे जाने के विचार एवं प्रयास किए जा रहे हैं। यही कष्ट है एवं शान्ति स्थापना में औपचारिकता का प्रवेश कराना प्रश्न है। तथापि अशान्त व असुरक्षित समाज में शान्ति सम्बन्धी आशा की किरण शैक्षिक संदर्भों में देखने का प्रयास समाज व शिक्षाविद कर रहे हैं, जिनकें सार्थक व सफल परिणाम प्राप्त हों. ऐसी अपेक्षा।

सामाजिक सुरक्षा (शान्ति) के विकास में शिक्षा की भूमिका

सामाजिक सुरक्षा अर्थात् शान्ति का विकास करने में महत्वपूर्ण भूमिका तो परिवार व समाज ही निर्वहन कर सकते हैं तथापि शिक्षा व्यवस्था के माध्यम से भी सामाजिक सुरक्षा स्थापन एवं शान्ति के विकास के प्रयास किए जा सकते हैं। जिस प्रकार नैतिक शिक्षा, यौन शिक्षा, मूल्य शिक्षा, निर्देशन एवं परामर्शन, शारीरिक शिक्षा, आदि के सम्बन्ध में छात्रों के माध्यम से समाज को शिक्षित करने के प्रयास शिक्षा व्यवस्था द्वारा किए जाते देखे गए, उसी प्रकार से सामाजिक सुरक्षा एवं शान्ति स्थापना से सम्बन्धित पाठ्यक्रम को विद्यालयी व विश्वविद्यालयी शिक्षण व्यवस्थाओं के साथ जोड़ कर वांछित परिणामों की प्राप्ति की जा सकती है। देखा गया है कि जिस

भी नई पद्धति की शुरूआत समाज अथवा राष्ट्र ने करना चाहा है, तो उसने माध्यम शिक्षा व्यवस्था को ही चुना है। शिक्षा व्यवस्था के माध्यम से नियत समय में वांछित कौशलों एवं सूचनाओं से युक्त नागरिक तैयार करना सहज रहता है। सामाजिक सुरक्षा एवं शान्ति स्थापना सम्बन्धी तथ्यात्मक बातों विचारों एवं अध्यायों को शैक्षिक सहयोग से नव समाज में संचरित किया जा सकता है। साथ ही परिवार समाज, राष्ट्र व नागरिक सामूहिक एवं वैयक्तिक रूप से सामाजिक सुरक्षा व शान्ति कायम करने की जिम्मेदारी उठाएँ तो शिक्षा व्यवस्था पूर्वोक्त कार्य को अंजाम देने में चौतरफा आशातिरेक सफलता प्राप्त करेगी। शिक्षा, व्यक्ति, परिवार एवं समाज सामुहिक रूप से शान्ति स्थापन के समग्र प्रयास करें तो सामाजिक सुरक्षा व शान्ति का आनन्द हम स्वयं प्राप्त कर दूसरों को अनुभूत करा सकेंगें। सामाजिक सुरक्षा कायम करने एवं समग्र विकास में शिक्षा भी महत्त्वपूर्ण भूमिका अदा कर सकती है। शिक्षा के साथ हर पक्ष अपनी जिम्मेदारी समझ उक्त कार्य को अंजाम देने में सहयोग दें तो व्यक्ति, परिवार, समाज, राष्ट्र के साथ सम्पूर्ण विष्व नवीन रोमांच एवं विकास के मार्ग पर अग्रसर हो सकेगा।

सारांश

प्रस्तुत चिन्तनपरक आलेख शान्ति अर्थात् सामाजिक सुरक्षा से सम्बन्धित है। इस आलेख में शान्ति की व्याख्या करते हुए स्पष्ट किया है कि शान्ति का प्रत्यय किसी राष्ट्र, धर्म, जाति, समूह अथवा व्यक्ति विशेष को सुकून देना नहीं है। अपितु शान्ति की शुरूआत जहाँ से भी हो, उसके परिणाम विश्वव्यापि एवं लोककल्याणकारी हों, तब शान्ति प्राणिमात्र से लगाकर जराजंगमयं के लिए आनन्ददायी हो सकती है। भोगी, कामी, स्पृहायुक्त व्यक्ति समाज एवं राष्ट्र कभी शांत नहीं रह सकते। शांत रहने हेतु समर्पण सहयोग, स्नेह, आदर से युक्त एवं स्पृहा, भोग, काम व प्रतिस्पर्धा से मुक्त हो ना आवश्यक है, ऐसा करने पर ही सामाजिक सुरक्षा (शान्ति) का आस्वादन संभव है।

संदर्भ ग्रंथ सूची

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पण्डित सुन्दरलाल शर्मा (मुक्त) विश्वविद्यालय छत्तीसगढ़ बिलासपुर के डी.एल.एड. प्रशिक्षार्थियों की संपर्क कक्षा के दौरान शिक्षण प्रतिक्रियाओं का अध्ययन

डॉ. प्रकृति जेम्स सहायक प्राध्यापक (शिक्षा) पण्डित सुन्दरलाल शर्मा (मुक्त) विश्वविद्याल छत्तीसगढ़ बिलासपुर

डॉ. अनिता सिंह सहायक प्राध्यापक (शिक्षा) पण्डित सुन्दरलाल शर्मा (मुक्त) विश्वविद्याल छत्तीसगढ़ बिलासपुर

विशिष्ट शब्दावली : दूरस्त शिक्षा, एन.सी.टी.ई., सम्पर्क कक्षा

सारांश

दूरस्थ शिक्षा, शिक्षा की वह प्रणाली है, जिसमें शिक्षक तथा विद्यार्थी को स्थान -विशेष पर मौजूद होने की आवश्यकता नही होती हैं/ यह प्रणाली अध्यापन तथा शिक्षण के तौर-तरीकों तथा समय निर्धारण के साथ-साथ गुणवत्ता संबंधी अपेक्षाओं से समझौता किए बिना प्रवेश मानदंडों के संबंध में भी उदार है। इसी तारतम्य में छत्तीसगढ़ के पण्डित सुन्दरलाल शर्मा (मुक्त) विश्वविद्यालय की स्थापना की गई जिसमें दूरस्थ शिक्षा में विभिन्न पाठ्यक्रमों का संचालन हो रहा है जिसके तहत डी.एल.एड. पाठ्यक्रम की संपर्क कक्षा के दौरान प्रशिक्षार्थियों के प्रतिक्रियाओं को प्रश्नावली के माध्यम से जानने का प्रयास किया गया है। निष्कर्षतः डी.एल.एड. पाठ्यक्रम के प्रशिक्षार्थी अपने संपर्क कक्षा के अंर्तगत होने वाली विभिन्न गतिविधियों से संतुष्ट हैं तथा उन्हें इस संपर्क कक्षा के माध्यम से नवीन जानकारी प्राप्त करने तथा नवीन तकनीकी युक्त अध्यापन की अपेक्षाएँ हैं ताकि वे एक अच्छे अध्यापक बन सकें/

