Editorial

Special Issue of the “KIIT Journal of Research & Education” “Teacher Education-Today & Tomorrow”.

In the present century education has to play an enormous role in social, intellectual and political transformation of the world. In this context teacher education has become most important to make the teacher aware and trained with radical changes in policies, practices and technological advances which are very relevant in the changing global scenario. Continuing Teaching Education is also important as he/she needs to be equipped with fast changes in knowledge and skills required to perform their tasks which are commensurate with the changing needs and requirements in education.

The present issue of the KIIT Journal of Research & Education is a special issue containing invited and contributed papers presented during the National Seminar on this important topic on “Teacher Education-Today and Tomorrow”. The papers have been selected on the basis of their merit and peer reviewed by experts in the relevant areas. These papers encompass a diversity of topics submitted by researchers and teachers from various parts of our country.

The topics covered in these papers are highly relevant in the present context of teaching and would serve as guidelines to the younger teachers.

I would like to thank Prof. M. Sen Gupta, Director, KIIT College of Education and Chairman of this National Seminar and his faculty member for this yeoman effort to bring so many experts under one roof and help us in publishing special issue containing high quality papers.

Prof. (Dr.) S. S. Agrawal
Editor-in-Chief
Introduction

Teacher education as it is being practiced in colleges of education today largely involves sermonizing on idealistic lines. The curriculum transaction is mostly theoretical, bookish and away from contemporary school realities. Practice teaching component generally is stereotyped. The prospective teacher 'teaches' a fixed number of lessons to complete the university requirements.

The products of the system find the training either utopian or not related to the real needs and situations prevailing in the contemporary schools. In the emerging Knowledge Society the content and process of teacher education has to strike a well proportioned balance between theoretical and practical, technological and human inputs, global and local requirements, modern and traditional, competition and cooperation, subjective and objective as well as between philosophical, psychological and investigative. One cannot deny the fact that teachers in general teach the way they have been taught in schools and colleges.

It is time that the precepts and sermons are replaced by action and examples. The teacher educators have to constantly remind themselves that teaching is not preaching, not simply training, not just communicating but it in fact involves developing an organic relationship between the teacher and the taught. Teacher educators have to become role models both in personal and professional life. But, it is an open secret that present day Secondary teacher training system is the weakest link mainly because of quantitative expansion and its predominantly theoretical orientation.

The present National Seminar has been sponsored by Encyclopedia Britannica Pvt. Ltd. & Ms. Goel Brothers and has been planned as a training strategy for our B.Ed. and M.Ed. students. The Seminarians will deliberate on many important issues of Teacher Education particularly in the context of the thrust given by the NCTE in its recent two year syllabus. In addition to Key Note Address and Invited Lecture there will be parallel sessions for presentation of Papers.

In all there are 32 Papers on various aspects of Teacher education. These papers have been received from different States and Union Territories namely 03 from Madhya Pradesh 05 from Uttar Pradesh, 07 from Delhi, 06 from Punjab and 11 from Haryana. The authors too come from different background e.g. there are educators from Universities and Colleges as well as there are students and research scholars.

All these Papers have been presented in this Special Issue for the benefit of the larger academic community.

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Teacher Education: Future needs
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Inclusive Education for Inclusive Society: Fundamentals for the Teachers

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Abstract
Least Restrictive Environment and Mainstreaming gave birth to the concept of integration. The proponents of inclusive schooling call for a restructuring of the school to accommodate all learners and advocate radical changes to the curriculum. Thus Inclusion has emerged as a key international educational policy. Those who have special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs. Respect for difference and diversity is at the heart of inclusive education. In order to make it a reality, teachers, schools and systems should undergo a drastic change so that educational system may better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life.

1. INTRODUCTION
The concept of inclusive education has not sparked off at once. The philosophy of de-institutionalization was responsible for the initiation of normalization movement, first developed in Denmark and Sweden. Normalization refers to a process or attempts for making the education and living environment of the disabled as close to normal as possible. No Matter what the type and level of their disability, normalization aims that they should feel as normal as possible with the environment of Learning and living. Normalization, a philosophy gave birth to the concept of Least Restrictive Environment (LRE) and Mainstreaming. Least Restrictive Environment means reducing and minimizing the restrictions imposed by the environment on the learning and living of the disabled children to the maximum extent possible. Mainstreaming refers to the temporal, instructional and social integration of eligible disabled children with normal peer based on an ongoing individually determined educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional and supportive personnel (Kaufman et al., 1975). Thus, Least Restrictive Environment and Mainstreaming gave birth to the concept of integration. Integration recognized the existence of a continuum of services from the special school, special class to the regular class with or without support (Kisanji, 1999).

Afterwards in the United States in professional advocacy groups launched the Regular Education Initiative (REI) movement which called for the merging of special and general education into one single system in which all children attended the regular community school. All special education staff, resources and learners with special needs they recommended should be integrated into the regular school.

Alongside the Regular Education Initiative (REI) another movement was initiated by advocacy groups on severe intellectual impairments such as The Association for Persons with Severe Handicaps TASH which promoted the rights and well being of people with severe intellectual disability. It was the beginning of the inclusive schooling movement. Like the Regular Education Initiative it proposes the merging of special and general education but it goes beyond this. It does not believe in the existence of a continuum of provision from special school special class to regular class. It advocated for only one unified education system. The proponents of inclusive schooling call for a restructuring of the school to accommodate all learners and advocate radical changes to the curriculum claiming that current curricula were perpetuating exclusion dividing those learners who could meet their objectives as they are from those who could not.

The World Program of Action Concerning Disabled Persons which states under Article that all member states agree that education for persons with disabilities should be carried out as far as possible within the general education system.

A few years later the Convention on the Rights of the Child acknowledged the special needs of the children with disabilities and stated that these children must be guaranteed “effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development.” Such notions were further asserted by the World Declaration on Education for All by the Standards Rules on the Equalization of Opportunities for Persons with Disabilities and by the UNESCO Salamanca Statement and Framework for Action.

The real journey of inclusive education begins from the Salamanca Statement of UNESCO Miles Inclusion has emerged as a key international educational policy, in particular since the Salamanca Statement (UNESCO, 1994) that called on governments to recognize diversity and “adopt as a matter of law or policy the principle of inclusive education” (Gibb et al.).

The Statement reaffirms the right to education of every individual as enshrined in the Universal Declaration of Human Rights and renews the pledge made by the world community at the World Conference on Education for All to ensure that right for all regardless of individual differences it also mentioned the UN Standard Rules on the Equalization of opportunities.

School should accommodate all children regardless of their physical intellectual social and emotional social and emotional linguistic or other conditions. This should include
disabled and gifted children street and working children children from remote and nomadic populations children from linguistic ethnic or religious minorities and children from other disadvantaged or marginalized areas or groups The UNESCO Salamanca Statement

In present modern world now every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning Every child has unique characteristics interests abilities and learning needs Education systems should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs Those who have special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs

II. CONCEPT AND VISON OF INCLUSIVE EDUCATION

Inclusion in the context of education has two common meanings. The first and most current meaning, as defined by UNESCO, involves the "transformation of schools and other centers of learning to cater for all children" and recognizes that many currently marginalized groups (such as religious, racial, ethnic, and linguistic minorities, immigrants, girls, the poor, students with disabilities, HIV/AIDS patients, remote populations, and more) are not actively included in education and learning processes (UNESCO, 2009). The second meaning is still common but older and limits the scope of inclusive education to students with disabilities.

According to Stainback and Stainback an inclusive school is a place where everyone belongs is accepted supports and is supported by his or her peers and other members of the school community in the course of his or her educational needs met In inclusive schools general education works cooperatively with special education to provide a quality learning environment for all students It should be emphasized that true spirit of inclusive schooling is that all students should be included in the mainstream with appropriate programs and support to meet their individual needs

Inclusive schools no longer provide regular education and special education instead inclusive schools provide an inclusive education and as a result students will be able to learn together Scheyer et al

Inclusive education describes the process by which a school attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organisations and provision, allocating resources to enhance equality of opportunity. Through this process the school builds its capacity to accept all pupils from the local community who wish to attend and in so doing reduces the need to exclude pupils (Sebbba and Ainscow 1996).

Giorcelli (1995) outlines the criterion that full inclusion involves:

- age and grade-appropriate placements in neighborhood schools;
- zero rejection philosophy;
- co-operative learning;
- special educational support given to regular education.

In its broadest and all encompassing meaning inclusive education as an approach seeks to address the learning needs of all children youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion It implies all learners young people with or without disabilities being able to learn together through access to common pre school provisions schools and community educational setting with an appropriate network of support services This is possible only in a flexible education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs It aims at all stakeholders in the system learners parents community teachers and administrators policy makers to be comfortable with diversity and see it as a challenge rather than a problem MHRD

Respect for difference and diversity is at the heart of inclusive education Regular education classes combined with special education services is a model often referred to as inclusive education Stating the characteristics of inclusive education Miles says that inclusive education

- acknowledges that all children can learn
- acknowledges and respects differences in children age gender ethnicity language disability HIV and TB status etc
- enables education structures systems and methodologies to meet the needs of all children
- is part of a wider strategy to promote an inclusive society
- is a dynamic process which is constantly evolving
- need not be restricted by large class sizes or a shortage of material resources

Therefore the word inclusive education is about school change to improve the educational system for all students It means

- changes in the curriculum
- changes in how teachers teach and how students learn as well as
- changes in how students with and without special needs interact with and relate to one another
- Inclusive education practices also reflect the changing culture of contemporary schools with emphasis on
- active learning
- innovative and flexible assessment devices
- applied curriculum multi level instructional approaches and
- increased attention to diverse student needs and individualization

Inclusive education is about the education of all children in mainstream schools. It reflects changes in the social and political climate wherein a new approach characterizes thinking about difference. It also reflects the values, ethos and culture of a public education system committed to excellence by enhancing educational opportunities for all students. Thus, it emphasizes learners' rights as well as their needs, and stresses the importance of an education free from discrimination and segregation. Inclusion is about the child's right to participate and the school's duty to accept. Further, the British
education (2000) writes that it is about:

- rejecting segregation or exclusion of learners for whatever reason: ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin
- maximizing the participation of all learners in the community schools of their choice
- making learning more meaningful and relevant for all particularly those learners most vulnerable to exclusionary pressures
- rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.

Inclusion therefore encompasses not only the physical placement of children in mainstream schools but also the curricular and teaching adaptations, which are necessary to enable children to make progress academically and to be socially included. The claim is that schools, centers of learning and educational systems must change so that they become socially included. The claim is that schools, centers of learning and educational systems must change so that they become caring, nurturing, and supportive educational communities where the needs of all students and teachers are truly met. In other words, it is open to all students, and that ensures all students learn and participate. In order to make it a reality, teachers, schools and systems should undergo a drastic change within mainstream school systems.

Thus the discussion so far yields the following guiding principles of inclusive education. These principles are:

- Every student has an inherent right to education on ground of equality of opportunity
- No student is excluded from or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national ethnic or social origin, disability, birth poverty or other status
- All students can learn and benefit from education
- Schools adapt to the needs of students rather than students adapting to the needs of the school
- The student's views are listened to and taken seriously
- Individual differences between students are a source of richness and diversity and not a problem
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses

### III. RESPONSIBILITIES OF TEACHERS FOR INCLUSIVE EDUCATION

Classroom teachers are widely understood to be central to the successful inclusion of students with disabilities in general education classrooms (Rosenfeld and Rosenfeld, 2004; Darling-Hammond and Bransford, 2005).

Teachers' beliefs about the nature of learning and learning difficulties are strongly related to effective instruction in inclusive classrooms (Stipek et al., 2001; Pajares, 1992; Jordan and Stanovich, 2004). Teachers differ in the beliefs they hold about their work, their students, the curriculum they teach, and their roles and responsibilities in working with students with special education needs. These beliefs shape daily life in the classroom because they affect the expectations that the teacher holds about particular students and affect both what they notice and what they do not notice about students. Jordan, Lindsay and Stanovich (1997) have found that teachers' belief about their roles and responsibilities in working with students with special education needs influenced both the quantity and quality of their instructional interactions with all students.

Including students with special education needs in heterogeneous classrooms often presents both challenges and opportunities for classroom teachers. Pressures such as time constraints, vigorous curriculum demands and increased accountability often compound and leave teachers little time or energy to consider improving their classroom practice. Despite this reality, teachers must be prepared to support students' learning in a variety of ways. This is not an easy order to fill it requires both a sound knowledge of effective inclusive teaching strategies and the motivation and prioritization on the part of the teacher to implement them effectively.

Inclusive education is distinguished from both regular education as well as special education because there are all types of students. It is designed in such a way which meets the needs of general as well as special needs students' needs in an inclusive setting. However, it has called for teachers to reestablish their responsibilities and educational roles (Bunch and Valeo, 1998).

Therefore, teachers for inclusive education must be equipped with following skills:

- Teachers need to be able to identify the special needs of students. They should have general knowledge to assess these needs and use and interpret individual assessment measures.
- Teacher needs to be adept at assessing a student's individual needs and in designing instruction to meet theses needs. This does not mean that each child should be taught individually. It means permitting child to pursue a preferred mode of learning.
- Regular classroom teacher should develop competence in ways to consult and communicate with principals, doctors, psychologists, therapists etc. Teachers should know how to collect and report the type of information that will be most useful to the specialists.
- Inclusive education teachers need to be able to plan, organize, and use resources.
- Teachers need to have the knowledge to select and apply procedures, tools or equipment to work-related situations, as well as maintain and troubleshoot if the need arises. Having knowledge of technology is considered important for persons involved in inclusive education.
- Teachers should be able to interact successfully with the parents, siblings, and children. They should be able to
interact and collaborate with others in the school.

- They need ability to acquire, organize, interpret and communicate information.
- They must have skills in selecting appropriate techniques to manage individuals and group behavior in an inclusive setting.
- Teachers should be able to develop positive attitudes towards inclusive education and inclusive society.
- Teacher should be able to establish appropriate goals for special needs students. The goals should be realistic, measurable and also give opportunity for optimum development of potentials of such children.
- Teacher should be able to adjust curricula to suit the ability, needs and interests of all children.
- Teacher should be able to promote acceptance of individual differences among all children. Teacher should be able to conduct class activities to encourage interaction among students.
- Teacher should be able to assess the extent to which the needs of special needs students are met in the classroom, evaluate the appropriateness of the resources for these children, modify his methods, materials to meet their needs.
- In inclusive classrooms teachers should provide environmental accommodations (i.e. quiet setting for test taking), curriculum acquisition accommodations (i.e. Braille materials, tape-recorded books), content enhancement accommodations (i.e. graphic organizers, study guides, peer-mediated instruction) and alternative response accommodations (i.e. scribing, tape-recorded responses). These accommodations benefit students with special education needs, but they also often benefit other students as well. Accommodations do not alter the curriculum expectation standards for students; they simply provide learning access routes for the student.

Looking to above mentioned skills it is imperative that teachers must be skillful to deal all types of situations in an inclusive setup. These skills also imply that inclusive education needs rigorous preplanning particularly focusing on the teachers who will be directly involved for implementing inclusive education.

The fundamental change for welcoming inclusive education in the schools would definitely be attitudinal change of the teachers so that they may develop desire of being skillful in designing ideal learning environment for an inclusive setup.

To sum up, it is quite evident that inclusive education demands extra alertness on the part of teachers. They must be skilled for catering to various learning needs of all types of individuals, so that they may facilitate conducive learning environment for realizing the formulation of an inclusive society.

REFERENCES

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Paradigm Shift of Teacher Education in India

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Abstract:
Teacher education has very important position in the development of educational system. Teacher education in India as well as in the world is continuously changing. This paper is focusing on the changing paradigm of teacher education with adequate evidences. In due process of analyzing paradigm shift, the Paper also focuses the committee’s recommendations, policy and framework. The researcher has tried to find out the reason behind the changing trend.

I. INTRODUCTION

Education has very important role in growth and development of any society and nation. Kothari Commission states that “the destiny of India is now being shaped in her classrooms”. It also emphasized the importance of teacher in educational activities. The key theme of teacher education is preparation of competent teacher. The development of teacher education in India started in early 19th century as normal school and the approach was apprenticeship approach. The “practice teaching” concept lingered on for many years. The philosophy persisted until middle of twentieth century in the advanced countries and then the “practice teaching” gave way to “student teaching” in which the prospective teacher was considered to be student of teaching during the classroom experience. Internship was very famous mode of teacher education in mid of 20th century. The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which he/she would be working upon entering the profession.

Teaching is a system of actions intended to produce learning. Clarke (1970) defines teaching as “activities that are designed and performed to produce change in students (pupils). Teaching has been taken as training”. Teaching is one of the oldest and honourable professions in the civilized world. School teaching as a specialized activity is evolving due to division of labour in society. The role of teaching changes according to need of time and space, but the need of teacher has been imperative in all the societies.

Teaching was not a vocation in ancient India, but it was duty of some particular people of the society. There was no need of formal training and education for teaching. Successful completion of particular curriculum was supposed to be sufficient for pupil to be a teacher. In Buddhist system education became more systematic and brilliant senior student became a pattern of teaching-learning. This system of teacher preparation is known as monitory system. In medieval period monitory system became more prominent method for teacher preparation. Present type of institutionalized system of teacher preparation is the contribution of colonial government. In present system of teacher education some changes are taking place according to needs.

There were many reasons for the development of teacher education in India, like social desire to learn English education. English education was supposed to give better job opportunity to students, need of government to get cheap labour force and secularization of teaching profession. As the western effect became powerful teacher education got importance. The government in 1913 declared that no teacher should be allowed to teach without teaching training certificate. Later the Saddler Commission 1916-17 considered open mindedly about the teacher training. Later on the Abbot Wood report 1937 emphasized the need of in-service teacher training as refresher courses, and Sargent Report 1944 suggested stipend for teachers during training. The decade 1937-1947 witnessed a rapid development in teacher education.

II. COMPERATIVE CHART ON CHANGING PARADIGM

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The first conference on teacher education was held in 1950 at Baroda to exchange ideas of their programme and function and another conference was organized at Mysore in 1951. Teaching practice was more emphasized in both the conferences. In 1954, the Secondary Education Commission observed, “we are however, convicted that most important factor in the completed educational reconstruction is the teacher, his personal qualities, educational qualifications, his professional training and place he occupy in the school; as well as community”. The Commission suggested two types of teacher training institutes (TTIs) one for secondary school and another for graduates. It also recommended part time training courses. The establishment of National Council of Educational Research Training (NCERT) was a milestone in this field. The demand and supply mismatch led to establishment of extension training centres in primary TTIs.

Kothari Commission states that quality, capacity and character of teacher are the important aspects for educational quality and national development. It drew attention to the fact that a few people of society choose teaching as profession because of their affection toward children, interest in teaching and research and idealism. The System could attract only limited people to choose teaching as profession. If we provide proper amenities and facilities, opportunity to progress and healthy work culture, then more talented, resourceful people could be attracted toward teaching profession. He suggested that it is time of transition, so for better foundation for future we should leave the older tradition according to need of the time.

III. THE COMMISSION HAS FOUND OUT FOLLOWING PROBLEMS

- Detachment between training college and school.
- Training merely ritual.
- Older technique and tradition of training.

IV. FOR THE BETTERMENT OF TEACHER EDUCATION IT GAVE SOME SUGGESTIONS

- Expansion of infrastructure.
- Teacher training in every subject should be started.
- Master degree in education so that understanding toward education can be increased.
- Collaborations and co-operations at different level.
- Subject expert should be linked with teaching.
- Training college should provide training to teachers of surrounding schools.
- Continuous contact between college and trainee should be maintained through alumni association.
- Training institutes should increase at the level of university.
- Training period-two year.
- Establishment of organizations at national, state and local level.

National Policy on Education (1986) also focuses the need of teacher in education and emphasizes: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Many recommendations of Kothari Commission were reiterated in this policy and programme of action (1992). For the teacher education DIETS, BRCs, and other centers were established. After this many provisions for teacher education has been made from time to time. Yash pal Committee report (2009,p.22) suggests “ enhancing the quality of teacher education within higher education”. Though, presently most of higher education institutions provide refresher courses in academic staff college, yet the quality of courses is not satisfactory. National knowledge Commission (Pitroda, 2006-09) gave following recommendations:

- Institutions providing pre service teacher training and granting B.Ed. Degree should be subject to the same regulatory authority with adequate monitoring.
- More budgetary allocation for teacher training.
- Need of greater flexibility in the modalities of teacher training along with use of strategies such as ICT.
- DIET need to be restructured. The faculty of SCERTs, SIEs, and DIETs must be expanded, and include experienced school teachers. The use of contract teachers...
be kept at minimum. Additionally, the link between university departments and school teaching needs to be strengthened.

One of the important problems of teacher education is diversity among teachers' qualifications. Different States have different norms of teacher preparation. Taking this problem into consideration National Council for Teacher Education was organized 1973, and in 1995 this organization was established under the parliament act.

In 1978 and 1998 a framework for teacher education was developed to improve the quality of teacher education and to meet the need of the time. Recently national curriculum framework for teacher education (NCFTE) 2009 has developed to meet the demands of teacher education. For the implementation of right to education act (RTE) 2009 and Rastriya Madhyamik Shiksha Abhiyan (RMSA) would increase the demand manifold for qualified elementary and secondary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be, addressed both by initial and continuing teacher education. NCF requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructer of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

V. THE NCF HAS DESCRIBED THE CURRENT CONCERNS OF TEACHER EDUCATION AS FOLLOWS:

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.
- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.
- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

Any good teacher education program for the country must address the following potential challenges:

I. The use of technology in classroom; be it, computer, EDUSAT, E-learning today teacher cannot be effective without it.
II. They should enable to feel committed to their students and be asked to take interest in their future. In brief, they must develop empathy with their wards.
III. Student should be made to develop skill of rationality according to needs of the society.
IV. Classroom interaction is a two way process. Instead of teaching them how to deliver a lesson, teacher should become familiar with dialogue mode. A dialogue enables a shield to use his brain and skill of communication.
V. Teach them to learn innovation and develop a sense of calculated risk-taking. The future being unpredictable and changes coming unannounced, teaching has to enable a learner to be entrepreneurial in life. We need free citizenry with communicative skills and be assured to face future boldly.

VI. CONCLUSION

Today's teacher should have knowledge and understanding of the contemporary concept like inclusive education, perspective of equitable and sustainable development, role of community knowledge, ICT in school and E-learning. Presently teacher education is more concern toward students needs. A good quality of research should be done related to current trends of education (i.e. open and distance learning, health and physical education, vocationalization). There are many types of aggression and frustration is found among teachers, that negatively affects the performance of teacher. The main reason of frustration is stress. So among teachers proper abilities should maintain to cater with these challenges. Today the greatest need in teacher education is to develop concept within our social need and preferences. In many developed country the concept of teacher education has emerged as a sophisticated discipline. It relates itself to researchers and innovations are carried out in the areas so related with it. Highly structured techniques of teaching, increase use of hardware, broad concept of educational administration and management, educational planning are being privileged in today's educational world.

REFERENCE

Abstract:
Consonance between teacher education programmes and school education is imperative. It has been found that to relate teacher education with school education remained the concern of various policies, commissions and schemes during pre independence and post independence period of teacher education history. Curricula designed at various intervals seem contextual and explicit to illustrate the practices which can be executed in teacher education programmes and can be further utilized in school education but in reality there is some gap between these two related facets of education. In this research paper an effort has been made to highlight those possible reasons which are responsible for lowering the effectiveness of teacher education programmes. Related suggestions are also given.

Keywords: Teacher education Programmes, relevance, school education,

1. INTRODUCTION
National Policy on Education 1986 in its recommendations regarding recruitment of teachers states that, “...persons who have given evidence of interest in teaching, love for children, of a spirit of adventure and creativity and commitment for social upliftment will be preferred...”. From this statement we can very well realize the expectations which society has from, teachers, teaching profession and in turn teacher education Institutions. The current status of teacher education took its shape by incorporating all those vital components which were contextually observed and felt by various related commissions and education policies to retain the dignity of this profession. A bird's eye view of the historical background of teacher education gives an idea about the origin, nature, and changes it has experienced through the course of time according to the needs of contemporary society. Reviewing history has an objective to know about the efforts being made by teacher education programme to come close to the regime of school education.

1.1 HISTORICAL PERSPECTIVE - TEACHER EDUCATION
In reality no formal teacher training programme existed before the beginning of the eighteenth century. The oldest system was the pupil-teacher system having its genesis from the middle of this century. The oldest system was the pupil-teacher system popularly known as “monitorial system”. This was prevalent in indigenous schools. An advanced student used to be in charge of or monitor of the group. It was the duty of the monitor to give lessons to the groups, assist the pupils in learning and to report their behaviour to the teacher. This system was adopted by a private organization to meet the need of elementary teachers. The first superintendent of the Madras, Military Asylum, Dr Andrew bell, adopted this system in his institution in 1787. (Teacher Education, Pre Service p-1652)

Teacher training was extended to the middle and secondary schools after a considerable lapse of time. There were only two teacher training colleges at this level by 1882 namely The Govt. School, Madras started in 1856 and Central Training School, Lahore started in 1877. In 1886, the first training college to prepare secondary teachers (graduate teachers) was established at Saidapet in Madras followed by opening of Secondary Department in the Nagpur Training School in 1889.

1.1.1 GOVERNMENT RESOLUTION ON EDUCATIONAL POLICIES (1904)
Educational polices of Lord Curzon
The resolution strongly advocated training of teachers in the ‘art of teaching’ as a pre requisite to improve the quality of education and reduce student reliance on rote memorization of notes and text books, inclusion of both theory and practice of teaching in training course, maintaining close connection and linkages between training college and school in order to bridge the gap between the knowledge imparted in training colleges and classroom realities. The resolution also advocated that a practicing school should be attached to each training college.

1.1.2 ‘Wardha Scheme’ (1937) demanded a considerable ingenuity on the part of the teacher as the focus of this scheme was on 'work centered learning'. So it required skilled teachers who could train hand along with head and heart Sargent report (1944) emphasized much on practical training related to the needs of school.

1.1.3 University Commission (1948-49) recommended that students should be encouraged to proceed to fall in with the current practices of school and make the best of it.

1.1.4 Education Commission (1964-66) emphasized on removing the isolation of teacher education programmes and bringing them closer to university and the realities of school life. Going through these various programmes it can be generalized that the need for preparing teachers according to the needs of schools was felt during pre and post independence period and Work was done in that direction under various teacher education programmes. Contribution of NCTE in framing teacher education programmes is worth mentioning in this context.
1.2 NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION.

Establishment of NCERT in sixties is one of the significant events in the history of teacher education. Its four Regional colleges were given the responsibility of preparing quality teachers for multipurpose school and then in 1973 Government of India constituted National Council for Teacher Education to advice the government on matters relating to teacher education. In 1978 first document was made available for public as guide of Isolation of Teacher Education Institutions from main stream of national life, from academic life of the university, from school , from one another and what is most serious from the very community which they are supposed to serve. Gradually with the passage of time and according to the requirements three more documents were published in 1988, 1998, and latest in 2009.

NCFTE- 'Towards Preparing Professional and humane Teachers 2009' has made an effort to acquaint people of the country to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession. School education and teacher education have symbiotic relationship. Teacher Education cannot exist in isolation, its upgradation is a must in the context of school education. A teacher functions within the broad framework of school education system. Preparation of teacher is must in accordance with the arising needs of school education and teacher education institutions are to be organized on right lines to become dynamic centers of progressive education movement.

“What value does teacher education add to the prospective teacher's ability to face challenges of facilitating the development of critical and creative students and subsequently adults?” is the Question at the heart of teacher education according to NCF 2009 for teacher education. The Framework has emphasized on developing reflective teachers with positive attitude, value perspective and along with skill of craft of teaching. Curricular areas are described in the document under three categories namely A, B & C. All these areas include theoretical as well as practical aspects.

1.2.1 CURRICULAR AREA A- FOUNDATION OF EDUCATION

This area is concerned with the development of following aspects among student teacher:

- Understanding of children by student teachers in diverse social, economical, and cultural context by interacting and observing them.
- Engagement with issues and concerns of India's pluralistic nature, issues of identity, gender equity, poverty and diversity.
- Ideas of educational thinkers in their socio historic context which provide the philosophical bases to engage with these questions.
- Developing a professionally competent teacher who is sensitive to issues of equity, democracy and social justice.

1.2.2 CURRICULAR AREA-B CURRICULUM AND PEDAGOGY

It puts emphasis on:

- Revisiting and reconstruction of the concepts studied by student teachers in their general education by using several hands-on activities.
- Understand school curriculum by critically analyzing its philosophical and sociological bases, design and also analysis of text books, linkage of school knowledge with community life.
- Development of student teacher's language competence and communication skills
- Compartmentalization of school subjects is not encouraged and instead a comprehensive approach is preferred so that student teachers can develop ability to integrate courses such as science and social sciences as well as to get acquainted with children’s ideas of their physical and social world so that these could be utilized for classroom instructions later.
- Apart from this student teachers must know the role of evaluation in motivating students to learn and need to have hands-on experience of designing assessment methods that are qualitative in nature and assess children’s developing capacities to think and solve problems rather than to recall.
- Tasks of formulating different types of questions, studying their impact in terms of learner performance and learning grasp in classrooms could be undertaken consistently.

1.2.3 CURRICULAR AREA C SCHOOL INTERNSHIP

Practice of teaching constitute the hub of the multiple and varied activities comprising the total programme of teacher education. It is interconnected with theoretical study through Field work and practicum and a wide range of institutional experiences involving school students, teachers, student teachers and mentor teacher educators. In a way, it acts both as evaluation tool for effective teacher education as well as its critical quality indicator.

Before and after the formation of NCTE, teacher education institutions are having their own curriculum designed and prescribed by their respective universities. The role NCTE has been to update the needs of stake holders in almost every decade since 1978 and accordingly prepare a model curriculum. Universities take advantage of this research and modify their curriculum.

2. CONTEMPORARY SCHOOL EDUCATION

To know about school education it will be appropriate to give reference of NCF 2005 as it discusses the aims of school education in detail. Some of these are as follows:

- Commitment to democracy and values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
• Value based decision making, both independently and collectively.
• Understanding of the world from the bases of rational commitment to values.
• Knowledge construction.
• Ability to work and participate in economic processes and social change.
• Integration of work with education.
• Education must provide the means and opportunity to enhance the child's creative expression and the capacity for aesthetic appreciation.