प्रस्तावना

इवान इलिच की पुस्तक ड़ी स्कूलिंग सोसाइटी', पाल फ्रेरे की पुस्तक पेडागॉजी ऑफ दी ऑप्रेस्ड, जान होल्ट की पुस्तक हाऊ चिल्ड्रन फेल' आदि में प्रकाशित विचारों ने शिक्षा के स्वरूप परिवर्तन के विशय में एक क्रान्ति ला दी है। तब शिक्षाविदों के मन में अनेक प्रश्न उत्पन्न हुए कि किसे कौन सी शिक्षा दें ? कैसे दें ? ताकि कम शक्ति, धन व समय में सबको उनकी आवश्यकतानुसार व योग्यतानुसार शिक्षा दी जा सके व शिक्षा किसी सीमित वर्ग व राज्यों तक न रहकर पिछड़े हुए इलाकों, पहाड़ी क्षेत्रों व दूर दराज तक सबके लिए पहुचे। जिसमें किसी जाति, वर्ग सम्प्रदाय, धर्म संस्कृति तथा विशेष भाषा भाषी होने का कोई बन्धन न हो।

इन्हीं कारणों से दूरस्थ शिक्षा जैसे नवीनतम सम्प्रत्यय शिक्षा जगत में आया और इसे सबको शिक्षा प्रदान करने का सशक्त माध्यम माना गया।

दूरस्थ शिक्षा, शिक्षा की वह प्रणाली है, जिसमें शिक्षक तथा विद्यार्थी को स्थान -विशेष अथवा समय विशेष पर मौजूद होने की आवश्यकता नहीं होती है। यह प्रणाली, अध्यापन तथा शिक्षण के तौर-तरीकों तथा समय निर्धारण के साथ-साथ गुणवत्ता संबंधी अपेक्षाओं से समझौता किए बिना प्रवेश मानदंडों के संबंध में भी उदार है।

भारत की मुक्त तथा दूरस्थ शिक्षा प्रणाली में राज्यों के मुक्त विश्वविद्यालय शिक्षा प्रदान करने वाली संस्थाएं तथा

विश्वविद्यालय शामिल है, तथा इसमें दोहरी पद्धति के परम्परागत विश्वविद्यालयों के पत्राचार पाठ्यक्रम संस्थान भी शामिल है, यह प्रणाली सतत् शिक्षा, सेवारत कार्मिकों के क्षमता उन्नयन तथा शैक्षिक रूप से वंचित क्षेत्रों में रहने वाले शिक्षुओं के लिए गुणवत्ता मूलक तर्कसंगत शिक्षा के लिए अत्यधिक महत्वपूर्ण है।

विश्वविद्यालय में डी.एल.एड. शिक्षार्थियों हेतु प्रतिवर्ष सम्पर्क कक्षा का आयोजन 15 दिवसों के लिये सभी कार्यक्रम केन्द्रों में किया जाता है। सम्पर्क कक्षा के दौरान प्रशिक्षार्थियों की समस्यओं का निराकरण करते हुये उन्हें परामर्श व निर्देश दिये जाते हैं। साथ ही उनसे विविध प्रायोगिक कार्य व कक्षा आधरित कार्य भी करवाये जाते हैं।

दूरस्थ शिक्षा की विशेषताएँ

शिक्षक के स्थान पर अधिगम पर अधिक बल दिया जाता है अर्थात *सिखाने* के स्थान पर *सीखने* पर अधिक बल दिया जाता है।

- दूरस्थ शिक्षा में विद्यार्थी को नियमित तौर पर किसी संस्था में जाकर पढ़ाई करने की जरूरत नहीं होती है।
- विद्यार्थी अपनी गति व आवश्यकतानुसार सीखता है।
- सूचना क्रांति और इन्टरनेट के कारण दूरस्थ शिक्षा और आसान एवं प्रासांगिक हो गयी हैं।
- विजुअल क्लासरूम लर्निंग, इंटरैक्टिव आनसाइट लर्निंग और वीडियो कांफ्रेसिंग के जरिए विद्यार्थी देश के किसी भी राज्य में रहकर घर बैठे पढ़ाई कर सकते हैं।
- विद्यार्थी स्वअध्ययन की प्रवृत्ति को विकसित करने में समर्थ होता है।
- दूरस्थ शिक्षा में सम्पर्क कार्यक्रम के द्वारा शिक्षक और विद्यार्थी की एक दूसरे के सम्पर्क में लाने का प्रयास किया जाता है। इससे विद्यार्थियों कों अपने ज्ञान के सम्बन्ध में प्रतिपुष्टि मिलती है तथा उन्हें आवश्यक पुनर्बलन मिलता है।

मुक्त विश्वविद्यालय द्वारा विभिन्न सुविधाएँ प्रदान करने के बाद भी विद्यार्थियों की दूरस्थ शिक्षा के प्रति विभिन्न प्रतिक्रियाएँ सामने आई हैं। सिंह (1980) खान (1982) पिल्लई मोटन (1982) साहू (1988) ने अध्ययन में पाया कि अधिकांश मामलों में दूरस्थ शिक्षण संस्थाओं में अध्ययन सामग्री नहीं पाई गई तथा वे संस्थायें नियमित प्रारूप का अनुसरण भी कम करते है। जबकि अधिकांश विद्यार्थियों ने विषयवस्तु के विभिन्न पहलुओं जैसे प्रस्तुतिकरण, अवधारणा की स्पष्टता, सन्दर्भ व भाषा के संबंध में उदार विचार प्रकट किए। सिंह, रमेश चन्द (2009) ने मुक्त विश्वविद्यालय में अध्ययनरत विज्ञान वर्ग के विद्यार्थियों की शैक्षिक समस्याओं का अध्ययन किया है और निष्कर्ष में पाया कि विद्यार्थी प्रयोगशाला में उपकरण भौतिक संसाधन, शिक्षण विधि, प्रतिपुष्टि प्रदान करना मूल्यांकन प्रणाली, विशेष शैक्षिक कक्षायें, सूचना प्रदान करना, परामर्श एवं निर्देशन जैसी समस्याओं का अधिक अनुभव किया।