Comparison of school education and teacher education on the basis of aims and prescribed areas of NCFTE 2009 reveals that teacher education programmes can be easily identified with the aims of school education and it can be generalized that education programmes are updating themselves according to the needs of schools at least at theoretical level. But there are certain factors which inhibit the effective implementation of teacher education programmes.

3. FACTORS RESPONSIBLE FOR NON IMPLEMENTATION OF THE TEACHER EDUCATION PROGRAMMES IN SCHOOL EDUCATION

3.1 Changed point of view towards teaching profession:
Earlier teaching used to be a dignified profession and the process was the resultant of rigorous hard work of several years due to which teachers were the only source and creators of knowledge. But today this profession has turned into occupation and teaching has become a mechanical process to deliver information in a fastidious manner. Today more and more students are opting to become teacher after completing prerequisite qualification, though the reason behind it is ironical. The purpose behind this rat race is not to create a knowledge society but they find it the shortest and easiest way to earn their livelihood. It is surprising to know the views of students regarding their admission to the course of teacher education. Some are of opinion that they had nothing else to do whereas some are forced by their parents and for girls this is matrimonial qualification. These factors are affecting professionalism in following ways:

3.1.1 Forced carrier choice is one of the reasons of not paying much attention to the intensive details and utility of theoretical and practical aspect. No choice option again generates disinterest in the intricacies of profession. Easy Employment with short duration course allure people and they are least interested in process but concerned with degree attainment.

3.2 Availability of easy alternative: Getting degree without attending classes is also captivating for those who are already working in private schools which do not want them to take leave for teacher education course, for the sake of increments they have to have this degree.

3.3 Lack of reflection: Views cannot be generated in vacuum. There has to be some origin of that and an exercise done to find out the cause of above views infers that lack of reflection is one of the prominent reasons. These are the questions one who is entering into the field of education without giving thought to the purpose, requirement and their contribution to teaching profession need to answer before getting admission, during and after getting teacher education. During the process also one needs to think on aspects like connection of theory with practice and relevance of practice teaching and then reflect accordingly. After attaining also one must know how to implement learned skills in school context.

3.4 Insufficient time for curriculum implementation:
Duration of this course seems less as very little time is available for reflecting on the activities and knowledge gained during theory and practicals. Not even a full year is available for these activities which are supposed to have enduring effect and requiring critical evaluation.

4. SUGGESTIONS:
4.1 Admission process- It is required to test teaching aptitude as well as subject knowledge before entering into this profession so that only interested and deserving people can enter.

4.2 Maintaining standard of teacher education-
Implementation of the curriculum should be up to the mark that is, it polishes the entrant in such a way that required skills get imbided in them by repeated exposure. This can be made possible only if teacher educators present model teaching in front of them and enrich them with variety of teaching strategies. Hence teacher educators are to be empowered with latest technology and motivated by proper salary and social status.

4.3 Maintaining standard of schools: Sub standard schools with poor infrastructure and facilities without any motive of providing quality education give less salary to the teachers and get satisfied with incompetent teachers. This encourages malpractices and non attending attitude in teacher education. Check on such schools has become mandatory and scope of quality teachers should be widened in terms of demands and socioeconomic status.

4.5 Time period- Short duration of course was a prominent hurdle in the success of teacher education programme and now steps have been taken to increase the duration by NCTE. Now we can hope for the utilization of the available time in grooming prospective teachers in such a way that they can aptly utilize their skills in school education.

5. CONCLUSION:
Factors discussed above need attention and their eradication to make teacher education programmes successful otherwise it will be difficult to attain the same status for teaching profession like any other profession and the purpose of catering school education will not be solved. As it has been aptly said by Secondary Education Commission (1952-53) “However excellent the programme of teacher training may be, it does not itself produce an excellent teacher. Increased efficiency will come through experience critically analysed and through individual and group efforts for improvement”
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Need and Strategy of Active Learning in India

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Abstract-
Education is an essence of the development of human civilization which makes an individual progressive in thoughts and character. Quality education contributes in making balanced and enlightened personality. Education system which developed out of the experience of human being can not undermine the role of teachers who works hard to understand the complex behavioural patterns of different learners in classes by adopting the different methodology. The Active Learning Methodology that focusses upon the active role of learners in their learning leads to vibrancy in the classrooms and makes learning an easy and interesting exercise.

The present paper provides insight on the concept of active learning and its need in India. Paper also suggests various strategies of active learning to be incorporate in India. It concludes by emphasizing on the implementation of active learning in the teacher’s education programmes so that the required change can be brought in the education system to prepare active learners and trendsetters.

Keywords: Active Learning Methodology, Empowerment Process, Reflective Practitioners, Higher order thinking skills, Ownership of Learning

I. INTRODUCTION

Man is an inherently active being who learns everything by the way of participation as the ancient system of learning was based on active participation and practices of concentration. Theorisation of old practices developed in form of modern education which preserves the experiences of the human struggle of survival so it can equip generations with better skills for survival. A number of philosophers and scriptures have acknowledged these practices: Swami Vivekanand defined Education as ‘manifestation of perfection already existing in man’ while Aurobindo focussed on Integral Education. Bhagwadgita, a renowned treatise spoken by Lord Krishna has universalised the importance of consciousness in man. Consciousness plays a greater role in learning as it is totally dependent on the involvement of learner. Ancient form of learning was dependent on the physical and mental involvement of pupils but with the change of time it became more of the mental activity and physical part is considerably ignored. Changes in our perception and practices of learning forced us to redesign our strategy to cater the need of time. We need more active learning to counter the growing problems of humanity. Number of researches has proved that learning is an active process as opposed to the common practices of classrooms, which are more teacher-centric. Learner learns best by being active in the learning process.

Active Learning process is not new concept for India as it is age old tradition practiced in sages and educaters. Gurukuls and Ashramas have been teaching since ages by shravana, manana and nididhyasana. Sruti is the seed of Vedantic knowledge sown by the Guru (teacher) in the mind of Sisya (disciple) who then tends that seed by his sravana (listening), manana (reflection) and nididhyasana (meditation). Education by all these three means would not have been possible if the learners were passive but the traditional educational legacy has disappeared due to colonialisation and over emphasis on English language. Ancient practices of active learning in India have been lost in current of time and the popular theorization of Active Learning has recently begun in west.

Research and anecdotal records have stressed that learners learn best when they involve actively in their learning process yet the traditional teaching model has positioned students as passive receptors of concepts and information supplied by teachers.

II. CONCEPT OF ACTIVE LEARNING

Active learning instructional strategies include a wide range of activities that share the common element of “involving students in doing things and thinking about the things they are doing” (Bonwell & Eison 1991). Active learning refers to procedures where students do more than simply listen to a lecture. Students do something simultaneously while listening to lecture like discovering, processing, and applying information. Active learning methodologies require that the student must find opportunities to talk meaningfully and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.

Active learning "derives from two basic assumptions that: (1) learning is by nature an active endeavour (2) different people learn in different ways” (Meyers and Jones, 1993). Active Learning has a psychological base of attention span. An average adult has an attention span of 10-12 minutes. Research
findings suggest that student concentration during lectures begins to decline after 10-15 minutes (e.g., Stuart & Rutherford, 1978). Learner feels passive after 10-15 minutes and loses contact with mere listening activity unless he is actively involved in the learning process.

Studies have indicated that Active learning is meaningful rather than passive and dull learning. Learning is not a spectator sport students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to experiences, and apply it to their daily lives. They must make what they learn part of themselves (Chickering & Gamson, 1987).

III. NEED OF ACTIVE LEARNING

Students learn by becoming involved . . . Student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience (Astin, 1985). India, once regarded world's leader in the field of knowledge but the quality of education has fallen considerably in comparison to the ancient time. Once, a leader of the world in the field of knowledge is struggling to get an identity in the domain of knowledgeable society. It is a high time to deconstruct our traditional practices to incorporate new methodology with open mind to get best out of limited resources. Active learning can certainly help us to overcome monotony of class rooms while developing good relations with teachers and learners.

Following are merits suggested by Bonwell and Eison (1991) which can be helpful in Indian Education system as active learning promotes learning through participation and interaction. In Active learning:

- Students are involved in more than listening,
- Less emphasis is placed on transmitting information
- Greater emphasis on developing students' skills,
- Students are involved in higher-order thinking (analysis, synthesis, evaluation),
- Students are engaged in activities (e.g., reading discussing, writing)
- Greater emphasis is placed on students' exploration of their own attitudes and values.

Active Learning by engaging students in multiple sensory stimulations channelizes their energy towards learning process and contributes to their lifelong learning. It contributes towards self-learning of the learners which is very crucial. If learners learn how to learn, they would continue their learning process themselves and would make a further step in improving their thinking abilities. Thus active learning improves critical, creative and analytical thinking abilities.

Active Learning seeks to build a link between knowledge and empowerment and seeks to equip each student with the ability to think, to apply and to discover. Active learning engages the learner in their learning by which they have a sense of ownership of learning, makes them confident and allows free and fearless expression of thoughts. Basically active learning is a process that gives the control from hands of teacher to the hands of the learners and the learners take charge of their learning. The tenet of constructivism in National Curriculum Framework, 2005 also highlights the crucial role of active learning by constructivist paradigm. As per the constructivist philosophy, the learners learn by constructing meanings out of the experiences provided by the teacher. Thus the learners play an active role by involving in the learning process. Active Learning creates interest in the learning process and encourages learners for lifelong learning. By following this process, it empowers the learners.

Teachers play a crucial role in the life of the learners. Thus teachers need to practice active learning strategies and be the reflective practitioners so that they can also encourage active learning among students. Teachers need to be reflective practitioners as is also emphasized by National Curriculum Framework on Teacher Education, 2010. Studies indicate that reflective thinking and active learning lead to better learning outcomes.

IV. STRATEGIES TO INCORPORATE ACTIVE LEARNING

To create atmosphere for better results, teaching methodology should be adopted in such a way that every student can be involved in participatory learning. Active learning methodology is the best tool to get the maximum output from teaching.

Following are the strategies for active learning methodology:

- Questioning Questioning should be done in such a way so that it improves higher order thinking and develop curiosity of learners in learning. Individuals, by nature are curious. Thus open-ended considerate questioning should be part of teaching learning situation. Quality questions play a great role in making the learners active.

- Think-Pair-Share Think-Pair-Share is a collaborative learning strategy that involves learners on thinking on some topic, discussing it in pairs and sharing it with the entire class. Its merits are it (1) is effective in very large classes, (2) encourages students to be reflective about course content, (3) allows students to privately formulate their thoughts before sharing them with others, and (4) can foster higher-order thinking skills.

- Reflective Journals Maintaining reflective journals develops analytical, evaluative and judgemental abilities of students regarding their learning processes. It is essential for teachers to be reflective practitioners so that they can encourage students to practice reflection processes.

- Communication Skills - Communication skills in the teaching-learning process contributes greatly to the active learning.

- Higher order Thinking Skills - Analytical, Creative and Critical thinking skills among the learners would contribute to the active learning. Teachers may discuss some portions of their subject critically and encourage learners to present critique of some of the aspects related to subject.

- Association of life with subject - The conventional subjects taught in class seem to be disassociated with the practical life. Curriculum both of the teacher education and school education needs to be revised so that it can be related with
Life. Teacher should make efforts to make the class lively by giving practical examples of life linked with the subject. This would make learning by itself a very interesting and practical process.

- Faculty Development Programmes: Workshops may be organized from time to time to develop the skills for encouraging active learning among students for continuing professional development of the teachers.

- Democratic Atmosphere in class: Teachers may encourage democratic values in his class by permitting discussions, questioning, etc. Freely.

- Including humour in class: Researches indicate the positive benefits of humour in classrooms. (Berk, 1996; Garner, 2006).

- Autonomy to students: Teachers may give some responsibility of learning to the learners by giving them a free say in making certain decisions like choice of topic to study, kind of assignment to work upon, etc.

- Self-Evaluation: Teachers may encourage students for their self-evaluation as has worked successfully in Tamil Nadu Schools under Sarva Shiksha Abhiyaan. This helps learners to explore themselves, track their learning progress themselves and apprises them of the milestones to be covered in learning a concept.

- Ownership of Learning: Students may be given favourable environment so that they take up ownership of their learning. This would make learners responsible for their learning and would enable long term learning.

- Integrating philosophy with life: Various philosophies that focus on active learning need to be looked upon as something related intricately to life and that should not be thought of as something separate from the real life. The bridge need to be created between philosophy and life so as to break the disassociation between both of them.

- Skills based programme: Skills development at every stage of education need to be one of the prime focus. Learners are found to be more involved in the learning process when they learn skills.

- Vocational Approach: Education system need to be vocational in nature. As much as it would be attached with the work and life, more there would be active learning.

- Capacity building programme: Capacity building programmes imparting life skills would lead to increased interest among learners in their learning and would also instil greater self-confidence amongst them.

V. CONCLUSION

Thus, Active Learning is one of the essential components of the learning process. Active learning was practiced well in ancient time but did not get much attention of teachers and policy makers. Though theorisation of Active Learning Methodology began in nineties in west but it has wide scope of research in India. It is recommended that further researches would be done to develop new strategy of active learning which would be compatible with the need and demand of Indian society while preserving the legacy of Indian education system to develop thinkers and trendsetters in nation. It is required to emphasize on the implementation of active learning in the teacher education programmes so that the desired change can be brought in the education system to prepare active learners.

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Activity-based teaching-learning strategy in mathematics

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Abstract
Mathematics has been the backbone of our civilization. It is an exact science, which is still playing an important role in various walks of life and has led to the development of various subjects, vocations and technology. Generally, students are afraid of studies and technology. Therefore, for teachers as well as students of mathematics subject, learning methods are very important. Method is nothing but a scientific way of presenting the subject, keeping in mind the psychological and physical requirements of the children. For effective learning of mathematics the method has to be as good as the content. There are various methods used in mathematics teaching-learning. But, activity-based teaching-learning strategy is very useful in mathematics teaching-learning. Therefore, in this paper, the author has made an attempt to discuss about the activity-based teaching-learning strategy in mathematics.

I. INTRODUCTION
In order to make children learn effectively the teacher has to adopt the right learning approach of teaching. There are various approaches for learning, such as independent learning, mastery learning, co-operative learning, activity-based teaching-learning strategy, etc. But, it is clear from the researches that activity-based teaching-learning strategy is very effective in mathematics learning. In this context National Policy on Education (1986) recommended that a warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centered and activity-based process of learning should be adopted at the primary stage. Whereas Rama (1998) stated that instructors must adopt active-learning approaches. They should not view students as 'empty vessels' to be filled with academic content. Therefore, activity-based teaching-learning strategy provides right environment to create educational settings where the students work together and learn by doing, learn by playing, learn by enjoying, learn by co-operation, learn by activity and learn without stress.

II. ACTIVITY-BASED TEACHING-LEARNING STRATEGY
Activity-based learning as the name suggests is a process whereby learners are actively engaged in the learning process, rather than “passively” absorbing lectures. It is based on the core premise that learning should be based on doing some hands-on experiments and activities rather than just listening to lessons. Activity-based learning involves reading, writing, discussion, practical activities and engagement in solving problems, analysis, synthesis and evaluation. Active learning is also defined as any strategy “that involves students in doing things and thinking about the things they are doing” (Bonwell & Eison, 1991). If a child is given opportunity to explore the learning environment and provided an optimum learning environment then learning becomes joyful and long lasting (Wikipedia, 2012). Active learning is defined as a method where the teacher only acts as a facilitator and learners are at the center of the learning process by their high involvement in practical activities and discussion. It is the mode of learning guided by the assumption that (i) Significant learning takes place when the subject matter is perceived by the learners as relevant to their own purpose. (ii) Much significant learning is acquired through doing. (iii) Learning is facilitated by the learner's responsible participation in the learning process (iv) Self initiated learning involving the whole person- feeling as well as intellect is the most pervasive and lasting type of learning. Active learning is based on the premise that students learn best when they are actively involved in the learning process. Active learning "derives from two basic assumptions. (1) learning is by nature is an active endeavour (2) different people learn in different ways. Bonwel and Eison (1991) state that the characteristics of Active Learning is that students are involved in activity more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking. Students are engaged in activities (e.g. reading, discussing and writing) and greater emphasis is placed on students' exploration on their own. Research shows greater learning when students engage in active learning. According to Morable in Okwudishu (2011) activity- based learning offers the following benefits: Reinforces course content, develops team building skills, enhances learners' self esteem, promotes participatory learning, allows for creative problem solving, and promotes the concept of discovery learning. Others benefits are that it energizes and invigorates the participants, strengthens learners bond, offers variety that accommodates diverse learning styles, allows for practical application of course content, enhances communication, offers an enjoyable and exciting learning environment, helps improve retention and motivation.
As against traditional approach the author observes that in Activity-Based Learning:
(1) Both the teacher and student are active in the teaching and learning processes.
(2) Students discover the formulae and concepts in mathematics under the guidance of the teacher.
(3) Retention and recall of concepts are enhanced.

Hence students taught using this method hardly forget the concepts. Research suggests that the use of activity-based learning techniques have positive impact upon students' learning. For example several studies have shown that students prefer strategies that promote active learning rather than traditional lectures. Also, Emaiku (2012) reported that the performance of students taught using activity based learning method was better than those taught using lecture method and discussion method. Other researches evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting of students' skills in thinking and writing (Wikipedia, 2008). Active learning is an umbrella term that refers to several models at instruction that focus the responsibility of learning on the Learners (Wikipedia, 2008).

According to Chickering and Gamson (1987) learning is not a spectator sports as students do not learn much just listening to teacher, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. It has been suggested that students who actively engage with material are more likely to recall information according to Bruner in Wikipedia (2008).

III. NEED OF ACTIVITY-BASED TEACHING-LEARNING STRATEGY

Activity-based learning (ABL) theory is a cognitive-learning theory which is basically a “constructivist” learning theory (Hein, 1991, Stößlein, 2009). According to constructivist view of learning each person “constructs” his/her own knowledge and learning process is based on previous experience. This theory asserts that learning takes place when psychological environment of an individual interacts with a particular structure. For construction by students it is imperative to have variety of activities in an active classroom (Abdelhamid, 2003, Murray, Donohoe and Goodhew, 2004). Active classrooms are basic requirements for construction education (Betts and Liow, 1993, Panko et al, 2005). Traditional teaching methods are not suitable for tactile learning because tactile learning needs direct experience and involve manipulation of materials (Kolb, 1984). According to constructivism, teachers cannot transfer their knowledge to the students (Domin, 2007). For meaningful learning to take place, learners require to experience an event. Hull (1999) noted rightly that the majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. One of the reasons is that we do not contextualize our teaching / learning process. ABL is helpful in contextualizing the students learning.

Child-centered educational aids to foster self learning and allows a child to study according to his / her aptitude and skill. Activities in each milestone include games, rhymes, drawing and songs to teach a letter or a word, or understand a concept.

The need of the activity-based teaching-learning strategy is to:
- Encourage independence and team learning.
- Provide a wide variety of manipulative open-ended and creative activities.
- Provide students experience and active participation in the exploration of their environment.
- Make students advance at their own rate the rate that is according to their abilities, interest and motivations.
- Encourage self-reliance and development of initiative in an atmosphere of trust.
- Encourage children to follow their own interests and desires to learn.
- Emphasize problem-solving, critical and creative thinking and deep understanding.
- Encourage the learners to explore the new knowledge independently.

IV. CONCLUSION

Normally, most of the children feel mathematics learning a burden. So, they do not take interest in mathematics learning. To arouse and maintain the students' interest in mathematics activity-based teaching-learning strategy plays a very important role. The teacher knows very well that loss of interest is the major cause of students' failure. If the student has to be taught properly, the natural curiosity would create interest in them and would develop their attention towards the subject. Research studies indicate that activity-based teaching-learning strategy helps students to improve their achievement in mathematics. Therefore, in schools mainly in elementary classes this approach should be followed for improving the achievement of students not only in mathematics but also in other subjects.

REFERENCES


Abstract

E-learning presents an entirely new learning environment for students, thus requiring a different skill set to be successful (Romiszowski, 2004). Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through (New Media Consortium, 2007).

E-learning can be viewed as computer assisted learning, and as pedagogy for student-centered and collaborative learning. Early developments in e-learning focused on computer assisted learning, where part or all of the learning content is delivered digitally. More recently the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching. The information and communication system, whether networked or not, serve as specific media to implement the learning process.

I. INTRODUCTION

Today is an era of change in every field, including education due to rapid advancement in science and technology. Simultaneously, with computers becoming an integral part of our lives, knowledge is expanding at lightening speed. To keep track of the advancements, the learners need to learn more and more at a much faster pace. The world is undergoing numerous transformations due to rapid development and diffusion of information and communication technologies in every aspect of our lives. We are in the phase where our live are constantly being touched with the “E” processes like E-mail, E-shopping, E-banking, E-commerce, etc, now is the time of E-learning. The development in computer technology has resulted in E-learning. E-learning according to Markus (2008) is a learning process created by interaction with digitally delivered content, network-based services, and tutoring support. E-learning is any technologically mediated learning using computers whether from a distance or in face to face classroom setting (computer assisted learning). A shift from traditional education or training to ICT-based personalized, flexible, individual, self-organized, collaborative learning based on a community of learners, teachers, facilitators, experts.

E-learning is the use of Internet technologies to enhance knowledge and performance. E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives. To manage access to e-learning materials, consensus on technical standardization and methods for peer review of these resources is required. E-learning presents numerous research opportunities for faculty, along with continuing challenges for documenting scholarship. Innovations in e-learning technologies point toward a revolution in education, allowing learning to be individualized (adaptive learning) & enhancing learners’ interactions with others.

E-learning is also called Web-based learning, online learning, distributed learning, computer-assisted instruction, or Internet-based learning. Historically, there have been two common e-learning modes:

- Distance learning
- Computer assisted instruction

Distance learning uses information technologies to deliver instruction to learners who are at remote locations from a central site. Computer assisted instruction (also called computer-based learning and computer based training) uses computers to aid in the delivery of stand-alone multimedia packages for learning and teaching.

II. KIIT COLLEGE OF EDUCATION, GURGAON.

Multimedia learning: Multimedia uses two or more media, such as text, graphics, animation, audio, or video, to produce engaging content that learners access via computer. Blended learning, a fairly new term in education but a concept familiar to most educators, is an approach that combines e-learning technology with traditional instructor-led training, where, for example, a lecture or demonstration is supplemented by an online tutorial. Faculty, administrators, and learners find that multimedia e-learning enhances both teaching and learning. These advantages can be categorized as targeting either learning delivery or learning enhancement. Learning delivery is the most often cited advantage of e-learning and includes increased accessibility to information, ease in updating content, personalized instruction, ease of distribution, standardization of content, and accountability. Accessibility refers to the user’s ability to find what is needed, when it is needed. Improved access to educational materials is crucial, as learning is often an
There is an immediate need to incorporate e-learning in teacher education, as they can revise their content simply and quickly. Learners have control over the content, learning sequence, pace of learning, time, and, often, media, which allows them to tailor their experience to meet personal learning objectives.

Internet technologies permit the widespread distribution of digital content to many users simultaneously anytime and anywhere. An additional strength of e-learning is that it standardizes course content and delivery; unlike, for instance, a lecture given to separate sections of the same course. Automated tracking and reporting of learners’ activities lessen faculty administrative burden. Moreover, e-learning can be designed to include outcomes assessment to determine whether learning has occurred. Advantages in learning enhancement are a less well recognized but potentially more revolutionary aspect of e-learning than are those related to learning delivery. E-learning technologies offer educators a new paradigm based on adult learning theory, which states that adults learn by relating new learning to past experiences, by linking learning to specific needs, and by practically applying learning, resulting in more effective and efficient learning experiences.

Learning enhancement permits greater learner interactivity and promotes learners’ efficiency, motivation, cognitive effectiveness, and flexibility of learning style. Learning is a deeply personal experience: we learn because we want to learn. By enabling learners to be more active participants, a well-designed e-learning experience can motivate them to become more engaged with the content. Interactive learning shifts the focus from a passive, teacher-centered model to one that is active and learner centered, offering a stronger learning stimulus. Interactive activities help to maintain the learner’s interest and provide a means for individual practice and reinforcement. Evidence suggests that e-learning is more efficient because learners gain knowledge, skills, and attitudes faster than through traditional instructor-led methods. This efficiency is likely to translate into improved motivation and performance.

E-learners have demonstrated increased retention rates and better utilization of content, resulting in better achievement of knowledge, skills, and attitudes.

Multimedia e-learning offers learners the flexibility to select from a large menu of media options to accommodate their diverse learning styles.

In India, the E-learning programs in relation to teacher education are still at a nascent stage, e-learning is actually web-based training with inputs of techniques like animations, visualization, virtual environments, simulation and games, text, audio, video and lots of creativity in building training programs. This helps the learners to get trained at their own place, based on their own convenient time and is of course self-paced.

### III. THE NEED OF INCORPORATING E-LEARNING IN TEACHER EDUCATION PROGRAMS

There is an immediate need to incorporate e-learning in teacher education programs. The students opting for teaching as a profession need to be given wider and extensive exposure to training, by e-learning programs they will not only acquire crucial concepts of philosophy, psychology, sociology, and so on, but e-simulations and e-games will also give them practical exposure to the school and class environments.

Once they are confident about the various e-learning strategies and processes, they will themselves feel encouraged to teach their students at school using we-learning. Also there is another option for them to take up higher studies or research on computer based programs. On the role and scope of e-learning to impart training I strongly recommend that e-learning should be incorporated as an integral part of all teacher training programs.

E-learning can work in perfect synchronization with the teacher and the books to give the best to our students. All three of them, that is, e-learning, the computer factor, teacher, the human factor and the books, the printed factor, can strengthen, support and complement each other in imparting holistic knowledge and training.

### IV. COMPONENTS OF E-LEARNING

Creating e-learning material involves several components: once content is developed, it must be managed, delivered, and standardized. Content comprises all instructional material, which can range in complexity from discrete items to larger instructional modules. A digital learning object is defined as any grouping of digital materials structured in a meaningful way and tied to an educational objective.

Learning objects represent discrete, self-contained units of instructional material assembled and reassembled around specific learning objectives, which are used to build larger educational materials such as lessons, modules, or complete courses to meet the requirements of a specified curriculum.

Examples include: tutorials, case-based learning, hypermedia, simulations, and game-based learning modules. Content creators use instructional design and pedagogical principles to produce learning objects and instructional materials. Content management includes all the administrative functions (e.g., storing, indexing, cataloging) needed to make e-learning content available to learners.

Examples also include portals, repositories, digital libraries, learning-management systems, search engines, and e-Portfolios.

### V. SYNCHRONOUS OR ASYNCHRONOUS DELIVERY OF CONTENT

Synchronous delivery refers to real-time, instructor-led e-learning, where all learners receive information simultaneously and communicate directly with other learners. Examples include teleconferencing (audio, video, or both), Internet chat forums, and instant messaging. While in asynchronous delivery, the transmission and receipt of information do not occur simultaneously. The learners are responsible for facing their own self-instruction and learning. The instructor and learners communicate using e-mail or feedback technologies, but not in real time. A variety of methods can be used for asynchronous delivery, including...
email, online bulletin boards, newsgroups, and Weblogs. In addition to establishing, managing, and delivering content, a fourth component is part of the e-learning equation. It is becoming increasingly clear that standards are needed for the creation of new e-learning material. Such standards promote compatibility and usability of products across many computer systems, facilitating the widespread use of e-learning materials.

VI. EVALUATING E-LEARNING PROCESSES AND OUTCOMES

Adopting e-learning and its technology requires large investments in faculty, time, money, and space that need to be justified to administrators and leadership. As with other educational materials, there are two major approaches to the evaluation of e-learning: process and outcomes. Process evaluation examines an e-learning program's strengths and weaknesses and how its results are produced, often providing information that will allow others to replicate it. Peer review is one type of process evaluation. Traditional peer review for journal articles verifies the quality of content.

Satisfaction measures learners' reactions to the material: Was it easy to use, hard to use, fun, boring, and so forth. But satisfaction measures alone do not measure learning. For example, excellent content that learners find difficult to use may be rated as poor. Likewise, a module that is highly entertaining in its use of multimedia but superficial in its content may be rated as poor.

Benefits of e-learning

- E-learning is important for education because it can improve the quality of the learning experience, and extend the reach of every lecturer and tutor.
- E-learning can help remove barriers to achievement, by providing new and creative ways of motivating and engaging pupils and learners of all abilities, enabling and inspiring every one to attain their educational potential.
- E-learning can support learning by offering differentiated learning, particularly for those who need support in literacy, numeracy and ICT.
- E-learning offers a wide range of tools to enable teachers and learners to be innovative, creative and resourceful in all learning activities. Teachers and learners can easily customize digital learning resources to suit pace and level, appropriate to any learning style and ability.
- E-learning creates on-line communities of practice. The Internet can bring learners, teachers, specialist communities, experts, practitioners and interest groups together to share ideas and good practice.
- E-learning can provide an individualized learning experience for all learners, including those who are disadvantaged, disabled, exceptionally gifted, have special curriculum or learning needs or who are remote or away from their usual place of learning.
- E-learning can facilitate wider participation and fairer access to further and higher education by creating the opportunity to start learning and to choose courses and support according to the learners' needs.
- E-learning provides personalized learning support through information, advice, and guidance services. It can help learners find the course they need, with a seamless transition to the next stage of their learning, including online application or enrolment and an electronic portfolio of their learning to take with them.
- E-learning provides virtual learning worlds where learners can take part in active and creative learning with others through simulations, role-play, remote control of real-world tools and devices, online master classes, or collaboration with other education providers.

How to make e-learning more effective:

- Provision of the listed points will improve E-learning effectively.
- Availability of hardware (particularly computers)
- Faster Internet connectivity/improved bandwidth
- Improved software
- Appropriate policies favoring e-learning
- Provision of technical support for e-learning at a range of scales
- Lower prices for connectivity
- Availability of reliable electricity
- Appropriate content in appropriate languages
- Awareness about the value of e-learning
- Improved training for teachers in e-learning at all levels

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Teacher Effectiveness in Relation to Job Satisfaction

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Abstract
The quality of education being delivered is a critical issue in Indian society. Teachers who are satisfied with their work and have a strong sense of purpose tend to have programmes, which produce successful students. It has happened only when teacher performs effectively. Therefore, teacher effectiveness is related with job satisfaction (Neva, 2007). Researchers have found that the quality of education being delivered is a degree of teacher effectiveness (Miller, Kahler and Rheault, 1989) and a function of the teacher's level of job satisfaction (Bowen, 1981). Because the performance of teachers is important to the success of education, factors that influence teacher effectiveness and job satisfaction must be identified. Many current research efforts attempt to relate job satisfaction to extrinsic factors such as increased salaries, investment in the profession, and improved teaching status. Therefore, it is clear that the teacher effectiveness directly or indirectly affects the job satisfaction of teachers. Therefore, in this paper, the author has made an attempt to discuss the relationship between teacher effectiveness and job satisfaction.