उपयुक्त कारण से स्पष्ट होता है कि मुक्त विश्वविद्यालय के डी.एल.एड. प्रशिक्षार्थियों को विभिन्न सुविधाएँ मिल रही है बावजूद इसके उन्हें विभिन्न समस्याओं का सामना भी करना पडता है, प्रस्तुत अध्ययन प्रशिक्षार्थियों द्वारा अनुभव की जा रही मिली जुली प्रतिक्रियाओं पर केन्द्रित है।

अध्ययन का उद्देश्य

 पण्डित सुन्दरलाल शर्मा (मुक्त) विश्वविद्यालय छत्तीसगढ़ बिलासपुर में अध्ययनरत डी.एल.एड. प्रशिक्षार्थियों की

संपर्क कक्षा के दौरान शिक्षण प्रतिक्रियाओं **का** अध्ययन। **अध्ययन विधि**

अध्ययन में अनुसंधान की सर्वेक्षण विधि का प्रयोग किया गया है।

न्यादर्श

प्रस्तुत अध्ययन में पं. सुन्दरलाल शर्मा मुक्त विश्वविद्यालय के मुख्यालय परिसर (यू.टी.डी.) में अध्ययनरत् डी.एल.एड. पाठय्क्रम के 100 प्रशिक्षार्थियों को शामिल किया गया है।

परिणाम एवं विवेचन

आंकडों के विश्लेषण से निम्नलिखित परिणाम प्राप्त हुए हैं-1. सम्पर्क कक्षा का आयोजन प्रशिक्षार्थियों के अवकाश समय को ध्यान में रखकर किया जाता है /

परिणाम - 32 पुरूष एवं 53 महिला प्रशिक्षार्थियों में सुविधानुसार सम्पर्क कक्षा के आयोजन में अपनी सहमति प्रदर्शित की है जबकि केवल 8 पुरूष व 7 महिला प्रशिक्षार्थियों ने इसे अस्वीकार किया है।

2. अध्ययन सामग्री प्रशिक्षार्थियों को समय पर उपलब्ध हो जाती है /

परिणाम - आंकड़ो से प्राप्त विश्लेषण में लगभग 40 पुरूष एवं 60 महिला प्रशिक्षार्थियों ने अध्ययन सामग्री की समय पर उपलब्धता पर अपनी सहमति जताई हैं।

3. अध्ययन सामग्री की विषयवस्तु को स्पष्ट करने हेतु सम्पर्क कक्षा की महती आवश्कता है।

परिणाम - लगभग 40 पुरूष एवं 60 महिला प्रशिक्षार्थियों ने सम्पर्क कक्षा की आवश्यकता को स्वीकार किया है।

पंडित सुंदरलाल शर्मा (मुक्त) विवि छ.ग. बिलासपुर के द्वारा **डॉ.प्रकृति जेम्स एवं डॉ. अनिता सिंह**

 सम्पर्क कक्षाओं में प्रशिक्षार्थियों की अधिगम आवश्यकताओं एंव विषयवस्तु संबंधित कठिनाइयों का ध्यान रखा जाता है।

परिणाम - 30 पुरूष एवं 55 महिला प्रशिक्षार्थियों ने इस बात को स्वीकार किया है कि सम्पर्क कक्षाओं में प्रशिक्षार्थियों के अधिगम आवश्यकता को ध्यान दिया जाता है। इस हेतु प्रशिक्षार्थियों से प्रतिदिन प्रथम कालखण्ड में प्रतिवेदन प्रस्तुत कराया जाता है जिससे प्रशिक्षार्थी पूर्व दिवस की प्रतिक्रिया, आवश्यकता, कठिनाइयां स्पष्ट करते हैं जिससे प्रतिपुष्टि प्राप्त होती है और उनकी आवश्यकताओं को ध्यान में रखकर दूसरे दिन बेहतर अध्यापन कराया जाता है। 10 पुरूष एवं 5 महिला प्रशिक्षार्थियों ने इस पर अपनी असहमति जताई है।

5. सम्पर्क कक्षा के दौरान कक्षा में अनुशासन का ध्यान रखा जाता है /

परिणाम - 40 पुरूश व 60 महिला प्रशिक्षार्थियों ने कक्षा में अनुशासन को स्वीकार किया है।

6.सम्पर्क कक्षाओं के दौरान शिक्षक कक्षा में नवाचारी विधियों का प्रयोग करते हैं ।

परिणाम - 35 पुरूष एवं 52 महिला प्रशिक्षार्थियों ने सम्पर्क कक्षा के दौरान शिक्षक द्वारा समस्या समाधान विधि, सामूहिक चर्चा, सेमिनार, कार्यशाला के दौरान आ.एच.पी. द्वारा अध्यापन, सामूहिक गतिविधियों का प्रयोग कर अध्यापन कराये जाने की जानकारी दी। 5 पुरूष एवं 8 महिला प्रशिक्षार्थियों ने असहमति प्रदर्शित की है।

7. सम्पर्क कक्षा में शिक्षक पूरी तैयारी के साथ रोचक ठंग से अध्यापन कराते हैं।

परिणाम - 40 पुरूष एवं 60 महिला प्रशिक्षार्थियों ने स्वीकार किया है कि सम्पर्क कक्षा में शिक्षक पूरी तयौरी के साथ रोचक ढंग से अध्यापन कराते हैं जिससे कि कक्षा में नवीन जानकारियां प्राप्त होती हैं।

 शिक्षकों द्वारा प्रशिक्षार्थियों कों उनकी आवश्यकतानुसार परामर्श व मार्गदर्शन दिया जाता है ।

परिणाम - 40 पुरूष एवं 60 महिला प्रशिक्षार्थियों ने प्रश्न पर अपनी सहमति दी है।

 शिक्षक द्वारा कक्षा में प्रशिक्षार्थियों की अध्ययन-अध्यापन संबंधित समस्याओं को सुना जाता है।

परिणाम - 39 पुरूष एवं 49 महिला प्रशिक्षार्थियों ने प्रश्न पर सहमति दी है, जबकि केवल 1 पुरूष एवं 11 महिला प्रशिक्षार्थियों नें समस्याओं पर ध्यान न देने की बात कही है।

10. कक्षा में शिक्षकां द्वारा प्राप्त मार्गदर्शन से प्रशिक्षार्थियों को अध्ययन में सहायता मिलती है। *परिणाम -* शत प्रतिशत महिला एवं पुरूष प्रशिक्षार्थियों ने *शिक्षकों द्वारा प्राप्त* मार्गदर्शन से अध्ययन में सहायता को स्वीकार किया है।

निष्कर्ष

निष्कर्षतः यह कहा जा सकता है दूरस्थ शिक्षा के शत प्रतिशत महिला व पुरूष डी.एल.एड. प्रशिक्षार्थी इस बात से सहमत है कि उन्हें विश्वविद्यालय द्वारा अध्ययन सामग्री प्रवेश के समय पर उपलब्ध कराई जाती हैं तथा सम्पर्क कक्षाएँ डी. एल.एड. प्रशिक्षण में उनके लिए अत्यन्त उपयोगी हैं और इसकी नितान्त आवश्यकता है। सम्पर्क कक्षा के दौरान कक्षा अनुशासन रहता है तथा शिक्षक नवाचारी विधियों का उपयोग कर पूरी रूचि से अध्यापन कार्य कराते है, प्रशिक्षार्थियों को समय समय पर परामर्श प्रदान किया जाता है, जिससे लाभान्वित होकर प्रशिक्षार्थीगण अपनी अध्ययन संबंधी समस्याओं को दूर करने में समर्थ होते है।

अधिकांश प्रशिक्षार्थियों ने शिक्षक द्वारा समस्याएं सुनने का अभिमत दिया है जबकि कुछ ने इसे अस्वीकार किया है अर्थात हमें मिली जुली प्रतिक्रियाएं प्राप्त हुई, अधिकांश प्रशिक्षार्थियों ने यह भी स्वीकार किया है कि सम्पर्क कक्षा का आयोजन उनकी सुविधानुसार अर्थात अवकाश के दौरान किया जाता है, ताकि प्रशिक्षार्थियों की उपस्थिति बनी रहे। पुरूष व महिला प्रशिक्षाथियों की अधिकांश संख्या इस बात पर सहमत है कि सम्पर्क कक्षा में प्रशिक्षार्थियों की अधिकांश आवश्यकताओं का पूरा ध्यान रखा जाता है, व्याख्यान विधि के अतिक्ति अन्य नवाचारी विधियों का प्रयोग शिक्षक कक्षा में अध्यापन के दौरान करते हैं, जबकि बहुत कम प्रशिक्षार्थियों का प्रतिशत यह दर्शाता है कि शिक्षक केवल व्याख्यान विधि का प्रयोग करते हैं तथा उनकी अधिगम आवश्यकताओं को पूर्ण ध्यान नहीं दिया जाता है। इसका कारण जानने पर स्पष्ट हुआ कि कई प्रशिक्षार्थी सम्पर्क कक्षा के दौरान अध्ययन सामग्री को पढ़कर नहीं आते तथा उनके अनुसार सम्पर्क कक्षा का तात्पर्य शिक्षण द्वारा पूरे पाठ्यक्रम का अध्यापन कराना होता हैं जबकि पन्द्रह दिनों की सम्पर्क कक्षा के दौरान पाठ्यक्रम पूर्ण करना सम्भव नहीं होता है, यहीं कारण है कि वह शिक्षकों के अध्यापन से संतुष्ट नहीं होते हैं।

सुझाव

प्राप्त निष्कर्षो के आधार पर यह सुझाव दिया जा सकता है कि वर्तमान समय में एन.सी.टी.ई. के संशोधित नियमानुसार बी.एड़. प्रशिक्षण प्राप्त करने हेतु ड़ी.एल.एड़, बी.टी.सी., बी.टी. आई. जैसे एन.सी.टी.ई. से मान्यता पाप्त पाठ्यक्रमों को अनिवार्य कर दिया गया है, यही कारण है कि प्रशिक्षण लेने वाले शिक्षकों की बड़ी संख्या ड़ी.एल.एड पाठ्यक्रम में बढ़ रही है। ऐसी स्थिति में शिक्षकों को नवीन आवश्यकताओं से जुड़ना होगा तथा उन्हें नवीन तकनीकियों व नवाचारी विधियों को अपनाकर अपने को अपड़ेट करना होगा। प्रशिक्षार्थियों को सम्पर्क कक्षा के उद्देश्यों से परिचित कराना होगा, उन्हें स्पष्ट कराना होगा कि सम्पर्क कक्षा के दौरान आपको प्रदान की गई अध्ययन सामग्री को पूरा अध्ययन कर सम्पर्क कक्षा में आना होगा और उससे संबंधित कठिनाईयों का निवारण सम्पर्क कक्षा में विषय विशेषज्ञों द्वारा किया जायेगा। डी.एल.एड के प्रशिक्षार्थी प्रारम्भिक कक्षाओं में अध्यापन करने हेतु प्रशिक्षित होते हैं, इन प्रशिक्षार्थीयों को यह जानना होगा कि प्रारम्भिक कक्षाओं में अध्यापन करने वाले प्रत्येक शिक्षक का यह दायित्व है की उस अवस्था के बालक के व्यवहार को जाने ताकि बच्चे को उसकी मानसिक स्थिति के अनुरूप शिक्षा प्राप्त हो तथा वें अपने मस्तिश्क में अवधारणाओं को बना पाने में समर्थ हो। डी.एल.एड. का प्रशिक्षण प्राप्त करने वाले शिक्षकों को उनके शिक्षकीय दायित्यों से परिचित कराना होगा क्योंकि प्राथमिक स्तर के बच्चे को पढ़ाना व संतुष्ट करना शिक्षक की शिक्षकीय पेशे की परीक्षा की सबसे बडी कसौटी है। यह शिक्षकों के लिये चुनौती है कि वर्तमान समय के विद्यार्थीयों को नवीन पाठ्यक्रम, नवीन तकनीकियों से परिचित करा सके तथा उन्हें अच्छे शिक्षक बनने हेतु प्ररित कर सके।