II. TEACHER EFFECTIVENESS
Effectiveness is a degree to which an agent produces effects. The question immediately arises “What effects and on what?”. Usually these categories of effects in terms of the object affected are: (i) pupil, (ii) school operation, and (iii) school community. Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions to all students and relate new learning to prior learning (Kemp and Hall, 1992). There is no substitute for a highly skilled teacher. Classrooms in which engaged learning occurs have higher levels of student cooperation, student success, and task involvement (Kemp and Hall, 1992). Effective teachers have more students in their classes on task and engaged in learning throughout the day. Despite an enormous amount of available literature on the subject of teacher effectiveness, no universally acceptable formula can be given to define an “Effective Teacher”. But different writers, educators have defined, ‘Teacher Effectiveness’ differently. Whereas Barr explains, “Teacher effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking, all affected by limiting and facilitating aspects of the immediate situations”. Flander and Simon defined teacher effectiveness as an area of research with relationship between the characteristics of teachers' acts and their effect on the educational outcomes of classroom teaching.

III. QUALITIES OF AN EFFECTIVE TEACHER
We know intuitively that these highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. We now know empirically that these effective teachers also have a direct influence in enhancing student learning. Years of research on teacher quality support the fact that effective teachers not only...
make students feel good about school and learning, but also that their work actually results in increased student achievement. Studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement. For example, we know that verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers. The following are some of the key qualities of effective teachers:

- Have formal teacher preparation training.
- Hold certification of some kind (standard, alternative, or provisional) and are certified within their fields.
- Have taught for at least three years.
- Are caring, fair, and respectful.
- Hold high expectations for themselves and their students.
- Dedicate extra time to instructional preparation and reflection.
- Maximize instructional time via effective classroom management and organization.
- Enhance instruction by varying instructional strategies, activities, and assignments.
- Present content to students in a meaningful way that fosters understanding.
- Monitor students' learning by utilizing pre-and post assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students.

IV. JOB SATISFACTION

The term “Satisfaction” refers to the state of mind of a person to some processes going on with in him. Satisfaction may be viewed as an individual's emotional measure of the balance he is experiencing between what he wants and what he is receiving from his environment. The individual level of satisfaction is a function of his receipts of rewards from the situation and the wants which he brings to it on mathematical form, satisfaction = (rewards / wants), what he receives from the situation is function of his behaviour and the behaviour of the other person in his environment. The satisfaction means those outward or inner manifestations, which give individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may come from the product, from the speed with which it is accomplished or from other features relating to the job and its performance.

Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes are related with specific factors such as wages, conditions of work, advancement opportunities, prompt settlement of grievances, fair treatment by employers and other benefits. Job satisfaction may be defined as an attitude, which results from a balancing and summation of many specific like and dislikes experienced in connection with the job. The term job satisfaction refers to the general attitude of an individual towards his / her job (Robbins, 2003). Job satisfaction is the result of employees' perception of how well their job provides those things that are viewed as important by them. According to Spector (1997), job satisfaction denotes the degree to which people like their jobs. Locke (1969) gives a comprehensive definition of job satisfaction, which involves cognitive, affective and evaluative reactions or attitudes towards the job. He has defined job satisfaction as a pleasurable emotional state that results from an individual appraisal of one's job. Job satisfaction means achieving or facilitating one's job values (Locke, 1969).

V. RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND JOB SATISFACTION

The quality of education being delivered is a degree of teacher effectiveness (Miller, Kahler and Rheault, 1989) and a function of the teacher's level of job satisfaction (Bowen, 1981). Therefore, we can say that when a teacher is fully satisfied with his job he will do work much effectively. In this connection Hange (1982) found that occupational demands of teachers are often in conflict. Hence, high demands in the workplace lead to personal role conflict. Other researchers, however, have found that personal and professional roles can be complementary. Whereas Newa (2007) had taken up a study of teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal and found that teacher effectiveness was related with job satisfaction. Hence, it is clear that teacher effectiveness is related with job satisfaction.

VI. CONCLUSION

This paper mainly focuses on the relationship between teacher effectiveness and job satisfaction of teachers. It is seen that in some schools, the demand of work is very high so that teachers have to do some additional duties in addition to their regular duties. This overload affects their job satisfaction. Not only this, some other factors, viz., school climate, job conditions, work demands, job involvement, infrastructure, salary structure etc. also affect job satisfaction of the teachers. These factors directly or indirectly reflect in the teachers' teaching-learning. Therefore, the administration should look and analyse all the factors from time-to-time and balance all these factors so that teachers could teach effectively without any burden. Simultaneously, staff development programmes should also be arranged for teachers to keep them up-to-date with the latest innovations and technologies in education.

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शिक्षक प्रशिक्षणाधिकारियों में प्रभावी संपर्क कौशल विकसित करने हेतु प्रशिक्षण सामग्री 
	तकनीक के उपयोगों से पढ़ने वाले प्रभाव संबंधी अध्ययन

अनुसंधान का शीर्षक

शिक्षक प्रशिक्षणाधिकारियों में प्रभावी संपर्क कौशल विकसित करने हेतु प्रशिक्षण सामग्री कौशल के उपयोगों से पढ़ने वाले प्रभाव संबंधी अध्ययन

अनुसंधान की अवधारणा

शिक्षक प्रशिक्षणाधिकारियों में प्रभावी संपर्क कौशल विकसित करने हेतु प्रशिक्षण सामग्री कौशल के उपयोगों से पढ़ने वाले प्रभाव संबंधी अध्ययन

अनुसंधान के उद्देश्य

• शिक्षक प्रशिक्षणाधिकारियों में प्रभावी संपर्क कौशल विकसित करने हेतु प्रशिक्षण सामग्री कौशल के उपयोगों से पढ़ने वाले प्रभाव संबंधी अध्ययन

शीर्ष विश्लेषण

अनुसंधान की परिपक्वता यह है कि यदि शिक्षक प्रशिक्षणाधिकारियों को प्रभावी संपर्क कौशल का पूर्व ध्वनि देते हैं उन्हें संपर्क की अंतर्गत तथा संपर्क में सहयोग प्रदान करने के लिए उनकी प्रशिक्षण में होता है। इसके तत्वों को समझने के लिए हमें इस प्रकार का कारण उपलब्ध है: शिक्षक के जीवन में प्रभावी संपर्क कौशल का पूर्व ध्वनि देने की आवश्यकता होती है। इस प्रकार के कल्पनाशील उद्देश्य को समझने के लिए हमें इस प्रकार का कारण उपलब्ध है: शिक्षक के जीवन में प्रभावी संपर्क कौशल का पूर्व ध्वनि देने की आवश्यकता होती है।
Pausing:

Prisoners are not people. They are numbers.

Pronunciation:

Sentence pronunciation:

Sentence translation:

Attentive Listening:

In an era where information is abundant but attention is scarce, it is more important than ever to develop strong listening skills. This involves not only the ability to hear and comprehend spoken words, but also the ability to interpret non-verbal cues and engage in active listening. A good listener is one who is able to maintain focus, ask relevant questions, and respond thoughtfully to what they hear.

Critical Thinking:

Critical thinking is the ability to analyze a problem, evaluate evidence, and make sound judgments. It involves being open to new ideas and not just accepting what one is told. A critical thinker questions assumptions, considers multiple perspectives, and evaluates the strength of evidence.

Paraphrasing:

Paraphrasing is the act of restating a text in one's own words. It is a valuable skill for both reading and writing. When paraphrasing, it is important to maintain the original meaning of the text, but also to rephrase it in a way that is clear and concise.

Anaphora:

Anaphora is the repetition of a word or phrase at the beginning of successive clauses or sentences. It is a rhetorical device that can be used to emphasize a point or create a sense of cohesion within a text.

Sarcasm:

Sarcasm is a form of communication that uses elements of humor and irony to undermine or challenge a statement. It can be used as a form of protest or as a way to express disappointment or anger.

Anaphora and Sarcasm:

Anaphora and sarcasm are both forms of communication that can be used to express ideas and emotions effectively. However, they differ in terms of their purpose and the way they are used. Anaphora is used to emphasize a point, while sarcasm is used to undermine or challenge something.
Abstract

Constructivism is a theory of knowledge with roots in philosophy, psychology and cybernetics. It asserts two main principles which are (i) knowledge is not passively received but actively built up by cognizing subject; (ii) the function of cognition is adaptive and serves the organization of experiential world, not the discovery of ontological reality. (The International Encyclopedia of Education, 1989).

I. INTRODUCTION

Children actively construct their knowledge rather than simply absorbing ideas. They invent their own ideas. They assimilate new information to simple pre-existing notions, and modify their understanding in the light of new ideas. In the process, their ideas gain in complexity and power and then develop insight into how they think and what they know about the world. Constructivism emphasizes the careful study of the processes by which children create and develop their ideas. In the constructivist classroom setting the role of teacher and that of the student both are different. It gives new status to the student as an active constructor within the learning environment instead of being a passive recipient of knowledge from the teacher. Also, the teacher and students together become the part of the intellectual discovery process. Children share ideas, ask questions, discuss concepts, and revise their ideas when necessary. This type of collaboration contributes to enhanced learning outcomes. Constructivist practitioners encourage student responses to guide lessons, shift instructional strategies, and make curricular improvements. These practitioners have contributed to a fundamental change in our understanding of the teaching-learning process.

There exists a complementary relationship between constructivist practice and technology. Like constructivism, technology has transformed the teaching-learning process. It has been used in many classrooms to foster meaningful learning experiences. According to Collins (1991), technology rich classrooms contribute to the following changes:

1. A shift from large group to small group instruction.
2. Teacher facilitation occurs rather than lecture.
3. Teachers have more time to work with weaker students.
4. Students are more actively engaged in the classroom and participate in decision making.
5. There is more collaboration in the classroom.
6. There is more autonomy and individualized instruction.

Below are strategies for increasing student learning outcomes in a constructivist classroom utilizing technology?

1. Coordinate technology implementation efforts with core learning goals.
2. Teachers should collaborate to design a curriculum that involves students in meaningful learning activities using technology when appropriate.
3. Conduct a technology needs assessment.
4. Develop a technology strategic plan.
5. Create an instructional technology budget.
6. Offer technology training opportunities for teachers/faculty.
7. Establish a technology committee.
8. Expand instructional technology support staff.
9. Provide technology support across the curriculum.
10. Increase accessibility to computers and technology.

The availability of technology may lead teachers to incorporate constructivist practices in their classroom. Constructivist practice is made easier with technology because it promotes collaborative, interactive and student-centered learning. The use of technology in the classroom also has a positive effect on student attitudes because they feel more successful, are motivated to learn and have better self-confidence (Dwyer, et al, 1991). In his model Jonassen's (1991) “Constructivist Learning Environment” suggests a number of strategies can be used to promote an increase in student learning outcomes. These strategies are as follows:

1. Creating real world environment to make learning relevant;
2. Focusing on realistic approaches for solving real-world problems;
3. Instructional goals and objectives should be negotiated and not imposed;
4. Stress conceptual interrelatedness; providing multiple representations or perspectives on the content;
5. Evaluation should serve as a self-analysis tool;
6. Provide tools and environments that help learners interpret the multiple perspectives of the world, and
7. Learning should be internally controlled and mediated by the learner;
8. Critically analyzing, reviewing and redefining the learning process.
II. CONCLUSION

Constructivism, a theory of cognitive growth and learning, provides valuable insight for educators who want to use technology to increase student learning outcomes. The utilization of technology in constructivist classrooms enables students to be more responsible for and active in the learning process, which contributes to an increase in learning outcomes. Constructivist practice allows teachers to individualize learning for each student, while using technology tools to enhance the learning process. Taken together, constructivist practice and technology offer compelling evidence of the benefits of educational innovation on student learning outcomes.

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Teacher Education-Future Research Issues

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Abstract
The quality and efficiency of an education system depends on the quality of teachers. A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions, as pointed out by Kothari Commission (1964-66). Thus the essence of programme of teacher education is 'quality' and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in education standards.

Introduction
Since long, teacher education programmes are under criticism for being theory-ridden, and for quality degeneration specifically due to mushrooming of colleges of education with disregard to adhering to accepted norms for running such courses and the ill-planned correspondence course being offered by some of the universities in India. Moreover existing programmes of teacher education are largely traditional, rigid and divorced from the realities of schools and existing or proposed programmes of educational re-construction. Despite criticism however, there does not seem to be visible research evidence to understand the system of teacher education in the country. Most decisions, crucial to the developments in teacher education are often made by a handful of decision makers and seldom a need is felt for follow-up research studies, what to say of Research and Development activities.

Our teacher education is at cross roads. The death knell is being rung but the voice is not audible to the political kings. T.S. Rao (1990) has aptly remarked. “Sooner we address ourselves to the unsettled issues, the better it will be for own mental health, and for the health of the education system. The Documents on ‘Challenges of Education States’, ‘The teacher training too is not planned and organized to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic skills for effective speaking and writing to impart to their students. Adequate attention is also not given to develop communication skills which are crucial to the function of teachers. The training programme also does not provide for developing receptivity to induction of modern educational aids nor does it impart skills to operate even audio-visual equipment. While it is increasingly emphasized that education should become an instrument of national integration, cultural cohesion and development of humanitarian values, the trainees in teacher training institutions are not exposed to these ideas”. What a gloomy picture of teacher education is conveyed by this paragraph.

The National Policy of Education (1986) called for overhauling the system of teacher education in India. NCTE is to be provided a statutory status. Teacher education institutions are being strengthened by upgrading some of them into DIETs/CTEs/IASEs, NCTE has prepared curricula for teacher education at different levels. Competitions are being organized for selecting candidates for admission to the teacher education institutions. At the same time the ineffective transaction of teacher education curriculum, economic values of teacher education and growing political interference have brought about a pitiable situation. Mushrooming of substandard teacher education institutions and the generosity of teacher educators amalgamated with student-teacher’s tendency to fetch good marks by putting in less efforts are doing much harm. The willingness to compensate the inadequacies of pre-service teacher education by emphasizing in-service teacher education has been manifested in the initiatives for massive in-service education programmes of teachers. The net result has been insignificant.

Lokesh Koul (1990) has said, “Keeping in view the new challenges of modernization and social needs, it is imperative to identify the major issues and weaknesses of our teacher education programmes not only at the primary, middle and high school stages but also at the college and university stages”. The existing teacher education programmes and the future proposition have put many dilemmas before the researcher. The answer for such dilemmas could be found through research. That is why NPE-1986 had called for overhauling of teacher education. Without research base the NPE-1986 and programme of Action (1992) remained limited to structural reforms in the teacher education programme rather than reforms in content and the process of teacher-education. The identification of problems, opportunities, potentialities and the challenges in teacher education require in-depth understanding of the existing scenario, particularly the change that are taking place due to the explosion of information technology and availability of new educational technologies. These would not only cover the developmental projects and research programmes but would also have a direct impact on the national policies of education. The change resulting from globalization, expansion of education, focus on quality and
community expectations from professional education of teachers would necessitate constant renewal of programmes, policies and approaches of teacher education. This would be strengthened by receiving regular feedback from the partners in the education process, participants in the programmes and the users of the products.

Thus, it may be worthwhile to make an attempt to broadly identify areas in respect of which research work is essential to strengthen the system and process of teacher education. Obviously, the focus would be on functionality, needs, relevance, utility and quality. Once these parameter are addressed, the focus could be shifted to other areas which also require basic in-depth understanding. Keeping in view the major issues presently being faced in teacher education, the following issues could be taken up on a priority basis:-

(a) Research in Policy Issues: The teacher educators and educationists of the country must ensure consideration of their perspective in education policies through sound interventions on the basis of research studies, surveys and innovative experiments. Such policy research will have to be based upon a pragmatic understanding of the field level situations, the existing institutional support systems and programme structures, strengthening of recent interventions and optimum utilization of available resources of professional manpower and institutional infrastructures.

(b) Curriculum: Presently, the structure, duration and the curriculum of teacher education programmes are based largely on the National Curriculum Framework for Teacher Education (1978) brought out by the erstwhile NCTE. Though it was revised in 1988, not much change has taken place after 1978. Serious thought needs to be given to the recommendations that B.Ed. programmes should have a duration of two years. The issues pertaining to structure, design, duration and curricula need to be analysed and understood. There are suggestions given by various committees and commissions, latest being the Yash Pal Committee & NCFTE (2009), for thorough revision and restructuring of training programmes to achieve the desired objective. It would be essential to develop a future oriented training programme on sound research and data base.

(c) Institutional Standards: For the maintenance of norms and standards by recognized institutions certain basic conditions are laid down by every university or by affiliating bodies like NCTE, Boards of School Education or the State Governments. It will also have to be ensured that these meet the professional demands on the system and also respond to the limitations of the implementation stage.

(D) Curriculum Transaction: The way curriculum is transacted today in teacher training institutions is no different from the way it was being transacted several decades ago. Though it may appear to be a light-hearted remark that he 'demonstration method is invariably taught by the lecture method alone', it does convey a serious malady in teacher education. It is essential to develop a strategy of internal evaluation and assessment of the way teaching-learning process take place in training institutions. Innovative approaches that would respond to this problem and related issues need to be identified for research work.

(e) In-services Education of Teacher and Teacher Educators: The in-service education of teachers and teacher educators has been attempted following various modalities. Plethora of experiences are before us. Not all the strategies implemented have been successful. An attempt needs to be made to respond to this situation and ensure better result from the in-service teacher education programmes. The focus on in-service education will increase in the years to come. The use of educational technologies, including interacting television, would become a compulsive and powerful tool available to teacher educators and teachers. How far is the system ready and professionally prepared to utilize the same, is a question of research.

(f) Sociology of Teachers and Teacher Educators: How do the professionals really grow, needs to be understood. While the National Policy on Education accords the pride of place to the teacher, what actually happens at the implementation stage. How do teachers and teacher educators react and respond what new policy initiatives percolate 'down' to them, is an important area of research.

(g) Teaching Profession: Studies in the concerns and functioning of teacher organizations and teacher associations could suggest ways and means of involving them in professional and academic work, leading possibly to the improvement of the teaching-learning environment as well as the professional upgradation of teachers and teacher educators. What are the professional ethics to be followed by teachers and how the teachers can be made accountable, needs a research base.

(h) Admission Procedure: Now-a-days candidates seeking admission to teacher education courses have to appear at admission tests. The Punjab Government has ordered that the selection of candidates for teacher education programme (B.Ed.) should be on Merit basis, abolishing the earlier adopted admission test procedure. What criteria should be adopted to select candidate for B.Ed. & M.Ed. teacher education programme?, is still an critical area of research.

(i) Student Teaching and Supervision: Student teaching equips our prospective teachers with a repertoire of skills abilities, attitudes, knowledge and other behaviours that help him in becoming a better teacher. Use of Herbartian steps is still being encouraged. No efforts are being made to develop teachers competence to use various strategies and techniques of teaching. Microteaching as well as simulated teaching are either performed in a ridiculous manner or proper attention is not paid to them. Sometimes, student teachers are forced to teach subjects they have not studied at graduation level. Lesson plans prepared by previous year student teachers are some-how acquired and copied by student teachers. Even the lesson plans or final examinations are not prepared by many student teachers. Supervision has become ceremonial. “Lesson taught” cult has developed. Observation of lessons taught per student-teachers has ceased to have any reinforcement value. Many times student teachers teach even three to five lessons per pay without adequate preparation. Block practice teaching is seldom performed and adoption of internship in teaching is seldom performed by most of the teacher education institutions is a dream. So, student teaching has become customary, educationally unsound, less motivating and challenging, haphazard and mechanical. Schools with allergy towards practice followed in planning and executing of student teaching
are growing. Since teaching practice is the soul of any teacher training programme, thus, the following areas need to be addressed through research basis immediately:-

- Are orientation lectures needed before student teaching?
- Should simulated teaching replace student teaching?
- Whether training model of teacher be adopted for developing student teachers teaching competences?
- Should teacher educator give demonstration lessons in each subject using each teaching-strategy?
- Should supervision be completely structured?
- Should one standard of practice teaching be prescribed for all student teachers?
- How can student teachers be guided to solve their vocational, educational, personal and social problems?
- Should a fixe lesson plan pattern be adopted?
- How many lessons should be fully supervised?
- What skills should be developed through block practice or internship in teaching?

(j) Evaluation : The one-shot-year examination, the traditional system, is being followed in most of the teacher education institutions, even for evaluating teaching performance the practice of external examination by impersonal external examiners continues. Internal assessment was adopted for attaining the goal one who teaches also evaluates. However, it contributed to lowering of the reliability and validity of evaluations. It also resulted in inflated marks. Moderation of marks/papers cold not result in improved quality of teacher education. Social pressures also operate to influence assessment of student teachers. Different methods of evaluation are followed in different universities. The emphasis on external and internal evaluation also varies from one university to another. Subjectivity prevails. The criteria for giving I, II or III divisions also vary. Some universities give I division in practice teaching to those who obtain more than 75 percent and not 60 percent, marks. Standards are deteriorating and the research issues are :-

- Should evaluation be related to the objectives of teachers education curriculum?
- Should there be continuous and comprehensive evaluation?
- Should internal assessment be done?
- Should the results of external and internal assessment be separately shown in mark sheets?
- Should central evaluation be performed?
- Should evaluation be done under the supervision of the head examiner and scripts be exchanged between the head examiner and co-examines?

(k) Preparing teachers for Inclusive Education:
Inclusive education in our country is on emerging field. Research and developmental activities in the area of Inclusive Education are at embryonic stage. The development of Inclusive Education depends on the quality of teacher. The teacher can be prepared through special training to give the knowledge of the part which they can play in the fulfillment of child's educational needs and in execution of any specific measures prescribed. What needed is that researches in Inclusive Education should take care of pedagogical issues to promote inclusive schooling, which has been neglected so far. Thus, the issues enumerated above need immediate attention.

There would've other areas of research which would come to notice as we proceed with documentation and research for the improvement of teacher education. Focus needs to be on such studies and researches that may have the chance of utilization by policy makers, educational administrators, institutions, teachers educators, teachers and those who think about education. Teacher education research can no longer be confined to context presage-process product studies. Now when computer facilities are available, data base is existing with surveys conducted by various agencies, the researchers will have to modify their research programme to resolve the existing dilemmas under the viability and cost effectiveness schemes. The researchers efforts have to be development oriented. The sporadic efforts during the past six decades to enrich teacher education programmes like-continuing educating centres DIETs, CTEs, Open Universities have to be properly utilized to answer the various dilemmas. Academic and professional capital with which the teacher these days enters the portals of teacher education has to continually be reinforced with a caution that it has to be cost effective. In the 21st Century, justification of any teacher education component without research evidence to their effects will be baseless. The researchers, therefore should come forward to bring quality in education through appropriate research base on priority basis.

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Reforming Teacher Education

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Abstract
School teaching is the single largest professional activity in the country. The country is facing shortage of professionally qualified and motivated teachers. The significance of competent teachers to the nation's school system can in no way be over emphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teacher possess to meet the needs of diverse learning situations, the degree of commitment to the problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the class rooms and thereby pupil learning and the larger processes of social transformation. Teachers operate in a larger context and its dynamics as well as concerns impinge upon their functions.

INTRODUCTION
Competence is fundamental in teaching profession which includes preparation of teachers for class room processes, acquisition of knowledge of subjects and facilities and personality development of children. Competencies of an effective teacher include interpersonal communication, pedagogical empowerment and organizational leadership.

Professional competence results in performance of teachers in terms of overall development of children. The competent teachers are supposed to perform better in the interest of the children and society as well high level of competency empowers the teachers with high self concept, commitment and motivational level. Conduct is significant for a humane teacher, particularly in the Indian context. The manner in which the teacher conducts himself has an impact on classroom, school, community and educational system. The teacher's conduct is reflected in the behaviour of young generation taught by him. The sense of ethics and morality goes a long way in harmonizing society.

In the last one and a half decades, the number of teacher education institutions has grown exponentially with 1355 teacher education institutions at the elementary, secondary and master levels in 1996 to 11, 17,891 in 2010. The maximum growth of teacher education institutions started picking up from 2004 onwards, in both the elementary and secondary teacher education programmes. This unprecedented growth of teacher education institutions has turned out to be a challenge for all the stakeholders-teachers, society, educational administrations, universities/affiliating bodies and the NCTE etc. to assure quality of teacher education in the country.

Proliferation of sub standard teacher education institutions and rank commercialization are disturbing concerns for all of us. As a result in 2009, the NCTE, with view to achieve planned and coordinated development of teacher education system and in order to regulate the growth of teacher education at all levels has decided on the basis of state wise study conducted on 'Demand and Supply' of teachers to impose a ban on new teacher education courses in 15 states/UTs (NCTE, 2011). These states have been found producing more supply of trained teachers than the actual demands.

Teacher preparation is a systematized coherent and continuous process of professional development of teachers in accordance with knowledge, skills and value system set up by professional bodies. Teacher preparation needs to include training in order to adapt to the evolution of teaching and learning processes and methodology. Transformation of pedagogical practice requires more than just pedagogic skills and competence.

The approach for preparing humane and professional teachers needs to be holistic one. Along with content and pedagogy there is need to integrate emotional competencies (such as self awareness, self management and social sensitivity) and life skills (such as empathy, interpersonal relationship, effective communication, critical thinking, decision making, coping with stress with teaching and learning) so that they are able to develop their own identify in society. Further, there is need to integrate teachers education with spiritual intelligence dimension such as knowledge of divinity, religiosity, values, conviction, commitment and personality, happiness and distress, brotherhood, love and compassion, leadership etc. Teacher education institutions should help teachers to realize sensitivity towards cultural values. The professional and humane teachers are expected to be reflective practitioners of educational thought and practice.

Teachers need to be empowered so that they can facilitate overall development of child's personality and can contribute to the welfare of the society. Neither the teacher feel the need for training nor do the teacher educators, heads of institutions, feel to do so. There is not any intrinsic curiosity in teachers to develop professionally. As a result the quality of preparing teaches has degraded and gradually loosing its importance. Training of teachers has become a ceremonial procedure and a lawful condition to become a teacher.

Moreover, Teacher education functions in isolation from its stake holders-school, community and universities. Newly trained teachers fail to implement knowledge and skills they have acquired in their pre-service education in schools. There in need to link teachers education with overall school...
improvement plan to bridge the gaps between teacher curriculum and school curriculum. Teacher education must pay attention to possible changes in all aspects of education system in the country and globally.

The teacher educators have to introspect and reflect on their performance in terms of their vision, leadership, teaching, value system, social accountability, commitment to profession etc.

Teaching demands well qualified, well trained and well paid teachers. It has been observed that teacher educators working in self finance teacher education institutions are paid very less. Many institutions appoint teachers on contractual basis and pay them consolidated salary. This has made the teaching career neither socially nor financially rewarding.

There is no arrangement in most of the teacher education institutions to undertake research and development activities and generate knowledge, in the area of teacher education. As a result, we are unable to practice innovations in teacher education and hence quality suffers. So a comprehensive education models that capture the complexities of teaching should be indigenously be devised and used.

Moreover, outdated curriculum is being delivered in most of the teacher education institutions in the country. As a result the required professional knowledge, understanding, professional skills and professional attributes could not be developed in trainees through curriculum content and learning. There is need to restructure curriculum based on teachers' felt needs, viability and practicability.

There is need to bring change in the ways teacher education is being planned, imported and evaluated if we want to empower teachers professionally and develop excellence in them. Traditional teacher education being imparted these days will not prepare humane teachers and hence will not bring expected change in the education system in the country. There is a need for shift in training paradigms. We need to introspect and ensure excellence in teacher education.

The important context of training is teachers' school, classroom and subject needs. Hence there is a need to revisit and redefine teacher education and prepare curriculum accordingly. The training needs should be community dependent so that teachers can serve community with commitment for its development. The curriculum should help prepare resourceful teachers who can effectively work in all situations in a remote and tribal village as well as in a metropolitan city, in developing and developed world. They should be able to transfer their knowledge and skills gained during training to new situations and cultures.

We must create teacher education system which is not divorced from the realities of class room and provide teachers with essential knowledge, skill and values needed for their responsibility of teaching.

The issue of excellence in teacher education is not a new concern. To achieve excellence in teacher education, there is need for paradigm shift in the way the teacher education institutors are being managed & training is being imparted to teacher trainees so that they can teach new generations the accumulated knowledge and consolidated values coherent with civil life. For this periodic and systematic monitoring of teacher education institutions is necessary to maintain quality of teacher education.

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Technology Pedagogy Integration in Teacher Education

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Abstract
Information and communication technology (ICT) has become one of the basic building blocks of modern society. Understanding ICT and mastering the basic skills and concepts of ICT has now become an important part of education, alongside reading, writing and numeracy. There is a widespread belief that ICTs have an important role to play in changing and modernizing educational system and ways of learning. Embedding ICT in teaching learning processing is a major initiative in teacher education. Thus integrating ICT in pre-service teacher education enables the teachers to develop various skills and competences like Media Competence, Competence in dealing productive with plurality, Competence to deal productive with change, Competence to active, conscious and responsible planning, Social Competence (relating with others), Also integrating ICT in in-service teacher education enables the teacher to transform existing practice towards more learner friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning, play enhanced roles in the educational system, explore, reflect on and develop one’s own practice, deepen one’s knowledge of and update oneself about one’s academic discipline or other areas of school curriculum. Thus taking ICT as core technology covers both the pre-service and in-service needs and requirement of teachers. Also ICT involves TV, radio, telephony etc which are useful as resources for providing information. Distance media can be effectively used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines. This is going a long way in breaking the isolation of teachers while promoting a culture of seeking academic support and collaboration.

I. Introduction
Information and communication technology (ict) has become one of the basic building blocks of modern society. Understanding ict and mastering the basic skills and concepts of ict has now become an important part of education, alongside reading, writing and numeracy. There is a widespread belief that icts have an important role to play in changing and modernizing educational system and ways of learning. It is common knowledge that students today are more adept at using the tools necessary for acquiring and transmitting knowledge than are their teachers. Children everywhere are creating their own virtual communities through the use of new technologies. They make use of chat facilities through the use of new technologies. They communicate through the use of new technologies. They make use of chat facilities to stay synchronously in touch with their friends and e-mail and sms to stay in touch with them asynchronously. In many ways they are light years ahead of their parents and teachers with respect of the possibilities of ict.

It is usually observed that many teachers have been unable to find effective ways to use technology in their classrooms or any other aspect of their teaching and learning life. The possible explanation for this backwardness among teachers is that the use of technology in the classroom has not been encouraged and teachers are not well trained in using icts.

In recent times the integration to ict in teacher training has been the topic of much debate because education systems around the world are under pressure to use icts to impart knowledge and skills students need in 21st century. Teacher education institutions are faced with the challenges of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. Npe 1986 maintained that pre-service and in-service teacher education are inseparable for the development of teacher education because teacher education is generally considered to be essential for school effectiveness and improvement.

ICT is not only an essential tool for teachers in daily work but it also offers them opportunities for their professional development. Hence in order to introduce and understand the need of ict in educational institutions, the teacher or students undergoing teacher education programme must first comprehend and be at ease with ict. Teachers must learn to teach with digital technologies effectively as educational tools. He/she must master the use of information-skill of research, critical analysis, linking diverse type and resources of information, reformulating retrieved date, if he/she is to teach his/her pupils to develop these skills. So the most obvious technique for professional development for teachers is to provide courses in basic ict knowledge and skills.

UNESCO has projected a holistic frame-work taking into consideration four supportive themes viz. Context and culture, leadership and vision, lifelong learning and planning and management of change. Context and culture identifies with the culture and other contextual factors that must be considered in infusing technology into the teacher education curriculum. It includes the use of technology in culturally appropriate ways and the development of respect for multiple cultures and contexts, which need to be taught and modelled by teachers. Leadership and vision are essential for the successful planning and implementation of technology into teacher education and require both leadership and support from the administration of the teacher education institutions. Lifelong learning acknowledges that learning does not stop after school. Planning and management of change signifies the importance
of careful planning and effective management of the change process.

Also balancing ICTs into teaching and learning requires balancing different sets of knowledge and skills. It involves technological content knowledge. Thus ICT in teaching in not merely developing ICT skills and competencies; rather it involves developing in the students and teachers the ability to continuously develop themselves, to ascertain the kind of ICT suitable for learning experience to be provided, and to use ICT to optimize the process of education. This can be divided into four stages:

- **Discovering ICT tools** - In this discovery stage, there is usually emphasis on ICT literacy and basic skills.
- **Learning how to use ICT tools** - This stage involves the use of general or particular application of ICT.
- **Understanding how and when to use ICT tools** - This stage implies the ability to recognize situations where ICT will be helpful, choosing the most appropriate tools for a particular task and applying these tools in combination to solve real problems.
- **Specializing in the use of ICT tools** - At this stage, ICT becomes an integral thought invisible part of daily personal productivity and professional practice.

But inadequate teacher expertise is the bottleneck in the application of ICT in education. Thus, in order to develop competence among teachers, ICT must be taken as a core technology in teaching training setting. A core technology refers to the main way of organizing the learning experience; the component around which all other components are planned.

ICT use in the classroom as the content focus of the teacher training refers to helping teachers gain competence with ICT, for example with application, specific educational software packages and the internet. ICT use as core technology for participation refers to the tool used to support flexible learning for teachers and particularly for school-based or home-based study for teachers, mentoring new teachers, and interregional or international collaboration. The on-line learning networks for teachers provided in many parts of the world are examples of teacher learning via ICT as a core technology.

Major changes can be accelerated both in pre service teacher training as well as in in-service teacher professional development through ICT. It is need of the hour that all parties within the education industry from foundation to post-graduate - must work together with institutions of teacher education to make pre-service training for teachers, modern and international. All institutions involved in preparing educators, should provide technology-supported learning experiences that promote and enable the use of technology to improve learning, assessment and instructional practices. This will require teacher educators to draw from advances in learning science and technology to change what and how they teach. Teacher must learn to use technology not for their own use but to research, collaborate, prepare lesson plans, and do the administrative work in the classroom.

Embedding ICT in teaching learning processing is a major initiative in teacher education. Scientific, technological, cultural and innovations are taking place at such breath-taking pace that teachers constantly need revise their skills in order to adapt to the changing circumstances. E-learning courses at the forefront of pedagogy employee a wide range of active and interactive approach to meet this requirement. E-learning, M-learning blended learning, virtual education etc enable both in-service and perspective teachers to develop the ability to find, manipulate, analyze synthesize and re-purpose information. Integration of ICT in teacher training program helps the teacher in developing proper thought and insight to use the ICT tools effectively.

As a result of ICT training, teachers can practice newly developed skills in teaching. Now a days ICT is used as a searching tool resources. Perspective teachers make use of ICT to prepare their lessons and to search for additional source on the internet. With specific software, teaching learning can be enhanced with graphics interactions, animations and visualization. PowerPoint presentation helps the teachers in making their lessons more interesting. The use of peripheral devices (interactive boards, projects) on computer also aids the teaching learning process. ICT also help in speeding up the delivery of support services. Through wireless and satellite system, teleconferencing, web based conferencing etc, teaching strategies and resources can be shared with other educators. Thus integration of ICT in, both in-service pre-service teacher education leads to fair use of e-resources which in turn facilitates the formal, distance and life long learning teacher.

Thus integrating ICT in pre service teacher education enables the teachers to develop various skills and competences like:

- Media Competence
- Competence in dealing productive with plurality
- Competence to deal productive with change
- Competence to active, conscious and responsible planning
- Social Competence (relating with others)
- Communication competence
- Competence for collaboration
- Information competence
- Competence in knowledge management
- Electronic access to online database

Also integrating ICT in in-service teacher education enables the teacher to:

- transform existing practice towards more learner friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.
- play enhanced roles in the educational system
- explore, reflect on and develop one's own practice.
- deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum.
- research and reflect on learners and their education
- understand and update one on educational and social issues.
• break out of intellectual isolation and share experience and insight with others in the field
• prepare for other roles professionally linked to education/teaching.
• implement and achieve specific targeted aspects in the curriculum.
• facilitates the educational transaction by keeping in contact with students through e-mail, chat session, etc., encouraging active learning, sharing ideas, providing immediate feedback, encouraging paced learning and allowing for effective mapping for learning pathways.
• to develop or improve lesson plans, exchange ideas, obtain information and find free animation and simulation to enliven their lessons.

Thus taking ICT as core technology covers both the pre-service and in-service needs and requirement of teachers. Also ICT involves TV, radio, telephony etc which are useful as resources for providing information. Distance media can be effectively used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines. This is going a long way in breaking the isolation of teachers while promoting a culture of seeking academic support and collaboration.

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Inclusion of Emotional Intelligence Training package in Teacher Education Programs

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Abstract
Teaching is one of the most influential professions in society. Teachers can and do make huge difference to children's lives directly through the curriculum they teach and indirectly through their behavior, Emotional Intelligence, Personality, adjustment, attitudes, values and relationships with pupils. So, teacher trainees' education and training is an important area of concern in our educational system. But curriculum of schools and colleges generally deals with cognitive and psychomotor domain of the students. Affective domain is generally ignored. The purpose of this article is to provide awareness towards enhancing affective competencies. In this article it is being asserted by me that curriculum of teacher education should include emotional intelligence package and that the teacher educators should be given training in Emotional intelligence competencies techniques so that they can practice the same and transmit or impart EI competencies to teacher trainees. The teacher training institutes are the man making industries which must produce the teachers of dynamic values, skills and requisite attitudes to face the modern classrooms to bring novelty in teaching. EI package will definitely be fruitful for producing teachers who designs the destiny of other professionals.

I. INTRODUCTION
The well established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. There has been a wide range of discussion and debate all over the nation for long time on reforms of Teacher Education. Various recommendations, frameworks and contemporary models has been implemented since 1964-66 by Indian Education Commission. NCTE and NCFTE (National Curriculum Framework for Teacher Education has also suggested many contemporary models. But there is big hue on quality issues and concerns in affective competencies. Mushroooming of private teacher education institutions and various other social issues brought down the quality of teacher Education. Many institutes are recognized and running like a shopping malls. Teachers working in many institutes are not qualified. Commercialization of teacher education has ruined the very purpose of teacher education. Lack of effective curriculum, uniform standards, infrastructure and qualified and skilled Staff and lack of authentic research has made it deplorable.

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. 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.

II. MEANING OF TEACHER EDUCATION
It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation.

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.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

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. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited.

As W.H. Kilpatrick put it, "Training is given to animals and circus performers, while education is to human beings. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Successful teaching requires not just subject knowledge and appropriate teaching methods, but also affective skills. Broadly speaking, we know this as a combination of thinking and feeling or of head and heart. Since the discovery of Daniel Goleman's zeitgeist book (Goleman, 1995) a decade ago, I’ve known those skills as ‘emotional intelligence’. I’ve reflected on them in myself, and observed them in others.
III. TRIANGULAR BASIS OF TEACHER EDUCATION

Construction of the relevant knowledge base for each stage of education requires a high degree of academic and intellectual understanding of matter related to teacher education at each stage. This involves selection of theoretical knowledge from disciplines cognate to education, namely, psychology, sociology and philosophy, and converting it into forms suitable for teacher education. Teacher education derives its content from the disciplines of Philosophy, Sociology and Psychology. These disciplines provide the base for better understanding and application of Teacher education.

The Philosophical basis provides insights to the student teachers about the implications of the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline.

The Sociological basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes.

The Psychological basis helps the student teachers develop insights into students' psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

IV. ASPECTS OF TEACHER EDUCATION

Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content) and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators. The quality of pedagogical inputs in teacher education programmes and their effective utilization for the purpose of preparing prospective teachers depend largely on the professional competence of teacher educators and the ways in which it is utilized for strengthening the teacher education programme. Teacher education, thus, first deals with the preparation of effective teacher educators.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its content matter.

V. EMOTIONAL INTELLIGENCE

If a child lives with approval, he learns to like himself
If a child lives with tolerance, he learns to patient
And if a child lives with acceptance and friendship, he learns to find love in this world.

All learning has an emotional base. (Pluto)

Emotional Intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures.

Emotional Intelligence competencies

Bar-On developed the first measure for emotional intelligence and coined the term “.Emotional Quotient” Here Reuven Bar-On five domains of emotional intelligence along with its seventeen components is being depicted.

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Self-awareness - The ability to identify and name one's emotional states and to understand the link between emotions, thought and action.

Self-Regulation - The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones.

Motivation - The ability to enter into emotional states (at will) associated with a drive to achieve and be successful.

Empathy - To be aware of and understand how others feel. The capacity to read, be sensitive and influence other people's emotion.

Social Skills - The ability to enter and sustain satisfactory interpersonal relationship. Ability to communicate, persuade and interact with other members of the society without undue conflict or disharmony. The view points and ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and workplace management.

VI. HOW TO USE OF EMOTIONAL INTELLIGENCE IN CLASS ROOMS

Whether you are a professor, instructor, lecturer, adjunct or other, your responsibility to your students is to teach.
Your students look to you for the wisdom you have gained from your research, your educational background or your practical experience and your overall intelligence. However, being an effective instructor does not solely depend on your intellectual quotient (IQ); it also depends on how well you can use your emotional intelligence (EI). From my experience teaching in higher education, I have observed that not every student learns through the same methods, is motivated in the same manner, or acts in the same way in a classroom (live or online). So, it seems apparent that recognizing differences in teaching and learning styles, as well as being able to connect with your students, is important to produce a beneficial outcome.

The term emotional intelligence gained popularity in 1990 when Salovey and Mayer explained their thoughts on the subject. Interestingly though, many people argue that the concept of emotional intelligence showed its first appearance in the writings of Charles Darwin. He concluded that it is not the strongest or most intelligent species that survives, but rather one that is the most adaptable to change. 'Relating this back to humans, Salovey and Mayer explained EI in a similar way, describing emotional intelligence as a set of skills that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Although there are many components to being emotionally intelligent, here are a few ideas of how to use emotional intelligence in the classroom.

1. **Create an environment of respect.** If you want your students to respect you and your classroom rules, you must respect each of them. As Ralph Waldo Emerson stated, "Men are respectable only as they respect." Make sure you acknowledge all forms of diversity (e.g., race or religion) and disabilities (e.g., physical or learning) in your classroom as well as different learning styles. Do not get frustrated if some students are not learning the material as quickly as you expect. A major part of emotional intelligence is showing empathy. Try to put yourself in your student's shoes and remember what it was like when you were learning a new concept and how it made you feel. If you can try a different teaching technique or a different way of explaining a concept, this could alleviate some of the stress of learning.

2. **Manage your emotions while taking responsibility.** There will be situations that frustrate you, but not only should you obviously learn to hold back visible anger, you should also take responsibility for your emotions without placing blame on your students. Focus on using "I" instead of "You" when making a statement. For example, instead of saying, "You are not working hard enough to understand this concept," say, "I am confused about what is making this concept difficult to understand. Let's try together to understand what is not making sense. Avoiding putting the students on the defensive may help open their mind to learning.

3. **Be honest and own up to your mistakes.** If a student asks you a question and you do not know the answer, honesty can be the best policy. Tell the student that you will do some research and get back to them regarding the correct answer. Also, if you make a mistake, apologize and correct yourself and then move forward. By setting a good example of honesty in the classroom, you will hopefully be encouraging honesty from your students. Remember to not only walk the walk but also talk the talk!

4. **Validate students.** We as humans like to feel valued rather than dismissed. So, make an effort to understand what your students may be feeling and relay this to them while also helping them resolve their own issues. If a student says that they are so tired of doing hours of tedious homework every night, you could say, "I know you are feeling tired because the problems assigned do take a lot of energy to solve and I appreciate the hard work you are putting into the class. Why do you think it is necessary that we go over these types of problems?" If you empower your students to figure out on their own why something is necessary compared to you just telling them that it is, they may be more accepting of the task. It is hard being told what to do, so encourage self-management.

I encourage you to discover more about your emotional intelligence, and if possible, improve upon it. The more emotionally intelligent you are, the better equipped you will be as an instructor to encourage your students to use their own emotional intelligence in learning. If you are able to encourage your students to become more self-aware, they will be able to manage their educational responsibilities better -- whether it is working in a group, overcoming exam anxiety, overcoming the stress of talking with an instructor or just the ability to make friends inside or outside the classroom. But, most importantly, increasing your emotional intelligence can lead to a better learning environment for everyone.

In the words of Daniel Goleman "Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations."

If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups to lead a better life in peace and cooperation.
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Quality Teacher Education in India: A Futuristic Approach

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Abstract

No innovation or change can be implemented without teachers’ awareness, involvement and commitment. The quality and efficiency of education and its contribution to national development squarely depends on the quality and competence of teacher education received by them. Despite the continuous efforts of several committees, commissions and other regulatory bodies, the quality of teacher education program is not up to the expected milestone. The existing system of teacher education program is conventional and unresponsive in the face of recent social, economic, political and technological advance particularly the challenges posed by information and communication technologies, globalization and growing rate of knowledge obsolescence. Today, we have mushrooming of teacher education institutions all over the county. There is quantitative expansion of teacher education institutions. Lack of uniform standards, curriculum, infrastructure, qualified staff, principal and authentic research has made it deplorable. Need of the hour is qualitative improvement of teacher education program to prepare competent teachers. In order to ensure production of right type of teachers a sound program of professional preparation of teachers is essential. The author in this paper has tried to analyze the different areas of teacher education in India along with its prospective view.

I. INTRODUCTION

Education is an important instrument for bringing out potential of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. No innovation and change can be implemented without teachers' awareness, involvement and commitment. The quality and efficiency of education and its contribution to national development squarely rest on the quality and competence of teacher and the quality of teacher depends to a large extent on the quality of teacher education. The quality, competence and character of teachers and their professional preparation depends on the quality of teacher education program.

The term 'Quality' is in itself a great virtue, the presence of which in a person makes him a model for the whole community; the spark of it in an object makes it not less than a diamond and the essence of the virtuous term in work gives life to it. If this virtue is attached to the work of the teacher, then it signifies a great responsibility borne upon the shoulders of those who are nation builders, the architects of destiny, occupying place just next to the Almighty. Teaching is not a static accomplishment; it is like all arts of high ambition—a strategy in the face of an impossible task. There are many factors that could contribute to the quality of teacher education.

A positive correlation exists between teacher's verbal ability, knowledge of contents, content based pedagogy and experience and student achievement. The profession of teacher prepares man to transform present crisis stricken society into future utopia. Teacher education is a professional course. Professionalism in teacher education refers to commitment to excellence. In other words, it refers to the ability to work in a world of change and ever-increasing accountability.

II. PRESENT SCENARIO OF TEACHER EDUCATION

The existing programs are said to be mechanical, stereotyped, traditional, dull, old fashioned and passive and unable to prepare effective and competent teachers. These programs either at pre-service level or in-service level are confronted with difficult problems. Some of these are: curriculum of teacher education is such that it is not developing professional competence required by teachers; institutions are having good physical facilities but neither the students nor the teachers are serious about their work; theory class are not properly taught and very little practical work is organized. Despite the continuous efforts of center and state governments, the quality of teacher education program is not up to the expected milestone. The existing system of system of teacher education program is conventional and unresponsive in the face of recent social, economic, political and technological advance particularly the challenges posed by information and communication technologies, globalization and growing rate of knowledge obsolescence. Keeping the above view in mind, the whole of our education system is being renovated and revamped. Indian government has taken initiatives for improving the quality of teacher education at both central and state level.

III. MAJOR INITIATIVE FOR IMPROVING QUALITY OF TEACHER EDUCATION

The need of restructuring the existing system of teacher education resulted in a number of planned initiatives such as:

- Establishment of DIETs in each district, up-gradation of 250 Teacher Training Institutions into Colleges of Teacher Education (CET) and 50 institutions of Advanced Studies in Education (IASE) in the country, strengthening autonomous of SCERT and establishment of Department of Education.

- Establishment of NCTE by the GOI on August 17, 1995, as a statutory body for the regulatory as well as professional aspects of teacher education.
Programme of Mass Orientation of school teachers (PMOST) was launched as a centrally-sponsored scheme in all the states and union territories during 1986-90. About 1.8 lakh primary and secondary school teachers were covered under this program.

Special Orientation programme for Primary Teachers (SOPT) was taken up in 1993-94, its main aim was to train them in the minimum level of learning (MLL) strategies with focus on teaching of language, mathematics and environmental sciences.

Block and cluster Resource centers were established in 1986 on recommendations of NPE for professional growth of elementary teachers and heads.

Interactive teleconferencing has been successfully tried in two states namely Karnataka and Madhya Pradesh for elementary school teachers.

Another pioneering effort for qualitative improvement of teacher education was 'Teacher Education Curriculum Framework'. So far three National Curriculum Frameworks in Teacher Education have been brought by NCTE (1978, 1988 and 1998). Another one (2007) under publication.

NCTE has developed self-learning modules on 'Human Rights and National Values' with a view to well verse entrant teachers with values enshrined in our constitution and the values that have cultural context so that they can create critical awareness among the prospective teachers about the value crisis and its subsequent impact on day-to-day social life and role of education in inculcating human values.

For recruitment of competent teachers NCTE has introduce the Central teacher Eligibility Test (TET) in 2010, it would bring in national standards of teacher quality in recruitment process. It would induce teacher education institutions and students from these institutions to further improve their performance standards and ensure quality teacher education in India.

IV. STRATEGIES FOR IMPROVING THE QUALITY OF TEACHER EDUCATION

It is very important for qualitative improvement of education to prepare competent teachers. In order to ensure production of right type of teachers a sound program of teacher education is essential. Taking into consideration the prospective view of Teacher

Almost all teacher training institutions are isolated from universities and actual school situations. It brings stagnation and fossilization of teacher education due to lack of interaction and cross fertilization of ideas, and experiences. Thus there is a strong demand to build a reality based teacher education program by establishing interwoven connection between teacher education institutions and schools on one hand and universities on the other.

It has been found in the researches of developmental psychology that children's learning abilities, perception and retention capacity vary from stage to stage. Thus there is a necessity to introduce stage specific teacher education programs.

Many of the graduates and post graduates who enter teaching profession do not have genuine interest in the profession. Being forced by parents and to avoid unemployment, they pursue teacher education program. After completion of their training course they look for other well paid jobs. When they fail to get such jobs they take to teaching. Furthermore, self-finance colleges are giving admission to the candidates having capacity for payment regardless of their ability and genuine interest in the profession. Thus, it is time to restrict this liberalized admission process by organizing rigorous counseling sessions by experts to know the genuine interest of the candidate in teaching. Thereafter they should be given admission. The affiliated colleges/ institutions of the university should fill all the seats on the basis of merit. The practice of management quota should be abolished.

To avoid the mushroom growth of teacher education institutions and to restrict the process of commercialization of teacher education strong measures need to be taken at the central and state level such as recognition for the opening of new TEI should be permitted only on the basis of need assessment study. For this purpose, regular surveys have to be undertaken by the state planning department to ascertain the manpower requirement of the teachers in various subjects at different levels and inspection team should comprise of eminent educationist of both center and state.

The existing duration of teacher education program is inadequate for producing quality teachers. The short span of the teacher preparation program does not allow teacher-trainees to understand and realize the full significance of the theory and practical aspects of the course. So far, the NCERT has been implementing four-year integrated teacher education program in four RIEs since 1960. It has also introduced a two year B.Ed program in its four RIEs since 2000. Furthermore, research conducted by Sen Gupta et. al (2002) revealed that the two-year B.Ed program would provide more effective training than the one at present and also help pupil teacher to gain proficiency in content and methodology. The NCERT has also finalized the syllabus and calendar of activities of two-year B.Ed program (2006). Thus, all the universities and state institutes of teacher education should introduce two-year B.Ed without further delay.

To meet the challenges of knowledge expansion and information revolution process quickly, there is a need to upgrade entry qualification of entrants of teacher education program. The teacher curriculum requires teacher with sound academic base and higher level of competencies for proper transaction of course content. Thus the existing criteria of entry qualification need to be changed. This implies that the entry qualification for elementary school teachers should be raised from secondary/higher secondary to graduation level and likewise the basic qualification for high school teachers should be raised from present graduate level to post graduate level.

The existing common B.Ed and M.Ed programs inadequately equip our prospective teachers for teaching in schools and education colleges. But a lot of educational jobs like counselor, administrator and supervisor etc.
are also available in the market af ter these professional programs. Therefore, along with foundation courses a number of special papers like human right education, value education, guidance and counseling, planning administration and supervision, elementary education, assessment and evaluation, many other new paper relevant to the society need to be included in the B.Ed and M.Ed course on the basis of job analysis of the task.

- There is a need to enhance the quality of practice teaching because it has been conceived as the most powerful intervention in the teachers' professional preparation. At present practice teaching is neither taken seriously nor is supervised sincerely and systematically. For improving practice teaching a few measures like organizing practice teaching after sufficient orientation; development of teaching skills through microteaching; orientation in the development of instructional support material; orientation in peer group observation program; freedom to experiment with innovation techniques; systematic supervision of practice teaching through observation schedule; follow-up discussion with the pupil teachers; and writing objective comments are required.

- Instead of using one uniform mechanistic way of student learning. The cultural practices such as storytelling, dramatics, puppetry, folk play, community living etc should become a strong basis of classroom teaching. It is assumed that culture-specific pedagogy is a panacea to meet the problem of variation in information-processing capacity of the students staying in different parts of the country. Therefore some immediate steps like orienting teacher educators for applying culture-specific in classroom teaching; encouraging pupil teachers to use it at elementary and secondary stage; and more exposure to various types instructional material and teaching aids are required.

- The oversupply and undersupply of trained teachers in different areas emphasises that there is an urgent need to undertake a need assessment survey at state level to get a clear picture of demand and supply of trained teachers area-wise and subject-wise.

- One of the major for enhancing the quality of teacher education would be the extent to which research and field experiments conducted at organizational, institutional and individual level and outcomes are utilized for further improvement. Majority of teacher educators do not involve them in research work. The reasons are low level of motivation among the faculty for doing research, lack of expertise, non availability of dissemination mechanism like journals, publications of findings in different forms, little academic and technological support and limited interaction with schools and functionaries. To overcome these limitations firstly, teacher educators at different levels should encouraged to undertake action, doctoral and post doctoral research to provide direct input for the enhancement of the quality of teacher education program; secondly, fellowships should be provided from MHRD and NGOs and the government should make provision for study leave; and thirdly, regular discussions and discourses should be made on thrust areas of research or information bulletin should be sent to respective institutions.

- Even today our classroom processes are mostly based on 'chalk and talk'. Thus there is an immediate need for orienting the in-service teachers in ICT skills and introducing ICT in pre-service teacher training program. The teachers should be trained in the use of modern tools of ICT including offline and online electronic resources such as CD-ROMS, Hypertext and its pedagogic capabilities, multimedia, CAI, internet and the world wide-web etc.

- The quality of teacher preparation is closely related to the quality of teacher education. Most of the faculty members in teacher training institutions have a master's degree in any school subject and another master's degree in education with a basic minimum level of subject expertise. No doubt, they are very sound in theory but poor in practice because they are not specially trained for training prospective teachers as there is no course available in teacher training methodologies. It is easy to learn by oneself but it is quite a mind-boggling task to transfer one's knowledge to another person, as it require a great many skills other than bare subject knowledge. Therefore it is right time to provide professional training to newly selected teacher educator before installing them in the new profession; The teacher educators need intensive training in various aspect related to new innovations/techniques like microteaching, diagnosis testing, action research, multi-ability group based teaching, cooperative teaching, using culture-specific pedagogy, constructivists approach in teaching and learning etc

- Periodic appraisal of teacher's performance based on peer evaluation, or student evaluation if conducted objectively might help the teacher improve professionally.

The quality of the teachers determines the quality of education which in turn is directly linked to a nation's development. Therefore care should be taken in providing quality education to future teachers and also in the teacher support services.

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Teachers' Education: Future Needs

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Abstract
In today's globalised world the needs for good education has increased and so has the need for good teacher educators. India has a huge demographic dividend in the form of millions of youth who are seeking job. The jobs require skilled workforce. Therefore the need for education only increases. Thus there is a huge responsibility on educators to give professional education to its youth. With this the responsibility of teacher education is monumental. In order to cater to the needs it is necessary to identify the problems in the existing system. It also requires a change in the perspective to give a boost to the present system of teacher preparation.

I. LIFE LONG LEARNING
Teacher education is a lifelong process of learning. It starts from a newly qualified teacher and continues throughout the career. The initial training is the first step, but inservice training and further education are life long processes in professional development.

II. COMPETENCY AND SKILL DEVELOPMENT
Teachers' education is differentiated on the basis of the subject they teach, however they have a common base. Teachers with varied educational backgrounds will broaden the scope of education and bring about a varied set of competencies. Teachers' education programme must have a wide educational base for this reason.

III. SELF MOTIVATED TEACHERS
Teachers' education is important to enhance students learning and keep them motivated to motivate the students who will be the future of the society. Teachers must meet the high expectations of students and parents. For this purpose clear professional standards must exist and core competencies must be marked out.

IV. CATER TO PRESENT NEEDS
It must be firmly grounded in the reality of everyday school life. Overall purpose of the educational programmes must clearly reflect the professions for which they prepare the students.

V. SETTING HIGH ACADEMIC STANDARDS
Teacher education must combine high academic standard with sound professional knowledge. Teachers must understand the gravity and complexity of their task.

VI. IMPROVE KNOWLEDGE, PERFORMANCE AND SKILLS
All teachers must develop an ability to look at their own performance critically and be able to give valid reasons for the professional decisions they make. Teacher education must combine knowledge and skills in pertinent subject area with topics related to teaching and learning (pedagogy, subject knowledge, general knowledge, teaching practice).

VII. HOLISTIC PERSPECTIVE
Teachers must have the ability to see various aspects of the learning process and have a wholistic perspective to things rather than being myopic.

VIII. SEEMLESS CONNECTIVITY
Teachers' training programmes must have seamless connectivity between school education, graduate level education, professional courses (like B.ED, M.ED), and research work not only for a well rounded professional teacher but also because such connectivity helps the students who are being taught.

IX. HISTORICAL CONTEXTS
Teacher education must always focus on developing historical contexts of teachers so that they can give an objective understanding of current issues to students rather than being guided by conjectural knowledge. It is most dangerous in the teaching process as teachers are constantly in touch with younger generations who shape the future tomorrow. If such historical context is not developed the future generations are likely to carry burdens not resolved due to lack of understanding.

X. TECHNOLOGY AND INNOVATIONS
Teacher leaders must be engaged who carry much experience in leading and transforming the knowledge and skill of teaching and learning. There must be more research based innovations with use of modern technology to enhance teachers' education process. Teachers must be well versed in technology and must utilize them in education process.

XI. GUIDANCE OF LEADERS
Renowned scholars and researchers' advice and guidance must be sought for this innovating process. This must not just be a domestic engagement but also an international cooperation.

XII. DEMOCRATIC AND INCLUSIVE
Teachers must have a democratic and secular perspective
which teachers’ education must focus on. They must also have an understanding of special children making the teaching learning process more inclusive and far reaching. Teachers must emphasize on societal perspective and must reflect the current needs of the nation and the world.

XIII. SELF-MOTIVATED TEACHERS
During recruitment of teachers one must keep in mind the motivation and eager mindedness of teachers to give to them job satisfaction professionally while having an effective impact on the education system.

XIV. CRITICAL APPRAISAL
Teachers must take regular feedback and improve upon their professional skills accordingly. Criticism must be taken constructively and be improved upon to help achieve the objectives of the teaching learning process.

XV. CONCLUSION
The future needs for teacher education are wide ranging and demanding. With the economy set to grow at a fast pace and India hoping to be the next super power the need only becomes greater. A holistic perspective to reform in teaching learning process, a pragmatic approach should be undertaken to cater to the requisite needs. For this objective all stake holders should come together to bring about this change.
Abstract
The significance and supremacy of teacher has been accepted from the time immemorial, especially in context of India where teacher or the "Guru" is second to god. It was acknowledged since British Era that there is a need for a suitable training for the teachers in the making. Now the teacher training term has been replaced by the term "teacher education". This term is wider than the previous one. Now a days teacher education is not confined to training only but aims at developing the all round qualities of the pupil teacher. The paper intends to discuss about the aspects of teacher education today and tomorrow, what role the teachers really are playing currently and what else are the expectations from teachers in accordance to the needs of future generations. Also, what would be the future needs and requirements of teacher education?

The famous Swiss psychiatrist Carl Jung once said about teachers:

“One looks back with appreciation to brilliant teachers but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.”