संदर्भ ग्रंथ सूची

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विकिपीडिया : दूरस्थ षिक्षा



उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की वंचित संबंधी अनुभूति का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन

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विशिष्ट शब्दावली : वंचित सम्बंधी अनुभूति, शैक्षिक उपलब्धि

सारांश

प्रस्तुत शोध पत्र का उद्देश्य हाई स्कूल के विद्यार्थियों के वंचित संबंधी अनुभूति का उनकी शैक्षिक उपलब्धि पर प्रभाव का अध्ययन करना है। अध्ययन हेतु 100 विद्यार्थियों (50 शासकीय, 50 अशासकीय विद्यालय) का चयन न्यादर्श के रूप में किया गया है। विद्यार्थियों के वंचित संबंधी अनुभूति के मापन हेतु वर्मा एवं उपाध्याय (1984) द्वारा निर्मित प्रमाणीकृत मापनी का प्रयोग किया गया है तथा शैक्षिक उपलब्धि के मापन हेतु चयनित विद्यार्थियों के 10 वीं कक्षा के परिणाम को लिया गया है। अध्ययन से यह निष्कर्ष प्राप्त हुआ है कि वंचित संबंधी अनुभूति का शैक्षिक उपलब्धि पर प्रभाव नहीं पड़ता है।

प्रस्तावना

वंचन का तात्पर्य है कि जब किसी बालक का समाज में रहते हुए उसकी सामाजिक आर्थिक व शैक्षिक आवश्यकताओं की पूर्ति न हो सके उनसे उसे वंचित रहना पड़े अथवा यह कहा जा सकता है कि वंचन सामाजिक, आर्थिक और सांस्कृतिक परिवेश से जुड़े आवश्यक एवं अपेक्षित अनुभव उद्दीपकों का अभाव है जिसके फलस्वरूप बालक का वांछित विकास नहीं हो पाता है।

हमारे देश में बड़ी संख्या में ऐसे बालक हैं जिन्हें उनकी जाति, वर्ग या लिंग के साथ अनेक कारणों से अभावग्रस्त जीवन व्यतीत करना पड़ता है। इसमें उनकी गरीबी और पिछड़ापन भी शामिल है जिसके कारण इनमें हीनता की भावना आ जाती है और यह उनके व्यक्तित्व पर बुरा प्रभाव डालती है। इसलिए यह आवश्यक है कि ऐसे बालकों की शिक्षा पर पूर्ण ध्यान दिया जाए। सरकार अनुसूचित जाति, अनुसूचित जनजाति, पिछड़ी जातियों और बालिकाओं की शिक्षा के लिए विशेष अनुदान देती है और कई प्रकार की सुविधाएं भी प्रदान करती है। इनका बालकों के व्यक्तित्व पर प्रभाव तो पड़ता है और उनमें से अनेक बालक शिक्षित भी हो जाते हैं। किन्तु प्रारंभिक जीवन में जो वंचन उन्होंने सहे हैं उनकी शैक्षिक उपलब्धि को प्रभावित करता है या नहीं। अनुसंधानकर्ता ने यह जानने का प्रयास किया है।

संबंधित शोध अध्ययन

जॉन बर्डिन (2012) ने अपने अध्ययन में यह पाया कि सामाजिक वंचितता बालकों के मस्तिष्क के विकास को अवरूद करती है। यको तासजिका (2009) ने अपने अध्ययन में पाया कि गंदी बस्तियों में रहने वाले वंचित बालक (दिल्ली) कक्षा 1 से 5 में 2.6 प्रतिशत विद्यालय छोड़ देते हैं। कक्षा 1 से 8 तक में 16.3 प्रतिशत बालक विद्यालय छोड देते हैं और कक्षा 1 से 10 तक में 46.26 प्रतिशत बालक विद्यालय छोड देते हैं। आर. ए. बियोन (2000) ने पाया कि वंचित बालक सड़क दुर्घटना के शिकार ज्यादा होते हैं और अधिकांशतः ट्रैफिक नियमों का उल्लंघन करते हैं। बोरबेरा एवं दास (2001) ने कामरूप जिले के पिछडे वर्ग के बच्चों की शैक्षिक उपलब्धि पर उनके अभिभावकों की साक्षरता के प्रभाव पर एक अध्ययन किया। निष्कर्ष निकला कि निरक्षर अभिभावकों के बच्चों की अपेक्षा साक्षर अभिभावकों के बच्चों की शैक्षिक उपलब्धि अधिक बेहतर पाया गया। प्रथम पीढी के अधिगमकर्ता की शैक्षिक उपलब्धि निम्न पायी गयी। शैक्षिक उपलब्धि में लड़कियाँ, लड़कों से बेहतर पायी गयीं। नागारथानम्मा एवं राव (2007) ने किशोर बालक एवं बालिकाओं के उपलब्धि, अभिप्रेरणा एवं शैक्षिक उपलब्धि पर अध्ययन किया परिणाम प्राप्त हुआ कि ग्रामीण एवं शहरी छात्रों के बीच सार्थक अंतर पाया गया। उपलब्धि अभिप्रेरणा स्तर में छात्रों एवं छात्राओं के बीच कोई अंतर नहीं पाया गया। अकरे (2008) ने जनजातीय विद्यार्थियों

की गणित में कम उपलब्धि पर अध्ययन किया, निष्कर्ष में पाया कि गैर जनजातीय की गणितीय उपलब्धि जनजातियों से श्रेष्ठ पायी गयी।

अध्ययन का उद्देष्य

दुर्ग जिले के उच्चतर माध्यमिक विद्यालय के विद्यार्थियों की वंचितता अनुभूति का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन करना ।

परिकल्पना

 उच्चतर माध्यमिक स्तर के विद्यार्थियों के शैक्षिक उपलब्धि पर उनके वंचित संबंधी अनुभूति, लिंग एवं शाला का सार्थक प्रभाव नही पड़ता है ।

न्यादर्श

शोधकर्ता द्वारा प्रस्तुत शोध में स्तरित, यादृच्छिक प्रतिदर्श का प्रयोग किया गया है। जिसके अंतर्गत कक्षा 11वीं दुर्ग जिला के 50 विद्यार्थी शासकीय एवं 50 अशासकीय विद्यालय से लिए गए हैं अर्थात् 100 विद्यार्थियों को न्यादर्श के रूप में चयनित किया गया है।