I. TEACHERS: BORN OR TRAINED
In earlier times it was believed that teachers are born. However teacher education and curriculum supports the view that individuals can be trained to be teachers. The teacher education programmes on the other hand was backed by the fact that there is a difference between acquiring knowledge and transacting the same. However, there are certain qualities such as love for teaching, patience, tolerance and infinite compassion for children and above all a sense of serving the society at large which are hard to be developed through a formal education or training. But still there has been efforts to design an effective and comprehensive teacher education program since 1960's and it was during 1964-66 that The Kothari Commission emphasized the need of teacher education to be brought into mainstream academic life.

If we address someone as a teacher, we picture him/her as a friend, a philosopher, a guide for his/her students. But is this actually a ground reality? Does the learner today really respect the teachers as a guide, really accept the teachers as a philosopher and do they really treat them as their friends? Moreover, how successful is the teacher education pattern today for shaping the teachers of tomorrow as a friend, a philosopher or a guide for students. Undoubtedly the curriculum and training of the teacher education program somewhere cater to all such needs. The teacher education programs currently consist of foundation courses such as philosophy of education, application of psychological principles in education, sociological foundations of education, compulsory electives, curriculum and its transaction, policy framework in education, ICT etc. With the introduction of the microteaching skill classes in some teacher education institutes, we can see some improvement in the art of transacting the knowledge and information and polishing of teaching skills of student teachers. Thus, the teacher education programs try to justify that those who are not born to be teachers can trained to be teachers.

II. QUALITY: A DIRE NEED
The teacher education today emphasizes on improving the quality of teachers as it is an urgent need of the schools and the society. Quality however is a systematic attribute rather than only a feature of instruction or attainment. In fact, in true sense quality expresses the capacity to reform oneself and enhance one's ability to rectify one's own weaknesses and to develop new capabilities. But the teacher education today is kind of mechanizing the art of teaching. Each and every student teacher is expected to perform in a standard desirable manner which is in a way is developing same skills, same logical reasoning and same thought process among all the student teachers. Teaching is an art which should be exercised freely, creatively and passionately without the fear of mechanization. The scope of creativity however is quite narrow in the present teacher education pattern.

When we talk of quality of the teachers we also include behavioural and psychological characteristics of a teacher. The selection pattern which today is followed by almost all major educational institutes conducting teacher programs lacks one very vital area of judgement and that is behavioural and psychological test. Before accepting the applicant an educational institutes should judge whether an individual applying for a teacher training course is psychologically even fit to be a teacher or not. It should be assessed whether a person himself/herself is suffering from any kind of depression, pessimistic attitude or any other negative behavioural characteristic. We all have heard so many cases all over the country wherein you yourself are forced to think how a teacher could behave with a child in such a manner. In fact at the time of employment as well, employing schools generally check the content knowledge and teaching skills of the candidate and less

Teacher Education: Future needs
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focus is on candidate's behavioural characteristics, values, attitude and thought process. A personality assessment of the applicant for a teaching program and the candidate for an educational institute should be done to provide a harmonious and conducive environment to students.

III. CURRICULUM: RELEVANT OR OBSOLETE

Teacher Education curriculum has always been accepted as given and till now curriculum, syllabi and textbooks are rarely critically examined by the student teacher or the teacher educators. It is assumed that links between instructional models and teaching of specific subjects are automatically formed during the programme. Most teacher education programs such as ETE, B.Ed., B.El.Ed. provide a limited scope for student teachers to reflect upon the course and subject they study while training and seldom give their suggestions for change. The present system of training of teachers load them with subjects like philosophical foundations of education, application of psychology in education, sociological foundations of education spend over the entire span of history consisting of many concepts and theories which have no practical relevance as such in modern times and does not establish any functional relationship with the classroom. There has been no consistent efforts to identify scope of change. To make the teacher education program more effective new suggestions should be welcomed by taking inputs from the student teachers and teacher educators while designing the curriculum for education programs for the future students yet to be enrolled for the teaching programme.

IV. NEGLECT OF BEHAVIOURAL CHARACTERISTICS

We all know that during their schooling period, children are at a very tender age and any act or a word of teacher can impact their mind to a great extent. We ourselves must be having some good and bad experiences of our school time. In fact sometimes the student's choice of a subject or liking for a particular subject is influenced by the teacher teaching that subject.

The teacher education today is well equipped for polishing all the skills of transacting the curriculum but it somehow lacks in inculcating the basic values and attributes of being a teacher such as a good motivator, having a positive outlook, being calm in struggling times, having abundance of patience while dealing with children. Most of the children today are of the view that their teachers do not understand them, the reason behind this feeling however is not the incapability of a teacher but a communication gap between teachers and students which has widened with time. Even though we cannot expect a teacher to give personal attention to each and every student but an overall climate of warmth in the classroom will help connect the children with the teacher easily.

V. FUTURE NEEDS: BACK TO THE BASICS

Even with so much technological advancement, the role of teacher is still significant and indispensible in education because the teacher has a human touch, a human effect on the child. The future need of the teacher education is to understand that we have to get back to the basics of being a teacher, one who is open and receptive to change, having an unsatisfying thirst for knowledge, able to adapt with the dynamic needs of the society and also the one who keeps the beauty of knowledge and values of humanity alive.

The famous economist and socialist Chanakya once quoted:

“Treat your kid like a darling for first five years. For the next five years scold them. By the time they turn sixteen, treat them like a friend. Your grown up children are your best friends”

Even though the quote is in the context of parents, but since the children spend their time majorly in schools, the quote can well be applied to the behaviour of the teachers as well. The future of the country lies in the hands of the teachers and hence the future needs of teacher education lies in returning back to the basics of being a friend, a philosopher and a guide to the students. Along with inculcating the skills of teaching in the educators of tomorrow, the values and attitudes of nurturing the children in the right direction should be developed as well.
Teacher Education Today & Tomorrow

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Abstract
The intent of the present paper is to enhance the teacher education quality in India by focusing on the emerging issues and related concerns. Various issues of teacher education namely, institutional inertia, brand inequity, quality crisis, overgrowing establishment, rare humane and professional teachers, poor integration of skills, alienated and incompatible modes of teacher education, little contribution to higher education, domain pedagogy mismatches, identity crisis, rare innovations, stakeholders' non-alignment, inadequate technology infusion, little choice base, poor research scenario, vision and vision mismatches, non-scientific manpower planning, illusive laboratories, over activism of distance/open universities, invalid recognition and accreditation and no teacher education policy have been dwelt on in this paper. The paper concludes that teacher education system in India calls for revolutionary changes.

KEYWORDS: Teacher Education, Problems, Future Needs and Reforms

I. INTRODUCTION
The Study of Demand & supply of trained teachers in States and Union Territories at primary, upper primary and secondary levels was completed by the NCTE in 2010 and was published in 30 volumes. The recognition of sizable number of below standard Teacher Education institutions was withdrawn. A large number of Teacher Education institutions have shifted to their own premises. Bridge courses have been introduced to strengthen Teacher Education, where found wanting. Online applications and self-disclosure drives were introduced. Persons of integrity and competence were included in the Visiting Team Panels. A manual has been designed on the structure & functioning of the labs. A volume has been published by the NCTE (2009), namely, Teacher Education, which contains Reflections towards Policy Formulation. The efforts made by the NCTE are indeed appreciable. Teacher Education has been struggling to strengthen its identity. Struggle does not mean degeneration of values and degeneration of institutions. It is true that after persistent struggle there is evident improvement, but, still there is no end to perfection. Every establishment has noise. There are issues and resolves, problems and solutions, puzzles and pathways. Reflections on some of the issues concerning Teacher Education in India are presented in this research paper.

II. INSTITUTIONAL INERTIA
Due to divergence of State, Society, Judiciary and Education there is institutional inertia. Who is accountable? The State, The Society, The Judiciary, The Education or all of them? Incubation, innovation, creation and construction are the products of Peace, patience and perseverance. Annihilation, deletion and destruction can be done within seconds. Education has its own identity. No body should try to superimpose and dictate education. Earlier the Society was governing the Society, then the State started governing the Society, now the Economy is overarching, both the State and Society. The private and corporate sector has more of commercial motive. Education has been largely commercialized. Return on investment is being estimated in terms of material profit rather than in terms of all round development.

III. BRAND INEQUITY
There is public private dichotomy in teacher education. There is a pathetic indifference in public sector institutions and rampant commercialization in private sector. The teacher education degrees conferred by the various universities and institutions are non-comparable. Are TETs, SETs and NETs Teacher Education Scenario in India 232 the solutions? If the input and process norms are grossly wanting, then how can the quality be ensured. What could be greater loss than educational institutions questioning the legitimacy of their own products?

IV. QUALITY CRISIS
There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. Alas, this gap is widening. This is exemplified by the successive entrance tests for higher level, be it Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters: input, process and output. The degeneration of quality of Teacher Education can be attributed more to the private sector. Unless the teacher education norms are observed sincerely by the society, no body can help.

V. OVERGROWING ESTABLISHMENT
Establishment has overgrown enrolment in most of the teacher education. But, at the same time there is uneven distribution of the teacher education institutions. Teacher Education regulations, norms and standards drawn during 2009, have further scope for perfection. There is a need to have demand
and supply estimates. Blanket “NO” and even blanket “YES” can be grossly harmful in the public interest. The States need to justify, substantially, case-wise their stand for objection or no objection with due respect to the establishment of teacher education institutions. There is a need to find out teacher education institutions required countrywide, programme-wise and state-wise, at present, and in future. Surveys need to be conducted to find out the present status and requirement. These projections ought to be in tune with the growth of school education. Also, futurological studies need to be conducted to make forecasts of teacher education.

VI. HUMANE & PROFESSIONAL TEACHERS RARE
Teacher Education for preparing humane & professional teachers needs to be wholistic. Along with content and methodology there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. There is a need to integrate info-savvy skills, such as, asking, accessing, analysing, applying and assessing. There is a need to integrate techno-pedagogic skills, such as, media-message compatibility, media designing, integration of message media and modes, realizing proximity of message forms, media language proficiency, media choice, message authenticity and media credibility, media automation, media integration and media acculturation. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration.

VII. POOR INTEGRATION OF SKILLS
The term skill has become a misnomer, particularly, in education. All the skills, such as, life skills, techno-pedagogic skills, techno-savvy skills, info-savvy skills, emotional skills, human development skills, spiritual skills need to be integrated in teacher education. There should be simultaneous focus on creative thinking and critical thinking, as well as, self-management and social management. The present century teachers ought to be highly skilled in management of stress and emotions.

VIII. ALIENATED & INCOMPATIBLE MODES OF EDUCATION
There is little parity amongst various modes of education, such as, distance mode, e-mode, and face to face mode. Distance mode is diluted, e-mode is in infancy, whereas, the face to face mode is stagnant. There is no network amongst the various modes of teacher education. These are functioning more or less in isolation.

IX. LITTLE CONTRIBUTION TO HIGHER EDUCATION
Teacher Education has not been in a position to come out of school education. It has made very little contribution to higher education. Educationists have been over obsessed with school education intensively for complexity, enormity, and the large number of the schools and students, but this is at the cost of neglecting higher education.

X. DOMAIN PEDAGOGY MISMATCHES
There are mismatches between the subject and pedagogy. There are mismatches amongst the profiles of the learners and their education. Every subject has its own structure and functions. Each subject has its own ethos and discipline. Every Education level has its own tenderness. Inspite of the presence of all the global and regional attempts we have not been in a position to even sustain the identity of elementary education. When is education said to be universalized? Every moment there are slogans and predicaments to universalize education. Has the Education really been universalized? Has the Right to Education ensured Education? Have we really been strong enough to provide differentiated differential inputs? Subject specific differential pedagogy demands scientific bases. We ought to make sincere & exhaustive attempts to realize the matches.

XI. IDENTITY CRISIS
Every teacher education institution ought to have valid identity. Valid identity means valid institutional land & plant, valid settings, valid inputs, valid processes and valid products. Each and every teacher & teacher educator ought to have a unique identification number. The self-disclosure exercise being done by the teacher education institutions helps in realizing identity. The National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (Dec. 2009) is with high hopes. Also, Teacher Education: Reflections Towards Policy Formulation (2009) is quite promising. Teacher Education will have to revive and build its identity.

XII. RARE INNOVATIONS
Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. Innovations in Teacher Education are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions. There are wide gaps between the visionaries and actors. So, very often the innovations have short life and die down in the institutions, where these originate. Sometimes, the Teacher Education Scenario in India 236 most innovative programs fail in the formal system, because, these are beyond the view & purview of the apex bodies.

XIII. STAKE HOLDERS NON-ALIGNMENT
Different parties to education champion their cause by becoming the so-called stakeholders without having regard to the needs, urges and aspirations of other stakeholders. Consequently, the system is unduly stressed, instead of making it resilient enough to deliver man-making education. State indifference and displeasure, judicial concern and activism, Privatization and commercialization, public hope and failure, disregard and disrespect for education are fully evident.
XIV. INADEQUATE TECHNOLOGY INFUSION
Teacher education programmes are largely traditional. Pace of modernization is very slow. We have not yet been in a position to infuse the technological innovations for transacting the education. There is more of knowledge deepening than knowledge construction.

XV. LITTLE CHOICE BASE
Options are not substitutes for choice based education. Choice by whom i.e. students, teachers, or by both? The issues involved relate to the systemic correction, as well as, developing the right attitudes to make it a success. Though we have introduced optional areas in teacher education, but the choice is very limited. There is a need to employ choice based credit system in teacher education. Teacher Education Scenario in India, can be realized through e-platforms, and amalgamation of various modes, such as, fact to face, distance and electronic. Choice based system demands plenty of resources.

XVI. POOR RESEARCH SCENARIO
Research in education is replicated and repetitive devoid of freshness, either of problem or of approach or of methodology. The national agenda for research needs to be developed in alignment with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The research methodology must be compatible with the local problems. There is a need to be innovative. There are mismatches between research trends and problems. Regulatory mechanism to tune up the research quality needs to be evolved. There is a need to evolve research quality indicators. There is a need to evolve social sciences compatible indigenous research methodology. Philosophical & historical studies are very rare. There is more of quantitative research than qualitative. There is more of descriptive and evaluative research than suggestive. There is more of borrowed methodology than indigenous. Taxonomy of research needs to be evolved. There is lack of continuity, cumulativeness and synthesis in most of the studies. Most of the studies are descriptive rather than preventive and ameliorative. Culture for incubation of ideas is grossly lacking, what to talk of inculcation. Statistics and psychometrics are superimposing reality. There is a mixed scenario of research in education. Some of the observations are as follows:

- large number of surveys have been conducted in education. But, the principles of objectivity, transparency, equivalence and generality have not been adequately observed.
- In experimental research, largely the scholars move from induction to abduction to thesis to analogy to facts to theories. But inconsistent scattered researches lead us nowhere. Social laboratory is a myth and figment of imagination. It has become essential in order to sustain social life that the social scientists evolve their own methods.
- In case study research diagnosis of a case is as important as prognosis of its disposition. A large majority of us

have become excellent in describing the problems and cases, but prognosis is lacking. Here the presage, process and product variables, all, need to be treated very carefully.
- Naturalistic enquiry which phenomenology demands needs to be conducted in an open, naturalistic, parametric setting. Because more and more are the controls in a social science laboratory, lesser and lesser is the generalization.

XVII. VISION & MISSION MISMATCH
University of teacher education has come up at Chennai. IITE is being established in Gujarat. Many integrated teacher education programmes are proposed. Private teacher education universities are also coming up. But, there are evident mismatches amongst vision, establishment, and mission.

XVIII. NON-SCIENTIFIC MANPOWER PLANNING
The 21st Century is highly complex. The return on investment, be it public sector or corporate is measured in terms of material returns than in terms of human development. Human beings are most neglected. There is more of focus on GNP than on HDI. In this ICT and digital age machines are most respected, whereas, men are most neglected. What to talk of the knowledge poor, even in the knowledge rich societies, gross injustice is rampant. There are demand and supply imbalances in teacher education. Appreciable attempts have been made for manpower planning. But, the manpower planning still needs to be done more scientifically. It is expected that the various States governments play an active role in manpower planning.

XIX. ILLUSIVE LABORATORIES
The various laboratories of teacher education institutions, namely, Science Lab, Psychology Lab, Guidance & Counselling Lab, Educational Technology Lab, Computer Lab, and Language Lab are either not there or are mostly in very bad states. The field reality is still worse. All the laboratories ought to be fully functional and innovative to address the problems.

XX. OVER ACTIVISM OF DISTANCE/OPEN UNIVERSITIES
Some of the distance and open universities have become over activists in the context of teacher education. These have a notion that they can open their teacher education extension centres anywhere. To give birth to infinite is their right, but who will rear their babies. Such distance and open universities have resulted into the dilution of teacher education.

XXI. INVALID RECOGNITION & ACCREDITATION
There are questions on recognition of teacher education institutions. There are questions on inputs & processes of teacher education. There are questions even on Accreditation of teacher education institutions. Escola Normal of Goa was much better established during Portuguese period than the most recent modern teacher education institutions in India. Nalanda was having a much better profile and grade than the highest graded modern universities.
XXII. NO TEACHER EDUCATION POLICY
There is no Teacher Education Policy in India. But, who will formulate Teacher Education Policy? To preserve the identity and sanctity of education, it is high time that we introduce Indian educational services. It is unfortunate that education is not even considered as an entity.
Irrespective of geographical and cultural context, education is needed for all and therefore, it should be a national priority instead of leaving the subject in the domain of States. For this education should be shifted to the central list of the constitution from the concurrent list. In order to make it locally relevant, the financial and administrative arrangement be jointly shared, both, by the Centre and States. This would hopefully loose the chains of political interference in the university system. Every fault of Teacher Education is attributed to the National Council of Teacher Education. Rather than finding faults let us try to meet the gaps between our policies and programmes, vision and mission, wish and will. The foregoing analysis highlights the malaise plaguing the Indian Teacher Education System. It calls for revolutionary changes. There should be open forums and public debates on Teacher Education Policy, rather than leaving into some selected committees, and commissions.

REFERENCES
Preparing Prospective Teachers: Challenges & Prospects

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Abstract
Quality education is indispensable for the all-round development of the child and quality of education is greatly determined by quality of the teacher; therefore pre-service education of teachers should be qualitatively sound and comprehensive. Thus, providing education to the prospective teachers is an important task as competent, committed, innovative and resourceful teachers can give quality education. Quality is not just the amount of knowledge imparted to students but also the effectiveness with which they are able to apply that knowledge in meeting the challenges of tomorrow as well as in their present life. Quality of education is determined by the quality of teachers which center on their professional preparation and nature, but in India teacher education programmes lack in term of quality and comprehensive preparation of teachers. This concern was expressed by the University Education Commission (1948-49) as it said that “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This report is alive in its relevance even today. Other appointed education commissions also found many drawbacks in the ongoing teacher education. But till today there is the same situation. National Curriculum Framework for Teacher Education (2009) reiterated this concern by stating that, "teachers are trained in an insular manner; intellectually impoverished environment that are severed from ground realities as well as the aims of education they espouse". It also talks about the missing link between theory and practice and the deteriorating quality of pre-service education. At present, teacher education programs are facing many challenges. Present paper discusses these challenges of the current teacher education programs (especially B.Ed.) and attempts to find some possible solutions for these challenges.

Key Words: Evaluation, Prospective Teachers, Challenges, Prospects

I. INTRODUCTION
Education is an important aspect of any individual's life and its importance is immense. By the means of education only one's potential can be used to maximum extent. Education is most important in life like our basic needs food, clothe and shelter. Education is such a powerful tool which spread all over the world as light. Nelson Mandela (1994) said that "Education is the most powerful weapon which one can use to change the world." And by catching the hand of the education one can proceed for unlimited dreams to make them true. Without education life is incomplete. Thus, education plays the vital role in our life. Kothari commission (1964-66) stated that “No nation can leave its security only to the Police and the Army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their characters and sense of discipline and their ability to participate effectively in security measure.”

Thus education is indispensable for the all round development of the child. But all these positives of education can only be fulfilled by the quality education and quality of education is determined by the quality of the teacher but in India teacher education programmes lack in terms of quality and comprehensive preparation of teachers. This concern was expressed by the University Education Commission as it said that “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession”. This report is alive in its relevance even today. National Curriculum Framework for Teacher Education also talked of the inappropriate nature of teacher education and it stated that “the training of teachers happens in insular intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse” This improper teacher education adversely affects the school education as teacher education is supposed to be in consonance with the school education. The Education Commission professed “The destiny of India is now being shaped in her classrooms” Teachers and their education become fundamental in this regard. So teacher education is very crucial in today’s scenario as teachers are the torch bearers of the quality education creating social cohesion national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge.

II PREPARING PROSPECTIVE TEACHERS NEED OF TEACHER EDUCATION
Teacher is the unquestionable pivot in the complex system of education that operates anywhere around the world and despite the emergence of high end information and communication technologies and distance mode learning, he/she continues to enjoy this key position in the teaching learning process. Place of teacher is particularly of vital significance in societies like ours where most of the learners still depend for their education totally or predominantly on formal institutional setting which is characterized by face to face interaction and sharing of experiences with Teacher. Thus the quality of education
depends on the quality of teacher education inculcated into the education system, which in turn depends on the quality of curriculum, pedagogical practices and evaluation process of the teacher education programme. Considering the importance of teacher, National Policy on Education (1986) remarked, “The status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Each society, therefore, makes some provision for pre-service teacher education and professional development for teachers in order to help them contribute in the growth of society. The Yashpal Committee Report (1993) noted that “inadequate programmes of teacher preparation lead to unsatisfactory quality of learning in schools.” It is a well known fact that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. So, the quality of teacher education programmes determines the quality of teachers. National Curriculum Framework (2005) stated that “experiences in the practice of teacher education indicate that knowledge is treated as ‘given’, embedded in the curriculum and accepted without question; there is no engagement with the curriculum. The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.” All these factors affect the preparation and quality of teachers.

National Curriculum Framework for Teacher Education (2009) says that “teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners”. A teacher functions within the broad framework of school education system-its goal, curricula, materials, methods and expectations from the teacher. So, a teacher needs to be prepared in relation to the needs and demands arising in the school context, the learning process etc. Implementation of the Right to free and compulsory Education Act (2009) places more responsibilities on the teachers as education has been made mandatory for the children from age 6-14 years. The act also emphasizes on the all round development of the child and continuous and comprehensive evaluation of the child’s understanding. Now teachers must be equipped not only to teach but also to understand students and the community of parents so that children are regular in schools and learn and develop the ability to apply their understanding as well. A study conducted by ASER (2011) stated that “the current nature of qualifications and usual types of teacher training are not sufficient to guarantee effective teaching.” ASER also observed that inappropriate assessment strategies during teacher training are the major obstacle in achieving the goals of education and quality education. So, student-teachers need to be educated more intensively as well as they must be evaluated comprehensively so that they can face the real challenges in schools. Thus, preparing prospective teachers is an utmost important task.

III. CHALLENGES IN PREPARING FUTURE TEACHERS

As India prepares to implement the Right to Education Act, one of the key aspects of guaranteeing education will hinge on preparing teachers to teach effectively so that all children can learn. For this, prospective teachers need to be educated qualitatively and comprehensively so that the best and worth teachers enters into the education system of India. But at present there are lots of challenges in the way of preparing would be teachers. Some of these challenges are discussed below:

- **Conventional nature of Teacher Education:** Indian teacher education is largely conventional in its nature and purpose. There is inadequacy in the integration between theory and practice. Teacher education programmes are expected to prepare teachers in competencies and skills which will equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

- **Problem of Selection:** Defective selection procedure may lead to deterioration of the quality of teachers. Most of those applying for admission to teacher education institutes do not have the requisite motivation for a well deserved entry in the teaching profession.

- **Duration:** the main purpose of the teacher education is to develop healthy attitude, interest, skills, competencies and values required to be a teacher but the duration of the course is very less for developing the required attitude and skills for the teaching profession. In one year of B.Ed. students do not have needed time to understand the theoretical concepts and apply them in their practice teaching.

- **Incompetency of Student Teachers:** the existing training programmes do not provide adequate opportunities to the student teachers to develop competency to face the varied type of situations in their real teaching life. Students get very little time to practice during their training.

- **Methods of teaching:** many teachers are averse to innovation and experimentation on the use of new methods of teaching. They often use lecture and like to instruct and dictate notes. These lectures then become monotonous, boring and uninteresting. Students cannot use these new and innovative methods efficiently until they practice them.

- **Curriculum:** curriculum of the teacher education programmes are not updated time to time. The curriculum needs renewal but it is traditional and conventional in nature and does not fulfill the aspirations of the students and match with the outer boundary of the teacher education institutions. It is a matter of great concern for the education of everyone whether it is student teachers or students in the schools.

- **Evaluation process:** Siddiqui M.A. (2008) said very strongly that “evaluation procedures, especially those followed for assessing the competence of would be teachers are, by and large, subjective and unscientific seeking to find out mainly, how successfully factual knowledge has been memorized.”. This shows the actual reality of our teacher education programs with special reference to the assessment procedures used. NCFTE (2009) clearly stated that “a glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and its excessively quantitative nature which is confined to measurement of mainly cognitive learning through annual/terminal tests; skill measurement is limited to a specified number of lessons. The qualitative dimensions of
teacher education, other professional capacities, attitudes and values remain outside the purview of evaluation.”

- **Rare Innovations:** Teacher Education is a discipline which educates the progressive generations on what has gone by, where we are, where we want to go, and what we like to create, observing healthy, meaningful and long life. Innovations in Teacher Education are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the unfavorable external conditions. There are wide gaps between the visionaries and actors. So, very often the innovations have short life and die down in the institutions, where these originate.

- **Alienated & Incompatible modes of Education:** There is little parity amongst various modes of education, such as, distance mode, e-mode, and face to face mode. Distance mode is diluted, e-mode is in infancy, whereas, the face to face mode is stagnant. There is no network amongst the various modes of teacher education. These are functioning more or less in isolation.

- **Domain Pedagogy Mismatches:** There are mismatches between the subject and pedagogy. There are mismatches amongst the profiles of the learners and their education. Every subject has its own structure and functions. Each subject has its own ethos and discipline. Subject specific differential pedagogy demands scientific bases. We ought to make sincere & exhaustive attempts to realize the matches.

- **Poor research scenario:** Research in education is replicate and repetitive devoid of freshness, either of problem or of approach or of methodology. The national agenda for research needs to be developed in position with the developmental objectives. A prospective plan for research and innovations should be framed with regional and national developmental priorities. The research methodology must be compatible with the local problems. There is a need to be innovative. There are mismatches between research trends and problems. There is a need to evolve research quality indicators. There is a need to evolve social sciences compatible indigenous research methodology. Philosophical & historical studies are very rare. There is more of descriptive and evaluative research than suggestive.

- **Isolation of Teacher Education Departments:** Teacher education institutions are considered ‘islands of isolation’. They hardly develop linkages with schools, peer institutions, universities and other institutions of higher learning as also the community. The curriculum of the school, its actual transactional modalities, examination system, management processes and its ethos need to be the main thrust areas of teacher education programmes. To achieve these ends, teacher educators need to be made conversant with various aspects of school experiences. It is observed in day-to-day functioning that teacher educators often tend to lose contact with content areas relevant to their own disciplines resulting into gaps in communication and latest information. It is, therefore, a felt need in the present-day context that teacher education institutions keep in continuous touch with institutions of higher learning and peer institutions for effective transmission of knowledge and it's up gradation.

- **Teachers Demand and Supply:** There is mismatch between the demand and supply of trained teachers- area wise, subject wise and perspective wise. Teacher education institutes should be able to ascertain the specific needs of the society.

**IV. WAY FORWARD**

Challenges are immense but these challenges need solution as it is the only way out. Following section suggests some of the ways to meet these challenges.

- **Reorganization of the Curriculum:** The courses of studies both in theory and practice should be reorganized. For this a pragmatic research should be conducted by some universities to see; what is the course structure which will be helpful for realization of the goals of teacher education. A comprehensive job analysis of teaching in our schools should necessarily be made the basis for recasting of courses in teacher education.

- **Innovative methods of Teaching:** The method of teaching in the teacher education departments should be such that it transforms the future teachers into active learners, critical and creative thinkers. Teacher educators must use variety of the methods appropriate for different concepts and subjects. Teachers must promote experimentation and exploration among student teachers and provide them with the opportunities for innovation. Innovative practices of teaching such as microteaching, simulation and interaction analysis procedures should be used.

- **Systemized selection of teachers:** The admission procedures of B.Ed. should be completely systematized and steps should be taken to make it full proof against tempering and meddling as far as possible and desiring and passionate students must be given admission.

- **Increased Duration:** Duration of teacher education programs must be increased. NCFTE (2009) suggests that “initial teacher education be of 4 year duration after senior secondary; or 2 years duration after a Bachelor's degree program”. Increased duration will provide time for better understanding of theory and will provide opportunities for applicability of the theoretical concepts.

- **Continuous & Comprehensive Evaluation:** teacher education programmes should use variety of assessment strategies including participative feedback so that the quality of education can be enhanced and teachers are capable enough to understand their roles and responsibilities. Focus of evaluation during the teacher education should be on the process more than the outcome. NCFTE (2009) recommended that “evaluation protocol in teacher education needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters”. Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.

- **Breaking the isolation of Teacher education institutes & Schools:** The practicing schools have to be taken into confidence. For this the members of the staff of teachers colleges should be closely associated with the schools.
The course of studies and the practical work and practice teaching can be easily moderated in such a way that will have useful implications for improving school practices.

- **Teacher Education Departments as centre for Research**: The teacher education department should be made a nucleus for research on teaching curriculum and evaluation in the regular university departments. It can also be entrusted the responsibility of sponsoring programmes for extension such as bringing the community into close contact with the university academicians. There should be a free exchange of scholars from one department to the other. This will improve the quality of teacher education programmes immensely.

- For professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.

- Correspondence courses in teacher education should be provided, with a strict and high screen for admissions and a rigorous manner of assessment.

- **Updating the Resources**: Libraries are needed to be enriched with complete and comprehensive reference section equipped with all available journals for use by all the researchers. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills.

### V. CONCLUSION

As an integral part of educational system teacher education in India has to be responsive to socio cultural ethos and national development. For this teacher education needs to undergo rapid changes in keeping pace with the demands of learning and expectations of learners community and society as a whole. Various efforts have been made to improve teacher education. But these are not enough because gaps are still visible and wide. Education of prospective teachers needs to reinforce and stress upon the main attributes of a profession such as the systematic theory rigorous training over a specified duration ability community sanction ethical code and culture creating knowledge through research and specialization. It is accepted that proper professional and proficient training on continuous basis is necessary for becoming a good teacher as it caters to the development of one’s personality and sharpening of communication skills and commitment to a code of conduct. Teacher education must aim to build a national system of teacher education based on India’s cultural ethos its unity and diversity synchronizing with change and continuity. It should facilitate the constitutional goals and emergence of the new social order. It should prepare professionally competent teachers to perform their roles effectively and efficiently as per the needs of the society. It should also aim to upgrade the standard of teacher education enhance the professional and social status of teachers and develop amongst them a sense of commitment. So Indian teacher education system needs a complete makeover.