उपकरण

वंचित संबंधी अनुभूति मापन के लिए वर्मा एवं उपाध्याय (1984) द्वारा निर्मित आत्मभिव्यक्ति मापनी तथा शैक्षिक उपलब्धि के लिए 11वी. कक्षा के विद्यार्थियों का 10वीं कक्षा के रिजल्ट को लिया गया है ।

विचरण के स्त्रोत	वर्गों का योग	स्वतंत्रता	वर्गों का	F का मान
		अंश	मध्यमान	
वंचित संबंधी अनुभूति	4156.680	2	2078.340	0.692
शाला प्रकार	25299.504	1	25229.504	8.427''
लिंग	90.047	1	90.047	0.030
वंचित संबंधी अनुभूति X शाला प्रकार	2336.560	2	1168.280	0.389
वंचित संबंधी अनुभूति X लिंग	1930.525	2	965.262	0.322
शाला प्रकार X लिंग	1324.447	1	1324.447	0.441
वंचित संबंधी अनुभूति X शाला प्रकार X लिंग	1423.564	2	711.782	0.237
समूह के अंतर्गत	192141.624	64	3002.213	
योग	5174912.000	76		
संशोधित योग	230971.789	75		

सारणी क्रमांक 01

विद्यार्थियों के शैक्षिक उपलब्धि पर वंचितता संबंधी अनभति शाला प्रकार एवं लिंग के प्रसरण विश्लेषण का सारांश

मुख्य प्रभाव

वंचित संबंधी अनुभूति का प्रभाव :

उपर्युक्त सारणी से स्पष्ट है कि वंचित संबंधी अनुभूति के F का मान 0.692 (df 64) है जो 0.05 सार्थकता स्तर के लिए आवश्यक सारणी मान से कम है। अतः यह कहा जा सकता है कि वंचित संबंधी अनुभूति का षैक्षिक उपलब्धि पर प्रभाव नही पड़ रहा है।

शाला प्रकार का प्रभाव

सारणी क्रमांक 01 के अवलोकन से ज्ञात होता है कि शाला प्रभाव के लिए F का मान 8.427 है जो कि .01 सार्थकता स्तर के लिए आवश्यक सारणी मान से अधिक है | अतः यह कहा जा सकता है कि षाला प्रकार का प्रभाव शैक्षिक उपलब्धि पर पडता है |

लिंग का प्रभाव

प्रस्तुत सारणी के आधार पर यह कहा जा सकता है कि लिंग के लिए F का मान 0.030 है जो 0.05 स्तर के लिए आवश्यक सारणी मान से कम है अतः स्पष्ट होता है कि शैक्षिक उपलब्धि पर लिंग का प्रभाव नहीं पड़ता है । अंतःक्रियात्मक प्रभाव

सारणी से स्पष्ट है कि वंचित संबंधी अनुभूति x शाला प्रकार, शाला प्रकार x लिंग, शाला प्रकार x लिंग तथा वंचित संबंधी अनुभूति x शाला प्रकार x लिंग की अंतःक्रिया का प्रभाव शैक्षिक उपलब्धि पर नहीं पड़ता है।

निष्कर्ष एवं विवेचना

उपर्युक्त विश्लेषण से स्पष्ट है कि विद्यार्थियों की शैक्षिक उपलब्धि पर वंचित संबंधी अनुभूति एवं लिंग का प्रभाव नही पड़ता है जबकि शाला प्रकार का प्रभाव पड़ता है। अतः विद्यार्थी अपनी वंचना को अपने ऊपर हावी नहीं होने दे रहे या उससे उठकर अपनी शैक्षिक उपलब्धि को प्राप्त कर रहे हैं। इसका कारण उन्हें घर एवं विद्यालय में मिलने वाला प्रोत्साहन हो सकता है।

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माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों में कम्प्यूटर शिक्षा के प्रति अभिवृत्ति का अध्ययन

तेजराम नायक

सहायक प्राध्यापक

जानकी कॉलेज ऑफ एज्युकेशन

रायगढ़ छ.ग.

विशिष्ट शब्दावली : कम्प्यूटर शिक्षा, विद्यार्थियों की अभिवृत्ति

सारांश

प्रस्तुत शोध अध्ययन में माध्यमिक विद्यालयों में अध् ययनरत छात्र-छात्राओं मे कम्प्यूटर शिक्षा के प्रति अभिवृत्ति का अध्ययन किया गया। इस हेतु न्यादर्श के रूप मे रायगढ़ जिले के विद्यालयों के कुल 100 छात्र-छात्राओं को यादुच्छिक रूप से नियंत्रित समूहों मे लिया गया है। स्वयं निर्मित उपकरण अभिवृत्ति परीक्षण प्रश्नावली का प्रयोग किया गया है।

विश्लेषण के आधार पर सामान्य निष्कर्ष निकाला जा सकता है कि शासकीय विद्यालय के विद्यार्थियों की अपेक्षा अशासकीय विद्यालय के छात्र-छात्राओं में कम्प्यूटर शिक्षा के प्रति अधिक रूझान है तथा अशासकीय विद्यालयों में शासकीय विद्यालय की अपेक्षा अधिक सविधाएं दी जाती है।

शासकीय एवं अशासकीय विद्यालय के छात्र-छात्राओं के मध्य कम्प्यूटर शिक्षा के प्रति अभिवृत्ति में अंतर पाये जाने का कारण विद्यालय प्रशासन द्वारा उन्हें पढाया जाने वाला पाठ्यक्रम व दी जाने वाली प्रायोगिक सुविधाओं में अंतर हो सकता है।

प्रस्तावना

प्रकृति की रचना करते समय ईश्वर ने समस्त प्राणी को जीवन का समान अधिकार दिया साथ ही मनुष्य को प्रकृति की अन्य रचनाओं से भिन्न किया। बुद्धिजीवी बनाकर बुद्धिजीवी मानव अपने उत्थान काल से लेकर अब तक उत्तरोत्तर तरक्की करते हुए वर्तमान में चांद पर चहलकदमी कर धरती को निहार रहा है - और मानव की वर्तमान अवस्था तक पहुंचने की सीढी (माध्यम) शिक्षा ही है।

शिक्षा सामाजिक परिवर्तन का प्रभावशाली माध्यम है। राष्ट्रीय पुनर्निर्माण और सार्थक सामाजिक बदलाव के लिए शिक्षा प्रथम शर्त है। आधुनिक चेतना का विकास शिक्षा द्वारा ही संभव हो सका है। इस आधुनिक चेतना के कारण ही भौतिक और वैचारिक प्रगति संभव हो सकी है। आज किसी भी देश के विकास का सीधा संबंध उस देश के शिक्षित नागरिकों से है, अर्थात जिस प्रकार जीवित रहने के लिए हवा, पानी व भोजन की आवश्यकता होती है। उसी प्रकार किसी देश के विकसित होने के लिए उस देश के नागरिकों का शिक्षित होना आवश्यक है। प्राचीन शासनकाल से ही हमारे देश में शिक्षा की महत्ता को जानकर शिक्षा व्यवस्था के विभिन्न प्रयास किये जाते रहे हैं। पूर्व में राजाओं के शासन काल में अच्छी शिक्षा की व्यवस्था भी की गई। जिसके अच्छे परिणामों की व्याख्या हमें इतिहास में देखने को मिलती है। माध्यमिक विद्यालयों में अध्ययनरत विद्यार्थियों में कम्प्युटर शिक्षा...... द्वारा तेजराम नायक

वर्तमान युग विज्ञान का युग है। किसी भी देश की आर्थिक समृध्दि में विज्ञान और तकनीकी का महत्वपूर्ण योगदान है। यह तथ्य वर्तमान वैश्विक परिवेश में स्पष्टतः दृष्टिगोचर हो रहा है। विकास और तकनीकि विकास में मनुष्य के हजारों वर्षों के अथक परिश्रम का अमूल्य योगदान है। समय बीतने के बाद मनुष्य अपने तकनीकि विषयक ज्ञान को परिष्कृत करते हुए नई पीढी को स्थानांतरित करता है। फलस्वरूप नई पीढी अपनी खोजी प्रवृत्ति के कारण पूर्व ज्ञान के आधार नित नए अविष्कारों को जन्म दे रहा है। इन अविष्कारों की श्रृंखला में कम्प्यूटर का अत्यंत महत्वपूर्ण स्थान है। वर्तमान परिदृश्य में इसने मनुष्य की दिनचर्या के समस्त पक्षों को प्रभावित किया है तथा उसके जीवन में महत्वपूर्ण स्थान पा चुका है।

कम्प्यूटर विज्ञान एक अति वृहद विषय है तथा वर्तमान परिस्थितियों में मनुष्य की मूलभूत आवश्यकताओं भोजन, वस्त्र तथा आवास से लेकर जीवन के सभी क्षेत्रों में कम्प्यूटर एवं कम्प्यूटरीकृत तकनीकी का बहुतायत रूप में प्रकट हो रहा है। कम्प्यूटर विज्ञान की वृहदता एवं उसके वृहद कार्यक्षेत्र को देखते हुए इसके कमबद्ध अध्ययन से ही हम अपने ज्ञान में वृध्दि करते हुए इसके संचालन में दक्ष हो सकते है। भारत को विश्व समुदाय में अपना स्थान बनाने के लिए शालेय शिक्षा में प्रत्येक विद्यार्थी को कमबद्ध रूप से कम्प्यूटर विज्ञान की शिक्षा एवं प्रशिक्षण वर्तमान परिस्थितियों में अनिवार्य हो गया है।

अतः हमें आज कम्प्यूटर द्वारा शिक्षा के महत्व और आवश्यकता को स्वीकार करना होगा क्योंकि आज की शिक्षा किसी एक कक्षाकक्ष में बैठ कर किसी शिक्षक विशेष द्वारा दिए जाने तक सीमित नहीं रह गई है ।

शिक्षा नीति 1986, 1992 में यह कल्पना की गई कि कम्प्यूटर शिक्षा बालकों को एक माइको कम्प्यूटर के लिए तैयार करेगी तथा कम्प्यूटर युक्त शिक्षण से बच्चे अधिक सक्षम और अधिक रचनात्मक होंगे।

संसार भर में शैक्षिक रूझान बदल रहे हैं। शैक्षिक कार्यक्रमों तथा गतिविधियों में प्रौद्योगिकी का प्रयोग महत्वपूर्ण सुधार कर दिखाने में सक्षम रहा। इससे न सिर्फ कक्षा शिक्षण के बजाय स्वयं शिक्षण पर बल मिलता है, बल्कि इसके प्रभावी प्रयोग तथा उपयोग शिक्षण केन्द्रित प्रथा को दूर हटाकर छात्र केन्द्रित वातावरण को प्रोत्साहित करने की अपूर्व क्षमता रखता है।

ऑक्सफोर्ड डिक्शनरी:- कम्प्यूटर एक स्वचलित इलेक्ट्रानिक यंत्र है जो कि अनेक प्रकार की तर्कपूर्ण गणनाओं के लिए प्रयोग किया जाता है। प्रत्येक मनुष्य समाज में रहते हुए अनेक प्रकार की अनुकियाएं करता है। प्रत्येक व्यक्ति समाज की परंपराओं को आवश्यक समझता है और उन्हे बनाए रखना चाहता है, इसके विपरीत दूसरा व्यक्ति उन्ही कियाओं एवं परंपराओं का आवश्यक बताता है एवं हानिकारक मानते हुए उसमें सुधार की आवश्यकता पर बल देता है। इसी प्रकार कुछ व्यक्ति पारंपरिक गुरूकुल शिक्षा पद्धति को सही कहते हैं तथा कुछ व्यक्ति वर्तमान बालकेन्द्रित शिक्षा के समर्थक हैं। हर व्यक्ति में किसी विचार, वस्तु, परिस्थिति आदि के लिए अपना दृष्टिकोण होता है और यही दृष्टिकोण व्यक्ति की अभिवृत्ति कहलाती है।