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Teacher Effectiveness: Role of ICT

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Abstract
Today's world is technological world. Technologies play an important role to bring change in many aspects of life. Education is also not an exception; it is also affected by the technology. As education is an important mean to fulfill the need of society. Thus it is also changing with the changing situation of the society. Teacher education is also in the state of reforms and innovations to produce good and effective teachers. These reforms and innovations should be based on logical understanding of present scenario and clear perception about future. Teacher effectiveness is concerned with the personal characteristics of teacher, teaching methods and techniques in relation to educational outcome. The use of ICT has fundamentally changed the practices and processes of teaching learning process. The use of technological tools like: overhead projector, radio, DVD player are very common which help to advance the teacher effectiveness. The use of internet with ICT has made a transformational effect in the field of education.

Thus it is recommended that all teachers training institutes should provide training to use technological tools and software to make their teaching effective. This paper provides brief description about the importance of ICT. It also describes various online sources which facilitate teachers for effective teaching. This paper also provides information about various factors determining the use of ICT for effective teaching. Thus the purpose of this paper is to discuss why education is better with the addition of ICT and how it can contribute to enhance teacher effectiveness.

Key words: ICT, Internet, Teacher effectiveness, Web base learning

I. INTRODUCTION
Technology is everywhere that is why today's world is called technological world. Technology plays an important role in almost every aspect of human life. Technology makes our life easy and comfortable, when technology is used for the purpose of accelerating or facilitating educational practices and processes known as educational technology. ICT is a building block of education system. ICT is an electronic mean of capturing, processing, storing, communicating and retrieving information. Today's learning environment technologies are providing new options to students and teachers to reach their goals with greater ease. The learning process is easily enhanced when technology is used. Now a days all classrooms are equipped with computer, DVD player, overhead projector, VCR, video screen etc. Use of these tools and materials help to strengthen the teaching learning process and making teaching effective and stop rote learning. Education system of the country based upon the teacher training institutes of the country. These institutions are carrying the responsibility to produce effective teacher who can contribute in the development of society and nation as well. Teacher is expected not only to be a learned scholar they also work as a skilled professional. To be a successful professional he must be effective in his teaching. The use of technology in education is not limited to the use of computer or other electronic devices. Internet has become an integral part of computer which completely revolutionized the way of teaching learning process. We cannot ignore the importance of computer and the internet in the field of teacher education. The innovations that ICT has brought in teaching learning process includes E- learning, e- communication, networking and easy access to information etc.

II. IMPORTANCE OF ICT FOR EFFECTIVE TEACHING
- ICT can enable teachers to transform their existing teaching practices.
- ICT helps teachers to create more learner-centric environment.
- ICT introduced new method of learning called E-learning.
- ICT made communication easy through E-Mail, teleconferencing and video conferencing etc.
- ICT also provides chance to connect with resourceful person throughout the world with the help of internet.
- ICT has given the chance to upgrade teaching learning material which improves their teaching.
- Technology helps to develop critical and creative thinking.
- Technology enables teachers for effective planning and execution of the teaching learning material.
- Technology also helps educator in some research work for the reforms and innovations in education.

Sources
E- Mail:- Electronic mail (E-Mail) is the most popular way of online communication. It is a method of exchanging data or messages from an author to one or more recipients. Few E-mail service providers are:
**Blogs**

This is a great communication and discussion tool for teachers and students as well. Blogs are the written thought posted on website. Teacher can post the information on the blog and students can interact with the teacher and one another on the blogs.

**Streaming Videos:**

Streaming videos are great tools for educators. As technology grows it increase the possibilities for its use in education. Streaming video is content sent in compressed form over the internet and displayed by the viewer in real time. With streaming video a web user does not have to wait to download a file to play.

**Social Networking:**

This internet tool can be very useful for teachers and students to communicate or to share ideas to learn and build relationship.

**Information Websites:**

Internet has become larger source of information. Some site which are very useful to collect information on different topics. Most commonly used sites which can be used for information in education are:

**Factors determining the use of ICT for effective teaching:**

- **Teacher attitude** - teacher attitude towards the use of educational technology is one of the factors which influence teacher effectiveness. If they have positive attitude towards technology so they can easily adopt and integrate ICT in to teaching learning process.
- **ICT competency** - ICT competency is defined as an ability to handle wide range of technological tools and various computer applications for various purposes.
- **Computer literacy** - while using computer and online resources learner should have basic knowledge of computer to perform the task effectively.
- **Self efficacy** - it is defined as a belief in one's own abilities to perform the task effectively with the use of ICT.
- **Training and development programmes** - training and development programs which help to develop teacher competences to use technological tools and methods for redesigning and reconstructing their teaching learning material.
- **Accessibility** - easily accessibility of resources in teacher training institutes is necessary for the integration of ICT in education.
- **Integrated curriculum** - teacher training program must have appropriate and effective curriculum with the integration of ICT.
- **Support system** - technological, organizational and leadership support system also influence the use of ICT for effective teaching.
- **Information literacy** - it is defined as an ability to accessing, finding and retrieving information to analyzing, evaluating the task in relation to their objectives.
- **Development of skills** - to ensure effective use of ICT in to teaching learning process a variety of skills should be develop i.e word processing, web navigation, data organization and presentation skills etc.

**III. CONCLUSION**

Thus we can conclude that technology has become the pillar of education system. Internet and web- base learning provide support to strengthen this pillar. It improved and accelerated the entire process of learning. ICT becomes as an important mean to facilitate teachers to understand and to share their ideas globally. It provides systematic approach or a new way to access library resources. It also provides an opportunity to teachers to construct their own knowledge and contributes to simplify the process of education, make teaching learning process more interactive and effective.

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A study of the use of ICT in Science Pedagogy for Quality Teacher Education

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Abstract
Integrating ICT into the teaching/learning process has great potential to enhance the tools and environment for learning. Research and experience have shown that ICTs, well used in classrooms, enhance the learning process in many ways. Present study was undertaken to find if the use of ICT enhances quality teacher education. The objectives of the study were (1) To study the existing status of the use of ICT in science pedagogy 2) To find the barriers in integrating ICT in science pedagogy. and3) To find if ICT integration can contribute in Quality Teacher Education. The sample comprised of 120 trainee teachers from 4 B.Ed colleges of Delhi were ICT is used in science pedagogy. Also Science teachers of the respective B.Ed Colleges. A self-constructed questionnaire and observation schedule were used for data collection. Also informal interviews were conducted with teacher educators and student teachers. Results showed that use of ICT in science pedagogy enhanced quality education to some extent. Also lack of training was the greatest barrier in integrating ICT in science pedagogy.

1 INTRODUCTION
Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and to be conscious of ICT as part of the core of education. In the modern world of ICT there is decentralization of knowledge source. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner.

Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. The use of ICT in education and training has become a priority in our country with the recommendations of NCF 2005. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education. ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge.

Use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmes like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shiksha in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers [6]. The International Society for Technology in Education (ISTE) has created the most comprehensive set of ICT standards for teachers, students, and administrators [8]. The Sarva Shiksha Abhiyan (SSA) has taken initiatives to strengthen Computer-Aided Learning (CAL).

The evidences have pointed out the increasing gap between the current use of information and communication technology (ICT) in teaching and learning at schools and the daily experiences that pupils have with ICT outside of school. Furthermore, governments and other stakeholders have dedicated large budgets to support the use of ICT in schools. Evidence also points out that

- national level ICT-strategies and national curriculum guidelines for ICT use have been prepared over the last two decades in several countries, but the influence on the practice of teachers regarding the use of ICT in education seems to be slight;
- students have rich experience in using ICT outside the school context but not for learning at school;
- science teachers are quite skilful in using ICT, even if they are unable to make good use of their competence by applying ICT applications in their teaching;
- ICT is available at school, but science teachers' beliefs about teaching and learning, e.g., beliefs about good practice in school, do not support the educational use of technology;
- plenty of teaching and learning material, especially with a focus on using ICT in science education, already exists (Osborne & Hennessy, 2003). However, science teachers are not experienced in using these materials effectively within regular classroom activities.

To keep with the rapid pace taking place in ICT every teacher has to be well versed with the use of computers. Integrating ICTs into the teaching/learning process has great potential to enhance the tools and environment for learning. Research and experience have shown that ICTs, well used in classrooms, enhance the learning process in the following ways:

- They motivate and engage students in the learning process.
Information and communication technologies (ICTs) arrived in schools more than 25 years ago (Robertson, 2002; Reynolds et al., 2003). Literature review in the area of ICT and primary schools more than 25 years ago (Robertson, 2002; Reynolds et al., 2003) has indicated that the foremost foreseeable change in the learning and teaching of primary science over the next ten years would be the impact of information and communications technology (Harlen, 1998). There is a consensus in the field that ICT has a positive effect on the enjoyment of science and a highly significant reduction in the effects of age and gender on children's science attitudes when amount of practical, investigative work in science, is increased particularly when children are using ICT (Murphy, Beggs and Carlisle 2003, in press).

The general perception has been that they would increase levels of educational attainment by introducing changes in teaching and learning processes and strategies, adapting them to the needs of the individual student (Sunkel, 2006). During the nineties, investments in ICT grew in response to the rapid rise of the Internet and the World Wide Web (Pelgrum, 2001) and as an effort to bridge the social inequity between people with and without access to ICT; also known as the digital divide (Warschauer, 2003). However despite the promise of a radical change in instruction, it has been hard to prove that these technologies have had the clear-cut impact that their advocates so vividly maintained (Cuban 1989). The 1970s saw the introduction of computers in schools, and again many proponents of new technology (cf. e.g. Papert 1980) argued that they could potentially transform teaching and learning in quite a dramatic manner.

There are four commonly accepted rationales used to justify investment in educational ICT: support for economic growth, promotion of social development, advancement of educational reform and support for educational management (Kozma, 2008). These rationales are still not backed by any strong evidence of ICTs’ impact on student attainment, however, and whether the manner in which ICT is implemented impacts on students' knowledge and understanding has yet to be unambiguously determined (Trucano, 2005; Cox and Marshall, 2007).

II. REVIEW OF LITERATURE
Information and communication technologies (ICTs) arrived in schools more than 25 years ago (Robertson, 2002; Reynolds et al., 2003). Literature review in the area of ICT and primary science clearly indicates that the foremost foreseeable change in the learning and teaching of primary science over the next ten years would be the impact of information and communications technology (Harlen, 1998). There is a consensus in the field that ICT has a positive effect on the enjoyment of science and a highly significant reduction in the effects of age and gender on children's science attitudes when amount of practical, investigative work in science, is increased particularly when children are using ICT (Murphy, Beggs and Carlisle 2003, in press).

In general, there is broad agreement on the reasons why ICT applications should be integrated into science education and the advantages of its use in teaching and learning science. According to numerous studies, use of ICT in science education could support meaningful learning and student motivation (Osborne & Hennessy, 2003). However, teachers do not rely on research-based evidence in identifying good practices, nor do they see the usefulness of ICT use in science education. Moreover, it is generally known that implementation of educational policy and reforms in science education is either very slow. Supporting science teachers in adopting the use of ICT as a part of their teaching and to appreciate the usefulness of ICT in the science classroom is thus a challenge. NCF and NCTE recommends the of ICT for imparting quality education. A teacher trainees’ professional development is central to the overall change process in education. For this integration of ICT in teaching learning is very vital. However teacher Education curriculum is not updated to align with changes in school curriculum. In this age of globalization and technological advancement, the teacher need to learn how to teach with digital technology. It is seen that a majority of our teacher are unsure of how to make effective use of IVT as a powerful or diverse resource and one which can potentially alter training in science pedagogy.

IV. STATEMENT OF THE PROBLEM
A study of the use of ICT in science pedagogy for enhancing quality education.

V. OPERATIONAL DEFINITION OF KEY TERMS
ICT: In this study ICT is 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. These will include hardware devices connected to computers, and software applications, interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems, and management information systems.
PEDAGOGY: It is the method and practice of teaching. In this study the method and practice of science teaching is taken. It is the science and art of education. Its aims range from the full development of the human being to skills acquisition.

Objectives
- To study the existing status of the use of ICT in science pedagogy
- To find the barriers that must be considered in integrating ICT in science pedagogy.
- To find if ICT integration can contribute to Quality Teacher Education

Methodology, Design and Population
Population of the present study comprised of all B.ED Colleges of Delhi where ICT is used to teach student teachers

Sample
Sample included science teachers of B.Ed colleges affiliated to GGSIP University. 120 students teachers from 4 colleges where ICT was used were chosen randomly

Tools
The study mainly utilized an a questionnaire, an interview schedule, an observation schedule, and a rating scale, to collect the data. The details of the tools used are being discussed as the following:
- A questionnaire for collecting information about the existing status of ICT
- Interview schedule for Science Teachers to collect information about barriers in the use of ICT.
- Observation schedule to collect information regarding contribution ICT integration in science pedagogy
- rating scale was administered to evaluate the use of ICT for its effectiveness and efficiency

VI. PROCEDURE
In the first phase, this study adopted survey method in order to identify the status of use of ICT in science pedagogy by teacher educators at teacher training institutions. Based on the analysis of the use of ICT in Science Pedagogy and inputs received from the teacher educators, science teachers, science teachers of colleges and universities, as well as from survey of ICT facilities, the researcher attempted to identify the contextual factors that must be taken into consideration

In order to know the status of use of ICT in science by teacher educators, a self made questionnaire was used by the researcher to collect the information. Also informal interaction with the teacher educators and student teachers was conducted to study the barriers in integrating ICT.

VII. ANALYSIS OF DATA
Both quantitative and qualitative analysis was done.

VIII. DELIMITATIONS OF THE STUDY
- The study was confined to Delhi/NCR.
Abstract:

Dr. Radha Krishnan said “until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teachers should be the best minds of the country.”

We know that the development of a nation along with a conscious and productive citizenry depends upon the standards of education. And in my opinion it depends on the standard of teachers because teachers are undoubtedly the most important component of our educational system and infant, teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. We know that teachers are the torchbearers in creating social cohesion, national integration and a learning society. They are capable of generating and imparting knowledge as per the commands and demands of the society.

I. INTRODUCTION

We know that the development of a nation with a conscious and productive citizenry depends upon the standards of education. And in my opinion it depends on the standard of teachers because teachers are undoubtedly the most important component of our educational system and infant, teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. We know that teachers are the torchbearers in creating social cohesion, national integration and a learning society. They are capable of generating and imparting knowledge as per the commands and demands of the society.

Dr. Radha Krishnan said “until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teachers should be the best minds of the country.”

The quality of education largely depends upon the quality of teachers. The teacher is the person who makes or mars the quality. Thus quality is the main concern of almost all sectors of life including education. Quality is difficult to define although a few attempts are notable. Quality is the totality of features or characteristics of product and service having ability to satisfy the need. Quality is also the degree of fitness of purpose or function. There are related concepts like quality control, quality assurance and total quality management.

The quality of teacher education is to be defined as its needs in terms of excellence, value, enrichment and educational outcome. Teacher education is neither mere pedagogy nor acquisition of a training qualification. It is shaping of persons for multisided development of the younger generations. Teacher education is a systematic process of unearthing the treasure within each and every teacher and subsequently every learner in each and every learning situation. It is the continuous process, which makes the individuals to realize the magnitude and potentialities, if nurtured and inculcated in the right perspective can make tremendous contribution at every part of the society.

Present teachers have to learn the meaning of GURU means “the person who prevents ignorance of darkness from entering into our souls.”

The teacher should possess the following qualities:-

a. A perfect admirable character
b. An integrated personality as
c. Balanced behaviour
d. Deep desire for common good
e. Respect to the fair gender and elders.
f. Desire to help the students
g. Simple living and high thinking
h. A sense of self-introspection and restraint.
i. Teacher has to be expert and proficient in the subject.

To improve the present and future teacher education some of the important factors on which two year B.Ed. is based- intensity and rigour, relevance, creativity excellence and quality.

This will be primarily practical oriented, which will include practical activities like internal assessment, project work, sessional work, teaching practice, practice of micro-teaching skills, community work and health and physical education, etc. In this we can also provide the scope of pedagogical analysis of the units included in curriculum. Then pre-internship and internship programmes will do a lot to improve the future teacher education.

Finally it would not be wrong to assume that roles of an ideal teacher should be honesty, sincerity. Simplicity, proficiency in the subject, morality and truthfulness, and also dedication to the teaching profession.
An Overview of Management of Distance Education in India

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Abstract
The status of distance education in India is still in its formative period and much effort is needed to enhance the quality of distance education. The term distance education covers the various forms of study at all levels which are not under continuous immediate supervision of tutor present with their students in lecture room or on the same premises. The system is still evolving. The paper describes the features, characteristics and management of distance education in detail with suggestions for its further improvement.

I INTRODUCTION
The term 'distance education' covers the various forms of study at all levels which are not under continuous, immediate supervision of tutor present with their students in lecture room or on the same premises, but which, nevertheless, benefit from planning, guidance and tuition of the tutorial organization. (Holmberg, 1977:9).

Distance teaching may be defined as the family of instructional method in which the teaching behavior are executed apart from the learning behaviors, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices', (Moore, 1973:664).

II. CHARACTERISTICS OF DISTANCE LEARNING SYSTEM
Characteristics of distance learning system are as follows:

- It is more flexible in implementation, teaching methods, and in students group covered as compared to the traditional provisions.
- Creation and production of standardized learning material is done in an institutionalized manner. Both these tasks are clearly divided.
- There is always a systematic search for and use of, existing infrastructure and facilities as part of the system (e.g., libraries, postal and other distribution services, printers, publishers, broadcasting organizations, manufacturers, etc.);
- Teaching arrangements of this mode is more economical as compared to the traditional mode.

III. MANAGEMENT OF DISTANCE EDUCATION
Neil (1981) has presented an institutional analysis of distance learning system on the basis of the locus and nature of control of four key areas:

- Finance
- Examination and Accreditation
- Curriculum and materials
- Student support system (Neil 1981 pp.140-41).

He quoted five model or types of institution based on this analysis:

- the classic central periphery model, such as the British Open University, With high level of control in all four areas
- the associate centre model such as Spain's Universidad Nacional de Educación a Distancia which works with over 50 associate centres each responsible for its own delivery and student support services.
- the dispersed centre model (e.g., Coastline Community College, California) which cooperates with whole range of organizations and bodies in the community but remains a fair measure of the centre control accreditation for many courses
- the switch board organizational model, exemplified by Norway's recently created distance education institute (Norskfjernundervisning) which has essentially enabling, coordinating, initiating, and approving roles in the further development of the country's existing educational resources for distance student
- the service institution model, for example the (Deutsches institute fur fernstudienfur) (DIFF) Tubingen which provides services to a range of distance teaching organizations (e.g., materials development, consultancy and evaluation), and has little control over any areas exempt in the creation and production of courses materials

The structure and management system are by and large the same all over the world. Even the academic programs have the same Bachelor's and Doctorate award with equivalence having been mostly established. But one sees considerable diversity in the structure and management system, though there is uniformity in academic awards. The system is still evolving and there is bound to be more than one model, namely

- Single mode universities
- Dual-mode universities with common academic staff and common programmes
- Dual-mode universities with exclusive staff and programmes for the institute/directorate of distance education
- Consortium of institute
Khakhar, Dipak. (in his article a Framework for Open Distance Learning : Organization and Management) presents the difference between distance education in single mode university and dual mode university. This presents as:

<table>
<thead>
<tr>
<th>Distance education in a single-mode system</th>
<th>Distance education in a dual-mode system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrialized teaching</td>
<td>Experimental teaching</td>
</tr>
<tr>
<td>Large scale</td>
<td>Small scale</td>
</tr>
<tr>
<td>Focus on course development and production</td>
<td>Focus on research</td>
</tr>
<tr>
<td>Highly reliant on technology</td>
<td>Little use of technology</td>
</tr>
<tr>
<td>Technology used for delivery</td>
<td>Unusual use of technology for delivery</td>
</tr>
<tr>
<td>Most of the information is given in a course work</td>
<td>Teachers carry most of the information</td>
</tr>
</tbody>
</table>

Depending on the organizational context within which the pedagogical framework and educational settings are created and developed, there are different factors influencing the design of the framework. For example, single-mode institutions will use different pedagogical strategies and tactics compared with dual- or mixed-mode institutions. Policy, resources and delivery mechanisms will differ. There are both internal and external factors that influence the pedagogical setting. Internal factors are the attitude and environment within which courses are developed and delivered. External factors are the influence of culture and regulations.

Issues that arise in cross-cultural delivery of distance education include:

- Different assumptions about the length and form of courses;
- Use of language;
- Use of inappropriate delivery mechanisms and support techniques;
- Cultural specificity of materials

The Open learning system has industrial features. It has its customers. They are spread far and wide and to whom the system has to supply multimedia instructional materialist is a hybrid system and its sub systems are

- Academic sub-system
- Administrative sub-system
- Industrial sub-system

These three function are found in the system but it becomes difficult to demarcate and isolate these functions as they are interacting components and seem most of the times overlapping.

**IV. FUNDING DISTANCE EDUCATION**

The correspondence courses have not received the close attention which they deserve for ensuring that the standards are kept at satisfactory level. While there are fairly defined norms of funding by the UGC for the Universities and affiliated colleges, no such norms exists for the correspondence courses. This is perhaps, due to the fact that practical guidelines on cost assessment for distance education are still in the process of development. The complexity in the cost assessment of DES is due to multiple variable at work - the number of students to enroll, the type of support infrastructure to provide, the extent of multimedia use, the nature of courses offered, etc. we need to pay attention to following things:

There must be clear cut norms for funding distance education. It may not be appropriate to assume that it can be fully self-supporting. Substantial investment is necessary to create the infrastructure needed programmed aimed at meeting the objective of equity and those designed for the socially, economically, geographically disadvantaged cannot be made self-supporting.

**V. DISTANCE EDUCATION COUNCIL**

The Distance Education Council (DEC), established under statute 28 of the IGNOU Act, 1985, is responsible for the promotion and coordination of the Open and Distance Learning system in the country. The DEC has been taking various initiatives to maintain the standards of the Distance Education in the Country. Of late, it has been seen that there is indiscriminate proliferation of Open and Distance Learning (ODL) Institutions in India. Even single-mode conventional universities are becoming dual mode to offer programmes in the distance mode. This has happened due to the fact that the formal system of face-to-face instruction has failed to cope up with the educational requirements of the ever-increasing number of aspiring students after plus two stage. At present more than 20% students of higher education in the Country are enrolled in the ODL system. What is disturbing to note is that distance mode has become purely commercial venture with little or no attention being paid to the quality of education offered to the learners. Many Universities awarding sub-standard certificate/diploma/degree programmes are not adhering to even the guidelines issued by the concerned regulatory bodies. In order to safeguard the interest of the students in India and to ensure the quality of education, the DEC has framed Guidelines, 2006 for regulating the establishment and operation of Open and Distance Learning (ODL) Institutions in India.

**VI. MEMBER OF DISTANCE EDUCATION COUNCIL**

The constitution of members oh DEC is presented below:

- Chairman, DEC
- Director, DEC
- Council members
- Officers and Senior Staff
- Director
- Professors
- Joint Registrar
- Deputy director
- Deputy Registrar
- Assistant Director
- Assistant Registrar and PIO
VII. OBLIGATIONS OF DISTANCE EDUCATION SYSTEM
Strive for coordinated development of learner-centric open and
distance learning (ODL) system and ensure high quality of
education, meet challenges of access and equity to reach the
un-reached, the Distance Education Council (DEC) shall:

- Encourage state governments/conventional universities to
  establish open universities/distance education institutes and
  create a network of such institutions.
- Provide financial support and grants and academic
  guidelines to institutions of open and distance education.
- Evolve norms, procedures and guidelines in respect of
  admission, evaluation, and certification.
- Assess and to accredit institutions of open and distance
  learning to ensure quality.
- Encourage use of technology in education and provide
  opportunities for sharing technological resources and
  competencies through inter-university partnerships/consortia.
- Facilitate development and sharing of self-instructional
  (multiple media) materials amongst different open
  universities/distance education institutions.
- Facilitate sharing of student support services created by
  various State Open Universities (SOUs) and
  correspondence course Institutes (CCIs).
- Promote convergence of conventional, ODL and other
  systems to facilitate mobility of learners through credit
  transfer/sharing.
- Promote research and innovation in ODL systems.
- Facilitate training for indigenous capacity building in
  ODL systems.
- Create databases for SOUs, CCIs, distance educators and
  functionaries associated with ODL systems.

VIII. POWER AND FUNCTIONS OF DISTANCE EDUCATION COUNCIL
It shall be the general duty of the Distance Education Council to
take all such steps as are consistent with the provisions of this
Act, the Statutes and the Ordinances for the promotion of the
open university/distance education systems, its coordinated
development, and the determination of its standards, and in
particular.

- to develop a network of open universities/distance
  education institutions in the country in consultation with
  the State Governments, Universities, and other concerned
  agencies;
- to identify priority areas in which distance education
  programmes should be organized and to provide such
  support as may be considered necessary for organizing
  such programmes;
- to identify the specific client groups and the types of
  programmes to be organized for them, and to promote and
  encourage the organization of such programmes through
  the network of open universities/distance, education
  institutions;
- to promote an innovative system of University level
  education, flexible and open, in regard to methods and
  pace of learning, combination of courses, eligibility for
  enrolment, age of entry, conduct of examination and
  organize various courses and programmes;
- promote the organization of programmes of human
  resource development for the open university/distance
  education system;
- to initiate and organize measures for joint development of
  courses and programmes and research in distance
  education technology and practices;
- to recommend to the Board of Management the pattern and
  nature of financial assistance that may be sanctioned to
  open universities/distance education institutions and the
  conditions that may have to be fulfilled by them to receive
  such assistance;
- to take such steps as are necessary to ensure the
  coordinated development of the open university/distance
  education system in the country;
- to establish and develop arrangements for coordinating and
  sharing the instructional materials prepared by different
  open universities/distance education institutions, and the
  student support systems with a view to avoiding
duplication of efforts;
- to evolve procedures for sharing of courses and programs
  and for the payment of royalty or other charges to the
  members of the network whose courses and programs are
  used by other members;
- to prescribe broad, norms for charging fees from students
  who join various programs offered by the network of open
  universities/distance education institutions;
- to collect, compile and disseminate information relating to
  the courses and programs offered by various open
  universities/distance education institutions;
- to advise State Governments, universities and other
  concerned agencies on their proposals to set up open
  universities, or to introduce programs of distance
  education;
- to appoint Review Committees from time to time to study
  and assess the performance of the open universities/
  distance education institutions participating in the network
  on any aspect relevant to the functioning of the network;
- to prescribe a broad framework for courses and programs
  including their pattern and structure;
- to evolve norms, procedures and practices in respect of
  admission, evaluation, completion of courses requirements,
  transfer of credits, etc. of students admitted to the programs
  of the open university/distance education network and for
  the award of certificates, diplomas and degrees to them;
- to evolve guidelines for the organization of student support
  services for the open university/distance education programs;
- to take such measures as are necessary, consistent with the
  objects of the University to provide an innovative, flexible
  and open system of University education, for the
  promotion, including introduction and continuation, of
  courses and programs which conform to the standards
  prescribed by the DEC, to maintain such standards in the
  institutions offering distance education programs and to
  prevent, through such measures as are considered
  appropriate, institutions from offering courses and
  programs which do not conform to the standards laid down
  by the Council;
b) The Distance Education Council shall:

- appoint Committees which shall assess, in consultation with the concerned open universities/distance education institutions, the development grants required by them for a five-year period and make recommendations to the Board of Management for sanctioning such grants;
- sanction grants to open universities/distance education institutions for specific projects on the basis of reports by duly appointed committees and in accordance with guidelines prescribed for the purpose and report such approvals to the Board of Management.

IX. ACHIEVEMENTS

The pilot project of “SHASHAKT”-one-stop education portal has been launched in October 2006 to facilitate lifelong learning of student teacher and those of employment or in pursuit of knowledge, free of cost to them. The vision is to scale-up the pilot project to cater to the needs of more than 50 crore people. The portal contains the virtual class that has four quadrant approaches to learning which include written course material, animation and simulations video-lectures, related web link, question-answers, confidence building measures etc. 11th plan supported IGNOU, existing SOU’s and the states setting up new SOU’s. Considering the dismal performance of some of statutory bodies was to be undertaken urgently.

Consortium of Education Communication(CEC) centre was to set-up a technology enabled system of mass higher education by taking advantage of Vyâs 24 hour educational channel for one-way communication, EDUSAT network for two-way communication and internet for anytime anywhere education.

The trust areas will include strengthening of the existing media centre, setting up of new media centre in those states where no media centres exists, strengthening of the concept of packaging knowledge in video and e-content form in need based subject areas,transforming CEC.

X. SUGGESTIONS FOR IMPROVEMENT OF QUALITY IN DISTANCE EDUCATION:

Looking to the various dimensions of quality distance education following measures may be adopted.

- Entry qualification at all level should be decided in a broad spectrum so that a large segment of population may have access to education.
- There should be prescription of minimum requirement in core content and duration.
- In distance education system there should be some arrangement for adherence to meeting certain minimum needs in counseling and audio-visual back-up
- Attention should be paid so that the course materials can become more self instructional. Self Instruction Material should be: Self-explanatory, self-contained, self-directed, self-motivating, self-evaluative, and self-learning.
- Distance education system should pay proper attention to standardization of the examination and evaluation process for the benefit of the system and in turn people.
- Efforts should be made for the establishment of the criteria of equivalence in individual academic programs of different open universities/distance education institutions.
- Development of staff training programs and media centers into a virtual university should be among the prime objectives.

XI. CONCLUSION

In this way, the status of distance education in India is still in its formative period and much effort is needed to enhance the quality of distance education. Since, the very concept of distance education rests on the principle of inclusion, there is need to expand access to distance education services. Still, large segments of population in India are unaware about the concept of distance education and hesitate to avail the benefit due to ignorance. An awareness campaign need to be driven up particularly in rural segment so that enrollment in the program may be improved. The other dimensions of quality also need to be improved as to break the myth that products of distance mode are inferior in quality content. There is urgent need to stop commercial centers of distance education so that the quality of its output may be ensured. Another important measure need to be taken urgently that is clearing the cloud of doubts over authentication and validity of distance mode degree. Every year all distance mode students are in state of confusion on this issue. Thus, in national basis there is needed to take steps so that the trust on distance mode system of education may be ensured.

Overall, a social desire is needed of providing access to quality education to all irrespective of one's own personal dispositions. Such measure will not only ensure a social trust among each segment of society but it will also pave the way for nation's peace, progress and prosperity.

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Teacher's Education - Widening the Bottleneck

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Abstract
Socially, politically and economically the world is changing at a dramatic rate. Hence, any slowdown in the pace is not acceptable. With the changing world, we have noticed changes in teaching and learning process in the present school education system. The teacher's role is far more complex and demanding than ever before. Thus, teacher education is seen as a continuous process, which begins with initial training and continues throughout the teacher's professional life. Maintaining the view that a teacher must remain a learner during the scope of their service is mandatory. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory + 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 conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

I. INTRODUCTION
“Every child can learn but not on the same day and not in the same way” And who can perfectly understand that day and that way is a “good teacher”. When asked few B.Ed students what made them choose the profession of a teacher, the outcome showed that a major factor “zeal for the profession” was missing and their personal interest was accentuated. 14% wanted to become a teacher because they loved children. This was the only profession along with which one can look after their kids and family. 36% belonged to this category. 41% were well educated and have been associated with MNC for many years so instead of getting depressed by sitting at home after leaving jobs they preferred a profession which needed less time, less contemplation and comparatively less uphill battle.

Only 9% had taken up this training course to be able to make a positive difference on the future of children.

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.” To add to this Quality of their teacher depends majorly on the zeal for a particular profession and social maturity of a teacher.

II. SHORTCOMINGS IN TEACHER’S EDUCATION - A TEACHER’S POINT OF VIEW
It’s extremely easy to feel gloomy about teachers in India. We know that the single biggest in school factor contributing to a child’s educational success is the quality of her teacher and yet across India around percent of teachers are absent every day. But this data presents only a partial view of teachers across the country. By interviewing few teachers of renowned schools of Delhi where a single question was put up I got a wretched result. The question asked was After completing their B.Ed course what was missing in their pre service training that they wish to modify so that their teacher’s training course is more effective? were of the point of view that during pre service teacher education the teacher aspirants passing out of the B.Ed colleges get exposed to the new curriculum only when they join the schools. Training for use of ICT was insufficient to be applied in real classroom teaching agreed to this whereas seemed disoriented as the picture of an ideal teacher in their mind failed to match the image they were portraying in real time teaching. Only were satisfied with all that they had studied in their teacher’s training course because they had taken their training from institutes which provide year of classroom teaching so before stepping into elite profession of teaching they were well groomed. This data is enough to make out few major shortcomings of our teacher’s education system that the institutions thereby lack in uniformity and the teachers are given more of theoretical knowledge rather than practical learning. To mention here the “Learning Pyramid” this presents the retention rate of a learner after hours.
III. TEACHER’S EDUCATION IN INDIA- CURRENT SCENARIO

What does it take to be a teacher and how can someone be “prepared” to become a teacher? This question continues to be one of the most important in teacher education. Let’s note the responsibility of the teacher. The typical teacher will handle a group of children of multiple ages. Large numbers of these students live with great socioeconomic disadvantage, with no educational support at home. The teacher has to get these students to learn reading with comprehension, math with application and science in relationship to their environment. Teachers have a huge responsibility to provide conceptual clarity, the ability to reason and to think independently. We also want education to develop democratic values in the child. This is enough to emphasize on the size and complexity of the teachers’ role. Teaching demands high degree of social and emotional capacities from the teacher. In India, the person who is supposed to bring this rich education to the primary school classroom undergoes two years of teacher training, after finishing grade 12, and they are then supposed to have been prepared as teachers. For secondary school teachers it is a 1 Year programme after an undergraduate degree which is going to be 2 years now. Imagine a 18-year-old young kid that you encounter, shouldering this heavy role after two years of training. It would immediately strike you that not only is two years too short a period for them to learn the content of the subjects that they will teach but also that at that age these young people are unlikely to have the required social maturity. Most countries with good schooling systems have four to five-year programmes of teacher preparation compared to our one or two years. Let me also point out that the duration is only one aspect of the weakness of our programmes. The overall curriculum for teacher education needs to be considered.

The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005) but we need to look wherein are these policies really working in our education system?

IV. TEACHERS EDUCATION IN INDIA- FUTURE NEED

There are many schools across India using ICT on a large scale. Children have a period in a week where they get mental ability test on tablet and their parents get a SMS so that they can simultaneously check the score of their child. There are schools which even provide international exposure to the students through Video Conferencing, E-Learning, International Projects, foreign exchange programmes etc. In this competitive and modernized scenario our Teacher’s Education demands to be revamped and versatile. Love, zeal and social maturity should also be inculcated in teachers through various workshops. I suggest a selection criteria should be maintained for admission in teachers training courses.

There should be a System of PIP (Performance Improvement Program) where teachers not only get evaluated quarterly but their report card is also maintained and after identifying their weaknesses and strengths they are directed further. I would also like to suggest the implementation of the TTT program, “Train The Teacher” as per his/her weakness.

In corporate there is this very famous “The Gallup Path of Human Sigma” which is concerned with reducing variability and improving performance of the employees and also to increase the profit and in turn the stocks of an organization. I suggest the same path with a bit modification should be followed in our Indian Education System. Initially the strengths and weaknesses of a teacher should be recognized and they should be rightly fitted in the system so that the quality of our teacher improves and if any weakness is identified they should be trained as per their weakness and not as per regular training programs to become quality teachers. Teachers and students will be engaged in the class in terms of their involvement and enthusiasm which in turn will improve the quality of education resulting in high scores of students, ultimately improving the Whole Education System.

V. CONCLUSION

To sum up, Teachers in the contemporary society need to be professionals fully equipped with high academic standards, pedagogical and practical skills with ethical and moral values. I strongly believe that teachers can be part of the solution, rather than a barrier, to education reform and I am sure that our efforts will pay off in the long run in retention and improved teacher performance. Ultimately, teacher education programs must rise to the challenge of preparing teachers to meet the needs of all students, which includes developing positive attitudes, use of appropriate interventions, and meaningful adaptations and modifications to the curriculum. The future teacher education will emphatically influence the shape of society in the 21st century. It’s only through teacher’s education that the entire education system can be overhauled.
Teacher Education: Future Perspective

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Abstract
In fast changing world of the early 21st century education is also changing. As part of the change in the education system, the role of schools and education will also be different both in the educational system and in the society which will bring change in the role of teachers. New social challenges and today’s demands towards education and teachers change colleges in to institutions with modern aims and social contracts. Inspite of these our education system of teacher education have some gaps. Therefore bridging these gaps we have to consider the future needs of teacher education which will help to create innovative and multifarious teachers and those teachers will provide a solid base to the education system.

I. INTRODUCTION
The Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission (1966), the Chattopadyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthy Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which became operational from 1st April, 2010, has important implications for teacher education in the country.

II. FINANCING OF PROGRAMMES AND ACTIVITIES
For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Further, under the Centrally Sponsored Scheme on Teacher Education, the Central Government also supports over 650 institutions, including the DIETs, CTEs and the IASEs.

For in-service training, financial support is largely provided by the Central Government under the Sarva Shiksha Abhiyan (SSA), which is the main vehicle for implementation of the RTE Act. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. Central assistance for in-service training is also provided to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies In Education (IASEs) under the Centrally Sponsored Scheme on Teacher Education. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities.

III. IMPLICATIONS OF TEACHER EDUCATION ON THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009
The Right of Children to Free and Compulsory Education Act, 2009 has implications on the present teacher education system and the Centrally Sponsored Scheme on Teacher Education. The Act inter alia provides that:

- The Central Government shall develop and enforce standards for training of teachers;
- Persons possessing minimum qualifications, as prescribed by an academic authority authorize by the Central Government, shall be eligible to be employed as teachers;
- Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.
- The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school
- Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

IV. NATIONAL CURRICULUM FRAME WORK ON TEACHER EDUCATION
The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principles laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education;
- Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;
- Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
- Providing opportunities to student-teachers to observe
and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. As a natural corollary to the NCFTE, the NCTE has also developed ‘model’ syllabi for various teacher education courses.

V. REFORMS IN REGULATORY FRAMEWORK

The National Council for Education (NCTE) was constituted under the National Council for Teacher Education Act, 1993 Teacher for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system, as under:

- Based on the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further applications for several teacher education courses in respect of 13 States. This has led to substantial rationalization in the demand-supply situation across States;
- The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, 2009. The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees;
- e-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees. MIS has been developed to streamline the process of recognition;
- The National Curriculum Framework for Teacher Education has been developed keeping in view NCF 2005;
- Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education.
- Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE.

FUTURE NEEDS

In the book Teaching 2030 by Barnett Berry and 12 classroom experts, the authors pinpoint specific skills educators will need to teach in the schools of tomorrow. They say teachers must be prepared to find and adapt new technologies to engage the digital generation, as well as work across traditional subject areas using project learning. They must be able to use data and evidence to inform their practice and know how to work in both virtual learning environments and brick-and-mortar schools. And they’ll need to collaborate with community-based organizations and work in schools that provide all kinds of other services for students and their families.

Along those lines, Berry has outlined five changes he believes need to be made to the future of teacher education with some suggestive points.

1. INFORMED BY NEED. University-based Teacher education colleges currently produce about 170,000 graduates every year but only 70 percent of those actually opt teaching. One reason is the mismatch between production and market demand. In some “teacher surplus” states, universities graduate far too many teachers prepared for subjects and areas in less demand (such as elementary, physical education, social studies), while math, science, and special education vacancies continue to frustrate school leaders as well as parents. And because of the way Teacher education colleges are funded, most universities offer various kinds of teacher education measures, irrespective of the local needs of districts looking for new recruits. In the future, as long as we have the right policies in place, Teacher education college should recruit and prepare those who are needed and use the cost savings to recruit the right teachers who can teach the right subjects as well as invest more in the right kind of pedagogical training.

2. INVESTMENTS IN CLINICAL TRAINING. Most university-based teacher education programs, unlike those in engineering, architecture, and nursing (and of course medicine), have few resources to prepare recruits in clinical, or real-life, contexts. Future teachers have had little opportunity to learn how to teach in schools under the tutelage of master teachers and college faculty who can closely supervise them and ensure they pass muster on rigorous (and more expensive) performance assessments. Teachers must also learn how to work effectively in both virtual networks as well as in community-based organizations that serve student learning in 24/7 venues. Policymakers must do their share by investing in the clinical training of future teachers, who can learn how to teach by interning in the places and with the people with whom they work in order to serve students effectively.

3. CHANGING THE CONTEXT OF CONTENT. Most teacher education colleges have taught teachers how to know things and think about things. But they’ve never had the chance to practice high-level strategies, like communicating with parents and eliciting student thinking in subject areas. How do you teach someone...
to unpack a student's thinking in specific subjects, in physics, social studies, literature? How do you build, create, and score assessments? How do you communicate student progress to not just parents but also policymakers? How do you give homework that's meaningful? How do you help students, who are growing up on virtual reality games and Google, figure out how to determine the accuracy of content and how to use it in solving problems? Universities must help future teachers understand and capitalize on the changing context of content in teaching diverse learners to meet high academic standards.

4. **SEAMLESS CONNECTIONS BETWEEN PRE-SERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT.** With emergence of students from diverse backgrounds in chaotic school environments (and growing numbers of those with special needs or whose first language is not English), it's that much more difficult for novice teachers to be fully prepared. The teacher education system needs to ensure that pre-service teachers learn crucial skills (see #3) in settings similar to those in which they will teach. They must go through performance assessments to determine their strengths and weaknesses, and this information must be used to craft plans for their future development as educators. With virtual communities like Teacher Leaders Network, and new outlets like the Teaching Channel, teachers can learn from each other, while schools and school districts can find ways to capitalize on these connections. Doing all of this will require that policymakers fuse the resources of universities and school districts in creating seamless connections between pre-service training and on-going professional development.

5. **LEARNING AND LEADING IN HISTORICAL CONTEXT.** In preparing all students to work in the global economy and participate in our complex, evolving democracy, public schools need to capitalize on the untapped potential of teacher leaders. Our teacher education colleges need to prepare this new generation of teacher leaders, who know how to spread their pedagogical expertise to colleagues and administrators and can communicate effectively with policymakers and parents. Doing so requires not just teachers who have technical skill in connecting good ideas with the right stakeholders and constituents, but also who have a deep understanding of how historical imperatives shape future prospects for the profession. Educators who train teachers must cultivate a critical mass of teacher leaders, or teacherpreneurs, who continue to teach but have knowledge and skill to lead the transformation of teaching and learning.

6. **PSYCHOLOGY TRAINING** Teachers can only be effective if they have learned or innately possess the ability to create safe classroom spaces that are learner driven, respectful and fair.

7. **USE OF COMMUNICATION TECHNOLOGY** Teachers have always used tools to help them present the material to be learned. Some of these tools we classify today as "low tech"—such things as chalk and chalkboards, magic markers and poster paper; others by comparison have been more "high tech"—tape recorders, 8 mm movie projectors, film strip projectors, slide projectors, overhead projectors, VCRs, and laser disc players. Today’s newest "high tech" educational tools include computers and interactive software. From a teaching perspective, they offer many advantages ranging from classroom management, recordkeeping, assessment, lesson planning, and lesson presentation. Computer software enables a teacher to accomplish all these tasks and more in less time than traditional methods. Modern communication technology includes e-learning, instructional technology, information and communication technology (ICT) in education, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, virtual education. These labels have been variously used and understood, and conflate to the broad domain of educational technology and e-learning.

8. **Qualities of a teacher**

1. Confidence: Believe in ourselves despite setbacks
2. True compassion for their students
3. Dedication to excellence
4. Unwavering support
5. Empathy
6. Positive attitude
7. Motivational
8. Willing to learn
9. Respectful
10. Open to change
11. Pride in student’s achievement
12. Calmness
13. Passionate
14. Presentation skill
15. Creative and passion for life and profession

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Role of Audio-Visual teaching aids on Socio-emotional Development of School Students

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Abstract
Audio Visual teaching aids makes the teaching learning process very innovative and interesting. There are various modes through which we can judiciously use the Audio-Visual Teaching Aids in our teaching. The objectives of the study were: 1. To study the need and significance of audio-visual teaching aids, 2. To study the various ways suggested by the teachers regarding the effective use of audio-visual aids for socio-emotional development of students, 3. To study the perception of students regarding the effect of audio-visual aids on their socio-emotional learning. The sample of the study comprised of 4 private schools wherein 80 Class VII students and 8 teachers were selected randomly for the present study. Close-ended questionnaires and Interview Schedule were used. The findings indicated that audio-visual aids are very important for developing the socio-emotional development of students.

Keywords: Audio-visual teaching aids, Socio-Emotional development.

I. INTRODUCTION
Audio visual aid serve very effective to disseminate knowledge even in overcrowded classroom. With this technical device, a teacher can hold the class properly making it more interactive, interesting and effective. If teachers use the help of audio visual in class such as projector, ppts, documentaries etc. which would definitely stimulate imagination and catch the attention of students.

II. RATIONALE OF THE STUDY
Teacher may demonstrate the use of audio-visual aids in many types of slide and movie in the classroom. It enriches their understanding and vocabulary about the uses of language. Through recording, radio and tape, documentaries etc. teacher can tell telecast many interesting and informative news, history and story and moral lessons.

OBJECTIVES
1. To study the need and significance of audio-visual teaching aids
2. To study the various ways suggested by the teachers regarding the effective use of audio-visual aids for socio-emotional development of students
3. To study the perception of students regarding the effect of audio-visual aids on their socio-emotional learning.

SAMPLE
The sample of the study comprised of 4 private schools wherein 80 Class VII students and 8 teachers were selected randomly for the present study.

TOOLS
Close-ended questionnaires and Interview Schedule were used.

PROCEDURE FOR DATA COLLECTION
Four Private Schools were chosen for collecting the data wherein 20 students from respective schools were selected randomly for conducting the research.

ANALYSIS AND INTERPRETATION
Close ended questionnaire for students for knowing the need and significance of audio-visual aids for students. 96% students were of this opinion that audio-visual aids are very beneficial for them as they help to increase their interest and attention in class. They are helpful as they are better able to grasp the meaning of the content in a clear and effective way.

Analysis based on Interview Schedule for knowing the various ways suggested by the teachers regarding the effective use of audio-visual aids for socio-emotional development of students.
Teachers were of this view that audio-visual aids increases the affective domain of students along with cognitive domain and help them in catering to their interests through animations, videos, documentaries etc. Students can be shown documentaries on various concepts. They can be shown animated power point presentations to stimulate their interests. Students can be made to practice their recordings for understanding their intonations and pronunciations in language classes. They can be made into
groups and conduct activities in classes. Teachers can use smart boards, ppts, conduct online activities etc. A balanced, rational, scientific use of Audio Visual Aids develops, motivates, gives them experience, attract the attention of the students and provides a variety of creative outlets for the utilization of their energy, inquisitiveness & keeps them busy in classroom work. This overall classroom environment becomes conducive to creative discipline.

III. CONCLUSION

In this way, we understood that audio-visual aid is the best tool for making teaching effective. Audio visual teaching aids include tape recorder, radio, movie, projector method etc. Not to say that it has also some limitation that all schools cannot afford this modern technological devices but nevertheless they prove a very effective tool of teaching and also develop their interpersonal relations. They help in increasing their social and emotional aspects also.

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Teachers' Innovative Deeds in Teaching-Learning

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Abstract
Learning is acquiring new or modifying existing knowledge, behaviours, skills, values or preferences and may involve synthesizing different types of information, so as to homogenize information into concept. Consequentially, a child's learning may occur as part of education, personal development, school or training. For better yielding of results, it must be goal oriented and can be aided by the motivation and guidance of an ideal teacher. A teacher has to create such an environment for a child that he/she engross himself/herself in understanding the diverse concepts. So teachers’ actions should be in consonance with the ability and aptitude of a child, as to promote learning.

The objectives of this study were: 1. To study the different innovative methods and techniques used by the teachers 2. To study the perception of students regarding their learning strategies. The sample comprised of 2 schools from where 60 students studying in Class IX were taken. The tools used were Open-ended questionnaire and Interview Schedule. The findings indicated teachers use various innovative methods to improvise and make teaching effective. Also the study indicated various new techniques of teaching learning.

Keywords: Teachers' deeds, child's learning, innovative teaching methodologies.

I. INTRODUCTION
According to need of era, for improving the quality of school education it is necessary to bring changes in teaching learning field. To bring such changes in school- teaching first it is necessary to bring such changes in teacher education. It is the responsibility of teacher education to introduce these techniques and make familiar student teachers about new ways of teaching which assist school students for learning. For introducing new ways of teaching, teachers are the role models; Teacher should adopt these strategies in their teaching. If teachers will adopt these strategies in their teaching surely student teachers will understand that how to apply, how to use and how to administer such techniques in the class.

II. RATIONALE OF THE STUDY
Teachers need to use many innovative methods and techniques in teaching learning to make them fully understand these concepts. It is very important to understand the various innovative methods that should be used by the teachers and also understand the perception of students in view of their learning strategies that are used by them in their learning.

III. OBJECTIVE OF THE STUDY
1. To study the different innovative methods and techniques used by the teachers.
2. To study the perception of students regarding their learning strategies.

IV. HYPOTHESIS OF THE STUDY
1. There is no significant difference between the different innovative methods and techniques used by the teachers.
2. There is no significant difference between the perceptions of students regarding their learning strategies.

V. METHODOLOGY: DESIGN OF THE STUDY
In the present study Descriptive Survey Method is employed. It is designed to explore the perception of students towards their learning strategies.

VI. SAMPLE
The questionnaire is used on 100 students of IX class of 2 Private schools in Faridabad region who is selected by random stratified method. Among these students 50 are boys and 50 are girls and 10 teachers were selected randomly for the present study.

VII. TOOLS
The tool for this study is self-made open ended questionnaire and interview schedule. Interview schedule is used on teachers to find out different innovative methods and techniques that are effective for making teaching learning good. Open ended questionnaire is used on students to study the perception of them regarding their learning strategies.

VIII. ANALYSIS AND INTERPRETATION
From open-ended questionnaire we can analyse that there are many innovative strategies that they use in teaching learning that enhance the creativity, understanding of the students. There are many effective ways for students to create brainstorm of ideas. Working with pairs or in small groups tends to be effective because students stimulate each other's thought processes. Have students solve mysteries. One-minute mysteries, simple puzzles, even riddles make learning fun as well as involving students in active learning pursuits. In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it.
In a learner-centered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced. Learning strategies instruction requires a learner-centered approach to teaching. A learned-centered environment represents the foundation of learning strategies instruction. You and your students will work together to make the how of learning as important as the what.

Analysis of Interview Schedule for knowing the perception of students regarding their learning strategies

Majority of Students were of this view that they use different learning strategies to understand the concepts and apply them. It includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information and identify unknown words in text. Students study information once they acquire it. It includes strategies for developing mnemonics and other devices to aid memorization of facts as well as strategies for learning new vocabulary. These strategies help prepare students for tests. Students express themselves. They use strategies that they write sentences and paragraphs, monitor their work for errors, and confidently approach and take tests. Apart from taking lectures by teachers, students now a days understand the concepts to apply them in their practical lives.

IX. CONCLUSION

Therefore we conclude that teachers should use various innovative methods and techniques to make students understand the concepts. Mere theoretical knowledge is not of any use to students until and unless they are equipped with latest innovative and creative techniques.

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Relevance of Skillful Teaching- Learning of Students in Context of Indian Classrooms

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Abstract
Education is a vital component in every child's life and it is true to say that an educated man can bring revolutions in the society. But have we ever thought that this education reaches to how many students and with what components of teaching learning material? It takes many years to revolutionize things and these positive changes are brought about by educated and enlightened minds and Teacher Education is the main foundation through which we can inculcate skilful teaching skills in our future teachers. With this background, the objectives of our study were: (1) To study the perception of teacher educators on the need of skillful teaching learning (2) To study the awareness of B.Ed. trainees on skilful teaching learning (3) To study the various innovative ways of skillful teaching learning in different subjects. The sample of the study comprised of 30 Teacher Educators and 50 B.Ed. Trainees from 5 B.Ed. Institutes from Delhi region. Close-ended questionnaire and open-ended questionnaires were used for the present study. The findings indicated that skilful Teaching learning is of paramount importance especially in today's scenario. Moreover teaching is no longer theoretical and stereotypical, it has undergone many modifications and is considered a skillful profession. The teacher educators were of this perception that our initiatives are important as social reformers to promote the Skilful learning strategies. Imparting education is important but today's scenario needs skilful teaching and training of students for them to become efficient as well as skilled personnel. Only a skilful teacher can very well understand purposeful learning of students and accordingly devise strategies and methods of teaching. There were many suggestions given by the Teacher Educators for integrating skills in our teaching. The B.Ed. trainees were moderately aware of teaching skilfully and they need to practice more teaching skills with a period of time. Moreover there are various ways through which we can learn skilful teaching learning process.

Keywords: Skilful learning, Teaching -Learning

I. INTRODUCTION
At every stage Education is pertinent and there is a dire need for infusing skills in the students so that they are able to grasp the concepts in a practical manner and be better equipped with the enlightening ideas emerging in society. As our paper focuses that teaching learning should be skilful and through education only, it can be achieved by inculcating some skills like self-awareness and problem solving skills in a child.

It is true that there have been many recent developments in our Indian classrooms have developed and our education system focuses on skilful and practical approach to teaching learning. For example, Introduction of Continuous and Comprehensive Evaluation (CCE) and Right to Education (RTE) are examples of such a dynamic and skilful teaching learning process. All these developments are possible if we as teachers apply integrated approach who are competent enough to enhance and develop such skills in students and also help them to grasp and apply practical knowledge in their daily lives.

II. NEED OF THE STUDY
Skills that enable students to understand themselves and daily situations in a better and balanced way are of foremost importance. The main function of Education is to enable the child to develop dynamic and skilful personality. The teaching-learning should be such that makes students more confident, aware, analytical and sensitive towards society and their upcoming needs. So not only theoretical basis of knowledge will serve the purpose of educating the students but adding activities that help students to develop their skills are important. Skills should be incorporated in students that enable them to understand, recognize and empathize with many different situations. To achieve this teaching in a skilful manner is very important because if a teacher merely provides theoretical knowledge to students, students will not grasp the required skills. Moreover, Still today in many classrooms we will find teaching methods that are traditional and do not stimulate the minds of the students. Such activities and techniques of teaching and learning should be used such as role plays, language/mathematical games etc. in the classrooms, so as to create an interesting and interesting atmosphere. The teachers in the present scenario should be skilful in their approach of teaching and then only they will be able to communicate and transfer the skills to the students to make them skilful.

III. RESEARCH DESIGN
Statement of the problem: Relevance of Skilful teaching-learning of Students in context of Indian classrooms

IV. OBJECTIVES
1. To study the perception of teacher educators on the need of skilful teaching learning.
2. To study the awareness of B.Ed. trainees on skilful teaching learning
3. To study the various innovative ways of skilful teaching learning in different subjects.
V. SAMPLE

Five B.Ed. Institutes of Delhi region were randomly selected. There were 50 B.Ed. Trainees and 30 Teacher Educators respectively from 5 B.Ed. Institutes who were randomly selected for conducting the survey.

VI. TOOLS

1. Close ended questionnaire for Teacher Educators were used for knowing the need and significance of skilful learning
2. Open-ended questionnaire for Teacher Educators for knowing the various ways through which skilful teaching learning can be conducted
3. Open-ended questionnaire for B.Ed. students for knowing the awareness of skilful teaching learning.

VII. PROCEDURE FOR DATA COLLECTION

Five B.Ed. Institutes were chosen for collecting the data wherein 10 B.Ed. Trainees from each Institute and 6 Teacher Educators from respective B.Ed. Institutes were selected randomly for conducting the research

VIII. ANALYSIS AND INTERPRETATION

Analysis and Interpretation based on the close-ended questionnaire for knowing the perception of Teacher Educators on the need and importance of skilful teaching learning:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Statements</th>
<th>Yes(%)</th>
<th>No(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Skilful learning is very useful for Students</td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Skilful learning makes the teaching innovative</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Practice is required</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Skill development is enhanced</td>
<td>88.1</td>
<td>11.9</td>
</tr>
<tr>
<td>5.</td>
<td>Skilful teaching learning is relevant to teaching</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>skills practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Practicality of dynamic teaching is ensured</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>New conceptual learning is ensured</td>
<td>91</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>Increases the teaching learning competency</td>
<td>96.5</td>
<td>3.5</td>
</tr>
<tr>
<td>9.</td>
<td>Very Difficult and time consuming in nature to</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Interesting as it decreases the dullness in</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

98% Teacher Educators feel that skilful teaching learning is indeed very significant for them and for students. It is beneficial as it gives a practical feedback to students regarding their teaching skills and increases the interest in students. Theoretical framework cannot be understood better if until it is practiced to get the perfection. It is relevant especially at the present time because it makes teaching learning very interesting and innovative. The practicality of understanding the concepts is enhanced and 96% of Teacher Educators were of this view that practical understanding of concepts is effectively done through skilful teaching learning. Moreover 96.5% supported the view that skilful teaching learning increases the teaching competency also.

Analysis and Interpretation based on Open-ended questionnaire for Teacher Educators for knowing their perception on various ways through which skilful teaching learning should be conducted:

The Teacher Educators were of this view that the following techniques are useful and make the skilful teaching learning effective:

The teaching methods and techniques like field trips, role plays, discussions and use of technological audio-visual aids etc. should be regularly used by the teachers in the classrooms. Under CCE various innovative methods of teaching and training are used and there are prescribed outlines for every subject teachers that focus on the techniques to be used and skills to be enhanced in the students. Those techniques can be best applied with increased usage of activity based methods such as project method, problem solving method etc. Moreover teachers should also use technology for innovative and interesting methods and techniques of skilful teaching. Teachers can show different kinds of documentaries of legendary significance, moral lessons etc. to students, so that they are able to imbibe in them the qualities of skilful living. Teachers should encourage and conduct social participation activities in the form of service to the needy and old age people so that they become responsible citizens. Moreover there should be increased discussions in classrooms with regular reinforcement to be given to students so that they are able to enhance their analytical skills. Reflective inquiry should be encouraged in students by teachers that enable the students to comprehend the need to assimilate and apply knowledge in different contexts. Teaching should enhance skills such as creativity, problem solving etc. in students so that they are able to deal with their daily situations. The examination question papers, discussions, activities should be drafted and conducted in such a manner that quizzes their cognitive, affective domains and psychomotor domains. The teaching learning process should be such that enables a child to self-introspect his/her hidden talents and skills.

Analysis and interpretation of Open ended questionnaire for B.Ed. Trainees for knowing their awareness of skilful teaching learning.

Out of 50 B.Ed. students, 24 students were averagely aware of the concept of skilful teaching learning and they need to be more aware of various ways through which skilful teaching learning
can be done in classrooms. Moreover they should also be aware of the need and essentiality of skilful learning so that they are enthused with the spirit of learning new techniques to make their teaching interesting for students. They need to practice more skills to make their teaching effective and interesting. B.Ed. trainees were of this view that they know the importance of teaching in a skilful manner and they agree that skilful teaching leads to skilful learning in students. The different techniques that should be used need to be practiced more by them in a continuous manner. Mere theoretical knowledge is not enough because transacting the knowledge practically to students is also important, but students were averagely aware of this concept and the various ways. So they need to practice such skills in teaching learning so that they are able to learn the skill of skilful teaching learning.

IX. CONCLUSION
Theoretical knowledge does not enable a child to grasp the practical knowledge of concepts. Therefore skilful teaching learning is very important in classrooms to develop the dynamic personalities of students. Teachers should promote innovative skilful techniques and new ideas of teaching. As Educators and teachers are the pillars and major stakeholders of teaching and training, this training needs to be in consonance with developing skills in students. There are various techniques through which we can develop skills of teaching learning and these skills need to be enthused in future teachers and our students.