आज भी इन सारी खूबियों के बावजूद कम्प्यूटर शिक्षा की पहुंच हर स्कूल तक नहीं है। अशासकीय शालाओं में इसके लिए सःशुल्क प्रशिक्षण दिया जाता है। तो शासकीय शालाओं में अभी भी बहुत सकी जगह यह शिक्षा उपलब्ध नहीं हो पाई है और यदि कम्प्यूटर शिक्षा है भी तो पर्याप्त उपकरणों की कमी एवं प्रशिक्षित शिक्षकों की कमी के कारण कम्प्यूटर शिक्षा के उद्देश्य की पूर्ति नही हो पा रही है। इस कारण सामान्य व निम्न श्रेणी के बालक कम्प्यूटर शिक्षा से वंचित हैं। अध्ययन का उदुदेश्य:-

माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं में कम्प्यूटर शिक्षा के प्रति अभिवृत्ति का अध्ययन करना।

अध्ययन की परिकल्पना

- शासकीय माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं मे कम्प्यूटर शिक्षा के प्रति अभिवृत्ति मे सार्थक अंतर पाया जायेगा।
- अशासकीय माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं मे कम्प्यूटर शिक्षा के प्रति अभिवृत्ति मे सार्थक अंतर पाया जायेगा।

न्यादर्श

प्रस्तुत समस्या के अध्ययन के लिए न्यादर्श के रूप मे रायगढ़ जिले के विद्यालयों का चयन किया गया है, जिसमें 5 शासकीय व 5 अशासकीय विद्यालय हैं और प्रत्येक विद्यालय से 5 छात्र एवं 5 छात्राओं को कुल 100 छात्र-छात्राओं को यादृच्छिक रूप से नियंत्रित समूहों मे लिया गया है। समूह -शासकीय शालाओं के छात्र 25, छात्रा 25, अशासकीय शालाओं के छात्र 25, छात्रा 25 लिया गया है।

उपकरण

प्रस्तुत अध्ययन में शोधकर्ता द्वारा स्वयं निर्मित उपकरण अभिवृत्ति परीक्षण प्रश्नावली का प्रयोग किया गया है। इस में कुल 20 प्रश्न दिए गए हैं। जिसके 5 विकल्प हैं - पूर्णतया सहमत, सहमत, पूर्णतया असहमत, असहमत, अनिश्चित।

सही का निशान लगाया। जिसमें से उनके उत्तरों का टी परीक्षण द्वारा विश्लेषण किया गया।

परिकल्पना - 1

'शासकीय माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं मे कम्प्यूटर शिक्षा के प्रति अभिवृत्ति मे सार्थक अंतर पाया जायेगा।'

व्याख्याः- शासकीय विद्यालय के छात्र एवं छात्राओं की कम्प्यूटर शिक्षा के प्रति अभिवृत्ति परीक्षण का मध्यमान क्रमशः 70.48 व 66.16 है एवं प्रमाप विचलन 2.15 व 2.98 है। 48 स्व.अ. पर सार्थकता के लिये ही तालिका मान 0.01 स्तर पर 2.68 है जबकि गणना द्वारा टी मूल्य का प्राप्त मान 5.88 है। अतः शासकीय माध्यमिक विद्यालयों में छात्र एवं छात्राओं के लिये कम्प्यूटर शिक्षा के प्रति अभिवृत्ति में सार्थक अंतर पाया जायेगा

परिकल्पना - 2

अशासकीय माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं में कम्प्यूटर शिक्षा के प्रति अभिवृत्ति मे सार्थक अंतर पाया जायेगा।

इनमें से विद्यार्थियों ने अपने अनुसार किसी एक उत्तर पर व्याख्या- अशासकीय विद्यालय के छात्र एवं छात्राओं की कम्प्युटर शिक्षा के प्रति अभिवृत्ति परीक्षण का मध्यमान क्रमशः 69.32 व 71.2 है एवं प्रमाप विचलन 3.78 व 3.75 है। 48 स्व.अ. 48 पर गणना द्वारा प्राप्त टी मान 1.76 है जो तालिका मान से कम है। अतः अशासकीय माध्यमिक विद्यालयों में छात्र एवं छात्राओं के लिये कम्प्यूटर शिक्षा के प्रति अभिवृत्ति में कोई सार्थक अंतर नही पाया जायेगा। निष्कर्ष:-

> उपर्युक्त विश्लेषण के आधार पर सामान्य निष्कर्ष निकाला जा सकता है कि शासकीय विद्यालय के विद्यार्थियों की अपेक्षा अशासकीय विद्यालय के छात्र-छात्राओं में कम्प्युटर शिक्षा के प्रति अधिक रूझान है तथा अशासकीय विद्यालयों में शासकीय विद्यालय की अपेक्षा अधिक सुविधाएं दी जाती है।

> शासकीय एवं अशासकीय विद्यालय के छात्र-छात्राओं के मध्य कम्प्यूटर शिक्षा के प्रति अभिवृत्ति में अंतर पाये जाने का कारण विद्यालय प्रशासन द्वारा उन्हें पढाया जाने वाला पाठ्यक्रम व दी जाने वाली प्रायोगिक सुविधाओं में अंतर हो सकता है। वर्तमान में अधिकांश शासकीय विद्यालयों में कम्प्यूटर शिक्षा तो है, लेकिन पर्याप्त साधन उपलब्ध नही होने के कारण अशासकीय विद्यालयों की तुलना मे स्वतः उपेक्षा के शिकार है।

तालिका कमांक- 1												
शासकीय	के	छात्र-छात्राओं	में	कम्प्यूटर	शिक्षा	के	प्रति	अभिवृति	के	प्राप्तांकों	का	विश्लेषण

विद्यालय/विद्यार्थी	संख्या	मध्यमान	प्रमाप विचलन	टी मूल्य	स्व.अ.
शासकीय विद्यालय के छात्र	25	70.48	2.15	5.88	48
शासकीय विद्यालय के छात्रा	25	66.16	2.98		

<u> </u>	•	
तालिका	कमाक-	-2
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अशासकीय के छात्र-छात्राओं मे कम्प्यूटर शिक्षा के प्रति अभिवृति के प्राप्तांकों का विश्लेषण

विद्यालय/विद्यार्थी	संख्या	मध्यमान	प्रमाप विचलन	टी मूल्य	स्व.अ.
अषासकीय विद्यालय के छात्र	25	69.32	3.78	1.76	48
अषासकीय विद्यालय के छात्रा	25	71.2	3.75		

संदर्भ ग्रंथ सूची

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