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Social Media Usage Pattern among Students: A New Dimension for Teaching-learning

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Abstract
In present web 2.0 era, learners preferences have changed a lot. Now digital literacy has increased a lot and reach to internet is quite easy for new generation learners. Social media has emerged as a wonderful tool for connecting, sharing and also for learning. Recent global researches have proved that Indians are using social media and internet best for learning purpose. Keeping this in mind, researcher had undertaken a survey on undergraduate students for profiling of social media (especially facebook) usage pattern among them. Objective was to understand learners’ preferences and suggest the possible changes in teaching-learning strategies for new generation. Major finding of the study have revealed that use of internet and social networking sites including Facebook is increasing on mobiles. Study has also revealed that most of the students are visiting Social Networking Sites every day but 84.61% undergraduate students are spending less than 4 hours per day on accessing social networking sites. The most encouraging finding is that students enjoy reading news feeds, sharing of the educational content and getting news feeds/updates in their area of study.

Key Words: Social Media, Usage Pattern, Facebook

I. INTRODUCTION
Social Networking user is the specific group of individuals. It is a platform to build social networks or social relations among people. In which the people shares, interests, activities, backgrounds or real life experiences. Development of social networking sites (SNS) has boosted the tremendous growth in internet usage. Social Networking is web based services that allow individuals to create a public profile and interact with each other through emails and instant messaging. Two-third of total internet users worldwide is those who visit blogging or social networking sites and consume 10% of internet time. 65% of internet usage comprise of SNS usage (August 2012, blog.nielsen.com). The continued growth of the internet has a high impact on the development of the students in which they interact and socialize. On-line social networking communities such as Facebook, Twitter, LinkedIn and others have become a part of daily life of students to communicate, share information and "perhaps most important to build and maintain ongoing relationships.”(Naizabekov, 2012) Over the years, social networking among college students has become more and more popular. Social networking is a way that helps many people feels as though they belong to a community (Boogart & Robert, 2006). For students specifically, social networking serves as their channel to express their thoughts and feelings about a certain issue. It helps them in building up stronger relationships with their loved ones especially those who are living far away from them. It makes them more vigilant about the happenings in different places by getting news from their friends on the Internet. Most importantly, while it entertains them, it also helps them in doing home assignments. On SNS students can write scripts, create their own webpage, upload pictures and share them to their friends or public.

The most popular social networking platform is Facebook. Facebook offers a range of privacy options to its members. Facebook allows maintaining a friend list and choosing privacy settings that can see what on profile. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private nowadays, Facebook is used in each and every step in our life. Facebook offered a number of services including sharing of information, voice calls, chatting, video calling, etc.

Recent global researches have proved that Indians are using social media and internet best for learning purpose. Keeping this in mind, researcher had undertaken a survey on undergraduate students for profiling of social media (especially facebook) usage pattern among them.

II. NEED AND SIGNIFICANCE OF THE STUDY
The use of social media sites such as Twitter and Facebook in the classroom is growing as is student time spent on exploring such sites According to Nielson Research Company bolgnieslen.com the global time spent on social networking sites is increasing at a rate of per year. It has been a puzzling issue whether internet and SNS usage is a rich source of interaction and up to date information for the students or if the darker aspects of this usage outweigh its benefits.

Now a day s media is representing SNS especially FACEBOOK as the greatest enemy of this generation every day there is something written in newspaper or magazines about the side effects of Facebook. We can visit many websites which are against Facebook ex “antifacebookleague.com” So there is a quarry in the heart of the researcher to explore the usage pattern of SNS especially the Facebook among the undergraduate students Researcher has taken this particular undergraduate class because these students are going to be future of our country Researcher has formulated an assumption that SNS may affect student of this group more vividly as compared to others This study may suggest the right way of
using SNS and how to be beneficial by it and how to take some safety features to avoid any mishapen in students life due to the use of these SNS. Moreover as it is an “unexplored area” in India Does actively participating in social media Facebook Twitter MySpace blogs YouTube etc impact one’s academic performance? This study will add value to the existing body of knowledge it would provide a profound insight to study further about the impacts of social networking sites on the study habits and its correspondence effect on academic achievement.

III. STATEMENT OF THE PROBLEM
The problem statement of the study may be described as: To study the Social Media (Facebook) usage pattern among the Undergraduate Students.

IV. OPERATIONAL DEFINITIONS
Social Media (FACEBOOK)
In operational terms, FACEBOOK is an online platform where a user can create a profile and build a personal network that connects him or her to other users.

Students
In this study researcher has taken students of Gurgaon city of Haryana State who are studying in various professional undergraduate courses like BBA/B. Tech./BCA, etc.

V. OBJECTIVES OF THE STUDY
The objectives refer to the questions to be answered through the study. They indicate what the researcher is trying to get from the study. The objectives of the study provided the base to move forward in a right direction to the researcher.

The main objectives of the present study are:
To study the pattern of Facebook usage among undergraduate students
To compare the gender differentiation in using Facebook

VI. HYPOTHESIS OF THE STUDY
A hypothesis gives a definite point to the investigations, and it guides the directions on the study. In present study following hypothesis was formulated:

H01: There is no significant gender differentiation among average and frequent Facebook users.

VII. DELIMITATIONS OF STUDY
The major delimitations of the present study are:
1. This study is confined to students of the undergraduate classes.
2. Sample of the study is not large enough so that it can generalize the findings.
3. No standardized test is used to find out usage of facebook.
A checklist and self declarative inventory was developed for this.
4. This study is delimit to the student of Gurgaon city of Haryana State (India).

VIII. RESEARCH DESIGN:
METHODOLOGY OF THE STUDY
To conduct this study, the researcher has used 'descriptive survey method' of research. The researchers preferred and use the method keeping in view the objectives and nature of the study.

IX. POPULATION
The population of this study comprises students studying in undergraduate courses BBA/BCA/B.Tech. of Kamrah Institute of Information Technology, Gurgaon.

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Students Enrolled</th>
<th>Facebook Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>BCA</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>B. Tech.</td>
<td>500</td>
<td>345</td>
</tr>
</tbody>
</table>

X. SAMPLING TECHNIQUE AND SAMPLE
For the proposed study researcher has applied stratified random sampling technique to select the sample for the research. Total distribution of sample was as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Facebook Users</th>
<th>Sample Size</th>
<th>Completed Filled Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA</td>
<td>42</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>BCA</td>
<td>47</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>B. Tech.</td>
<td>345</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>434</td>
<td>100</td>
<td>91</td>
</tr>
</tbody>
</table>

XI. TOOLS USED
The following tools were used by researcher to get the responses by the selected sample:

1. A checklist and self declarative inventory is developed for assessing the frequency and usage of Facebook for various purposes.

XII. PROCEDURE OF DATA COLLECTION
The researcher distributed adequate number of tools to the selected sample of undergraduate students of Kamrah Institute of Information Technology, Gurgaon, requesting them to fill it completely. The researcher met to the students either personally or in group. Finally, the total numbers of respondents have been found to be 91 who were having an active Facebook account and responded the questionnaire completely.

XIII. STATISTICAL TECHNIQUE USED
Researcher has used suitable statistical techniques to analyze the data as per nature of data through percentage analysis and CHI-SQUARE. Graphical representation is also used at suitable places.
XIV. ANALYSIS AND INTERPRETATION OF DATA: DEMOGRAPHIC PROFILE OF THE SAMPLE

For description of sample, the researcher collected information about demographic profile of the selected sample through the questionnaire. The profile of the respondents has been analyzed based on various variables like age, gender, courses.

Total numbers of students, who are considered as sample for data analysis, are 91 including 70 Male and 21 Female. Out of these 91 students, 28 belong to BBA, 27 belong to BCA and 36 belong to B.Tech.

XV. FACEBOOK USAGE PROFILE

The first objective of the study is to study the Facebook usage pattern of undergraduate students. Self-made tool was used to collect information on social networking sites usage along with Facebook usage pattern of undergraduate students studying in BBA, BCA and B.Tech. courses. Items related to various aspects of using Social Networking Sites in general and Facebook in particular have been analyzed under following heads:

Device to Access

<table>
<thead>
<tr>
<th>Devices</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop</td>
<td>22</td>
<td>24.17%</td>
</tr>
<tr>
<td>Laptop</td>
<td>39</td>
<td>42.85%</td>
</tr>
<tr>
<td>Tablet</td>
<td>11</td>
<td>12.08%</td>
</tr>
<tr>
<td>Mobile</td>
<td>71</td>
<td>78.02%</td>
</tr>
</tbody>
</table>

Table 1: Device to Use Internet

Out of 91 students, who were Facebook and Social Networking Sites users, it has been found that most of them i.e. 78.02% are found using mobile to access internet.

This finding indicates that use of internet and social networking sites including Facebook is increasing on mobiles and mobiles have become the most preferred device to access internet. This finding is quite encouraging as mobiles are reducing the distance between learner and devices.

Most Preferred Social Networking Sites

<table>
<thead>
<tr>
<th>Account on SNS</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>91</td>
<td>100%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>09</td>
<td>9.89%</td>
</tr>
<tr>
<td>MySpace</td>
<td>05</td>
<td>5.49%</td>
</tr>
<tr>
<td>Orkut</td>
<td>10</td>
<td>10.98%</td>
</tr>
<tr>
<td>Google+</td>
<td>54</td>
<td>59.34%</td>
</tr>
<tr>
<td>Twitter</td>
<td>15</td>
<td>16.48%</td>
</tr>
<tr>
<td>Hi5</td>
<td>01</td>
<td>1.09%</td>
</tr>
</tbody>
</table>

Table 2: Usage of Various Social Networking Sites

On the item related to most preferential social networking site, respondent are given with seven (07) options. Out of which all 91, i.e. (100%) respondents are Facebook users. An interesting observation of this item is that 54 (59.34%) users are also using Google+ for social networking, which means Google+ is becoming second preferred option along with Facebook among young learners. Its reason may be that Google+ is having some exciting features like hangout, Google drive, drop box etc. which increases the connectivity options as well as opportunities for content sharing and saving online. It is also clear from the data that Twitter is not much popular social networking option among undergraduate students of professional courses. Other options of social networking sites like LinkedIn (9.89%), Myspace (5.49%), Orkut (10.98%), Twitter (16.48%), and Hi5 (1.09%) are also not preferred.

Frequency visit on Social Networking Sites

<table>
<thead>
<tr>
<th>Frequency of visiting on SNS</th>
<th>No. of Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Day</td>
<td>51</td>
<td>56.04%</td>
</tr>
<tr>
<td>Twice in a week</td>
<td>18</td>
<td>19.78%</td>
</tr>
<tr>
<td>Once in a Week</td>
<td>16</td>
<td>17.58%</td>
</tr>
<tr>
<td>Once in a month</td>
<td>06</td>
<td>6.59%</td>
</tr>
</tbody>
</table>

Table 3: Frequency of visiting SNS

In order to collect information regarding frequency of visiting on social networking sites among students of undergraduate courses, respondents are asked to respond on four options. Out of which 51 (56.04%) users are visiting social networking site everyday, where as 18 (19.78%) respondents are visiting twice in a week, 16 (17.58%) respondents are visiting SNSs once in a week and only 06 (6.59%) have responded that they are visiting once in a month. This item has helped researcher to classify all the respondents into average users and frequent users.

Time spent on Social Networking Sites

<table>
<thead>
<tr>
<th>Time spent on SNS</th>
<th>No. of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hours</td>
<td>59</td>
<td>64.83%</td>
</tr>
<tr>
<td>2-4 hours</td>
<td>18</td>
<td>19.78%</td>
</tr>
<tr>
<td>4-6 hours</td>
<td>02</td>
<td>2.19%</td>
</tr>
<tr>
<td>More than 6 hours</td>
<td>09</td>
<td>9.89%</td>
</tr>
</tbody>
</table>

Table 4: Everyday Usage of Social Networking Sites

On item related to time being spend every day on social networking sites, 59 (64.83%) respondents are found spending less than 2 hours per day on social networking sites. 18 (19.78%) users are spending 2-4 hours per day, 09 (9.89%) respondents are found spending more than 6 hours on social networking sites where as only 02 (2.19%) respondents were found spending 4-6 hours per day on social networking sites.
On combining the percentage of first two options, it can be easily inferred that 77 respondents (84.61%) are spending less than 4 hours per day on accessing social networking sites. In comparison to the previous item where 51 respondents replied as everyday users, in this item 59 respondents said that they are using Facebook everyday for less than 2 hours, where as all the respondents responded on this item. In ideal situation only 51 respondents should reply to this item. It means some of the respondents not replied with honesty, but despite of this limitation it can be concluded that around 60% respondents are regular Facebook users.

**Most enjoyable activity while using Social Networking Sites**

<table>
<thead>
<tr>
<th>Most enjoyed activity while using sns</th>
<th>No. of students</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chatting with friends</td>
<td>62</td>
<td>68.13%</td>
</tr>
<tr>
<td>Visiting profiles and liking posts</td>
<td>26</td>
<td>28.57%</td>
</tr>
<tr>
<td>Searching unknown people with same interest</td>
<td>08</td>
<td>8.79%</td>
</tr>
<tr>
<td>Playing games</td>
<td>21</td>
<td>23.07%</td>
</tr>
<tr>
<td>Reading news feeds on various interest areas</td>
<td>37</td>
<td>40.65%</td>
</tr>
<tr>
<td>Participating online quizzes/surveys</td>
<td>11</td>
<td>12.08%</td>
</tr>
</tbody>
</table>

**Table 5: Most Enjoyable Activity on SNSs**

On the aspect of most enjoyed activity while using social networking sites, respondents have responded that 62 (68.13%) respondents are enjoying chatting with friends, 37 (40.65%) respondents are enjoying reading news feeds on various interest areas, 26 (28.57%) respondents are found enjoy visiting profiles and liking posts, where as 21 (23.07%) respondents have reported that they enjoy playing games, 11 (12.08%) respondents enjoy participating online quizzes/surveys and only 8 (8.79%) respondents enjoy with searching unknown people with same interest.

This finding reflects that most preferred activity on social networking sites is still chatting, but the most encouraging finding is that 37 (40.65%) respondents have admitted that they enjoy reading news feeds which means if interesting news feeds will be developed on educational issues, it may seek attention of learners.

**Educational purpose of using SNS**

<table>
<thead>
<tr>
<th>Educational purpose of using SNS</th>
<th>No. of students</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bringing together same educational Interest group</td>
<td>29</td>
<td>31.86%</td>
</tr>
<tr>
<td>Educational Content sharing</td>
<td>41</td>
<td>45.05%</td>
</tr>
<tr>
<td>Networking with students of other institutions</td>
<td>14</td>
<td>15.38%</td>
</tr>
<tr>
<td>Networking with faculty members</td>
<td>08</td>
<td>23.07%</td>
</tr>
<tr>
<td>Getting news feeds/updates in your area of study</td>
<td>37</td>
<td>40.65%</td>
</tr>
<tr>
<td>Getting information / updates on job opportunities</td>
<td>19</td>
<td>12.08%</td>
</tr>
</tbody>
</table>

**Table 6: Educational Use of Social Networking Sites**

In contrary to previous item, students are also asked about their most preferred educational activity on various social networking sites. Their responses are recorded on 6 options as tabulated in table 6. Out of which 41 (45.05%) respondents have preferred sharing of the educational content, 37 (40.65%) respondents have said that they are using SNS for getting news feeds/updates in their area of study, 29 (31.86%) respondents have found bringing together same educational interest groups, 19 (20.87%) respondents are using SNS for getting information/updates on job opportunities, 14 (15.38%) respondents are using SNS for networking with students of other institution, where as only 8 (8.79%) respondents are found using SNS for networking with faculty members.

This finding indicates that students are using SNSs for sharing of the educational content and getting news feeds/updates in their area of study more preferably. There are many opportunities to use SNSs which are still untapped or not being used properly. Though some educational institutions have started to interact with students through social networking platforms but such practice are still in infancy. More organized and institutionalized usage of social networking sites is required. Institutions have to overcome the hurdles and use this platform to increase their visibility as well as in supplementing teaching-learning.

**Purpose of using Facebook**

<table>
<thead>
<tr>
<th>Purpose of using Facebook</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To interact with classmates</td>
<td>59</td>
<td>64.83%</td>
</tr>
<tr>
<td>Interact with students of your course at other institutions</td>
<td>19</td>
<td>20.87%</td>
</tr>
<tr>
<td>To interact with your teachers</td>
<td>06</td>
<td>6.59%</td>
</tr>
<tr>
<td>To interact with experts/teachers of other institutes</td>
<td>05</td>
<td>5.49%</td>
</tr>
<tr>
<td>To share your routine subject/ study related to activities</td>
<td>07</td>
<td>7.69%</td>
</tr>
<tr>
<td>Share important notes in text form</td>
<td>11</td>
<td>12.08%</td>
</tr>
<tr>
<td>Share content in form of image or PPT slides</td>
<td>12</td>
<td>13.18%</td>
</tr>
<tr>
<td>Interact with people of some areas/ courses</td>
<td>27</td>
<td>29.67%</td>
</tr>
<tr>
<td>Play educational games</td>
<td>03</td>
<td>3.29%</td>
</tr>
</tbody>
</table>

**Table 7: Purpose of using Facebook**

The major important area considered for analysis is purpose of using Facebook. On the item related to this aspect respondents have given nine options. Out of which 59 (64.83%) respondents have found using Facebook to interact with classmates, 27 (29.67%) respondents are using Facebook to interact with people of same area/course, 19 (20.87%) respondents are using Facebook to interact with students of their course at other institutions, 12 (13.18%) respondents are using Facebook to share content in form of image/PPT slides, 11 (12.08%) respondents have shared important notes in text form, 07 (7.69%) respondents are found to share their routine subjects/study related
to activities, 06 (6.59%) respondents have said that they are using Facebook to interact with their teachers whereas 05 (5.49%) respondents are using facebook to interact with experts/teachers of other institutions and only 03 (3.29%) respondents were found using Facebook to play educational games.

This analysis indicates that interact with classmates is the most preferred purpose of using facebook by the respondents and playing educational games is the least preferred activity.

Finding also suggests that interaction between teacher and students through facebook is in its infancy stage. There are ample of opportunities through facebook to increase academic interaction between teachers and students but due to social taboo, it is still not in practice. If interaction through Facebook should be increased, it will minimize the distance between student and teacher as well as students can share many things, for which they hesitate to ask openly in class.

Preferred Activity on Groups

<table>
<thead>
<tr>
<th>Preferred Activity on Groups</th>
<th>No. of students</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading various posts</td>
<td>54</td>
<td>59.34%</td>
</tr>
<tr>
<td>Commenting and putting view points on various posts</td>
<td>29</td>
<td>31.86%</td>
</tr>
<tr>
<td>Putting important information on group wall</td>
<td>26</td>
<td>28.57%</td>
</tr>
<tr>
<td>Sharing group posts on your wall</td>
<td>26</td>
<td>28.57%</td>
</tr>
</tbody>
</table>

Table 8: Preferred Activities on Facebook

Students are also asked to respond on item related to preferred activity on groups, they perform. Their responses indicate that 54 (59.34%) respondents are use to read various posts on groups, 29 (31.86%) respondents are enjoying commenting and putting view points on various posts, 26 (28.57%) users use to put important information on group wall and the same number have said that they share group posts on their wall too.

Facebook Account to Connect other SNSs

<table>
<thead>
<tr>
<th>Facebook Account to connect other SNS</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>51.64%</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>48.35%</td>
</tr>
</tbody>
</table>

Table 9: Using Facebook Account to connect other SNSs

It has been observed that in recent past, many Social networking sites have facilitated users to use one account on assessing the other one. The distance and segregation of various SNSs is decreasing, which also helping to use and interact on other sites. Researcher tries to collect information in this regard through the tool. Out of 91 respondents, 47 (51.64%) respondents are found using Facebook account to connect other social networking sites whereas 44 (48.35%) respondents have said that they are not using Facebook account to connect other social networking sites. This finding indicates that more than half of the respondents are aware of this new application and if they will be oriented towards using Facebook account to access many other social networking sites, it will increase their accessibility and presence on SNSs.

Access any other Websites through Facebook account

<table>
<thead>
<tr>
<th>Access other websites through Facebook account</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flicker</td>
<td>07</td>
<td>7.69%</td>
</tr>
<tr>
<td>Academia</td>
<td>07</td>
<td>7.69%</td>
</tr>
<tr>
<td>Online shopping</td>
<td>38</td>
<td>41.75%</td>
</tr>
<tr>
<td>Slide Share</td>
<td>10</td>
<td>10.98%</td>
</tr>
<tr>
<td>You tube</td>
<td>56</td>
<td>61.53%</td>
</tr>
</tbody>
</table>

Table 10: Accessing Other Websites through Facebook

Furthermore, the respondents are also asked about to access any other websites through Facebook account respondents are given 5 options. Out of which 56 (61.53%) respondents have said that they are accessing YouTube through Facebook account, 38 (41.75%) respondents have accessed online shopping through Facebook account, 10 (10.98%) respondents have accessed slideshare through Facebook account, whereas 07 (7.69%) respondents have accessed flicker and same number respondents have accessed academia through Facebook account. This finding indicates that you tube is the most preferred website accessed through Facebook account, online shopping is the second most preferable website accessed through Facebook account whereas flicker and academia are the least preferred website accessed through Facebook account.

XVI. HYPOTHESES TESTING

Researcher has tried to analyze the quantitative data according to the hypotheses formulated for the study.

➢ To test the hypothesis Ho1 “There is no significant gender differentiation among average and frequent Facebook users” the value of observed and expected frequency of male and female average and frequent Facebook users have been shown in table 11.

Graph 2: Preferred Activities on Facebook

This finding indicates that reading various posts is the most preferred activity on groups.
It is evident from above table that calculated value of chi square ($\chi^2$) i.e. 0.38 is less than value of chi square i.e. 3.841 at degree of freedom=1 in chi square table at 0.05 level of significance. This data indicates that hypothesis four is accepted at 0.05 level of significance. The acceptance of $H_01$ clearly reflects that Facebook usage is not influenced by gender differentiation.

**XVII. MAJOR FINDINGS**

The findings of present research are the inferences drawn from the analysis of data related to usage of social networking sites and Facebook among undergraduate. Major findings of the study are as follows:

1. The use of internet and social networking sites including Facebook is increasing on mobiles and mobiles have become the most preferred device to access internet by the undergraduate students. It has been found that Google+ is becoming second preferred option along with Facebook among young learners.
2. Regarding frequency of visiting on social networking sites among students of Undergraduate courses. It has been found that most of the students are visiting Social Networking Sites every day.
3. It has been found that 84.61% undergraduate students are spending less than 4 hours per day on accessing social networking sites.
4. The finding reflects that most preferred activity on social networking sites is still chatting, but the most encouraging finding is students enjoy reading news feeds.
5. The finding indicates that students are using social networking sites for sharing of the educational content and getting news feeds/updates in their area of study more preferably.
6. Regarding the purpose of using Facebook, the analysis indicates that interact with classmates is the most preferred purpose of using Facebook and playing educational games is the least preferred activity.
7. The finding indicates that reading various posts is the most preferred activity on groups of the undergraduate students. It has been found that 51.64% undergraduate students use Facebook account to connect other social networking sites.
8. The finding indicates that you tube is the most preferred website accessed through Facebook account, online shopping is the second most preferable website accessed through Facebook account whereas flicker and academia are the least preferred website accessed through Facebook account by the undergraduate students.
9. Regarding the gender differentiation among Average and Frequent Facebook users, it has been found that “There is no significant gender differentiation among average and frequent Facebook users”.

**XVIII. EDUCATIONAL IMPLICATIONS**

Considering the findings of the study, there are a number of implications for future. Some of the important implications of this study are as follows:

**Implication for policy makers**

- Most (according to the data gathered, 71%) of the students access Facebook using mobile phone. They should be motivated to use Facebook more in educational context. Educational institutions should provide opportunities to use Facebook in educational context. The policies should aim at promoting the use of social networking for education. This may help in generation and dissemination of resources among teachers and students.
- The current study suggests that Facebook use is not a significant barrier in study of students. This finding may be of use for making policies and decisions, as well as providing justification for ways to reallocate resources for using Facebook.

**Implication for Teacher Education Institutions**

- There is need to sensitize the professionals (teacher educators and student teachers) regarding ways to enhance their engagement in studies. This may also includes Facebook specific training, to intentionally target, to enhance students' learning. They should be motivated and trained to use online system of learning quite often. Students are doing this on regular basis, the teacher educators should also have capacity building workshops for enhancing their skills in mechanisms their students use quite comfortably.
- Students should be provided with more circumstances to communicate with peer groups and they should be shared their thoughts in their peer group.

**Implications for Teacher-educators**

- If the teacher educators as well as student teachers use Facebook intentionally and strategically, to increase learning, the relationship between the two might be stronger. The teacher educators should be sensitized on the importance of promoting students’ study habits as well as to use Facebook. For this, teacher educators may use formal and informal training, so as both student teachers and they can use it in a professional setting.
- To promote engagement and interest in study, teachers should provide necessary feedback and reinforcement to their students. Facebook can help a lot to fulfill this requirement of teaching learning process as they can be in touch through Facebook.
XIX. CONCLUSION
Overall, the implications of Facebook for education, in particular teacher education courses, can only be good, as students and teacher educators get a better chance of interacting with peers/colleagues, teachers/students, and content as well. The positive point is that it allows not merely the observational media, but the interactive media also. Facebook can enhance students' learning and study habits in different ways. It can be proved beneficial when it is used in teaching learning process in an effective way.

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Teacher Education in Modern World

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Abstract
There have been a great number of changes in education systems worldwide recently. However in India we have experienced a great change with the enlargement of the higher education policies and its consequences. As technology plays a larger role in education, any predictions concerning the future of education must include an analysis of technological trends. The purpose of this paper is to have a glance on the four main trends that are changing the scenario of higher education which are Learning Analytics, 3D Printing, Mobile Apps, Game Based Learning. From being consumers students are now becoming creators and innovators thanks to technology’s ubiquity. As universities continue to adopt new technology for higher education, here are some of the future learning trends to expect in the next few years.

I. INTRODUCTION
If we aim to have a closer look at the characteristic features of the changes we have to examine what they are. What everybody can see at first sight is that not only European societies but also their schools went through relevant changes. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams, both final exams in secondary education and entrance exams for university admissions. Thus teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools. The role of teachers today is changing from simply distributing knowledge to heeding the comprehensive feedback and high quality assessment of the students. Rather than being teachers literally they are becoming schools in themselves imparting both knowledge skills and attributes to one and all. In this way they produce an entire batch of skilled and intelligent students in every class that they head to. Of all the facts one is absolutely true “No Technology Can Replace Teachers”. However, it is also the responsibility of the teachers to a great extent to incorporate modern education technologies like online assignment and video lectures in the classrooms to help make the study material engaging interactive and refreshing. Apart from getting involved in studying through such innovative measures students will understand the relevance and importance of the entire content thereby showing more interest in studies and learning. The advantage of digital learning is also that it helps both introverted and extroverted students voice their views in the classroom. With the help of web tools like message boards, forums and online lectures, students who are shy and hesitant can be empowered by the teachers in classrooms.

II. TRENDS IN HIGHER EDUCATION
The four main trends in higher education are:

III. LEARNING ANALYTICS
The New Media Consortium NMC defines learning analytics as “field associated with analysing patterns and trends from big data” its primary goal is to help educators develop educational programs to address a student’s needs.

IV. 3D PRINTING
Developed in the mid and 3D Printing is the process of making products and parts using a computer. It’s a faster and more cost-effective way of building parts from computer-aided designs CAD.

V. MOBILE APPS
During the past year alone students are now turning to their mobile devices to access academic resources. Due to the flexibility of these devices as well as their interactivity and convenience, the devices have made learning mobile and more attractive. Now universities are adopting these technologies for their students to use.

Apps or applications have become indispensable tools for learning. In fact, many courses such as Information Technology courses have integrated them into their curriculum. Mobile apps help foster creativity through content creation. Students learn to utilise a device’s camera, microphone and other sensors to express their ideas.

VI. GAME-BASED LEARNING
For the past decade games have proved to be effective tools for learning. They are helping students learn soft skills like critical thinking, collaboration, problem-solving, and communication. Now ARGS alternate reality games and MMOGs massive multiplayer online games are teaching them how to be more sociable and collaborative. These can also be used to teach cross-curricular concepts to engage students to learn more.

VII. SOME OTHER TRENDS
In addition to the above trends, there are some key trends which are also a part of higher education and those are as follows:

VIII. COLLABORATIVE
Sharing information and connecting with others, whether we know them personally or not, has proven to be a powerful tool in education. Students are collaborating with each other through...
VIII. COLLABORATIVE
Sharing information and connecting with others—whether we know them personally or not—has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others’ opinions.

“If you’re teaching something that’s usually bland and you insert a simple tool that allows students to connect with each other or their peers in other schools and countries whenever they want, you just see kids’ faces light up,” says veteran educator Chris Lehmann of the Science Leadership Academy. Collaboration is also finding its way into curriculum with open-source sites to which everyone is encouraged to contribute. The idea is simple: by working together, students figure out how to find common ground, balance each others’ skills, communicate clearly, and be accountable to the team for their part of the project. Just as they would in the work place.

IX. TECH-POWERED
Pens and pencils are far from obsolete, but forward-thinking educators are finding other interactive tools to grab their students' attention. School programs are built around teaching how to create video games. Teachers are using Guitar Hero, geo-caching (high-tech scavenger hunt), Google maps for teaching literature, Wii in lieu of P.E., Voice Thread to communicate, ePals and LiveMocha to learn global languages with native speakers, Voki to create avatars of characters in stories, and Skype to communicate with peers from all over the world—augmented reality, connecting students to virtual characters.

Tech-savvy teachers are threading media-making tools into the curriculum with free (or cheap) tools, like comic strip-creation siteToonDo, Microsoft Photo Story 3 for slide shows, SoundSlides for audio slide shows, Microsoft Movie Maker, and VoiceThread to string together images, videos, and documents, to name just a few.

X. BLENDED
Blended learning is combining computers with traditional teaching. Knowing that today’s learners are wired at all times, teachers are directing students’ natural online proclivity towards schoolwork. It’s referred to as different things: reverse teaching, flip teaching, backwards classroom, or reverse instruction. But it all means the same thing: students conduct research, watch videos, participate in collaborative online discussions, and so on at home and at school—both in K-12 schools and in colleges and universities.

The growing momentum of these trends, what does it mean for students, teachers, schools, and the education community at large?

- Teachers’ and students’ relationships are changing, as they learn from each other.
- Teachers roles are shifting from owners of information to facilitators and guides to learning.
- Educators are finding different ways of using class time.
- Introverted students are finding ways to participate in class discussions online.
- Different approaches to teaching are being used in the same class.
- Students are getting a global perspective.

Possible Futures for Indian Higher Education in 2022, we have identified and characterized four directions in which Indian higher education could head in the coming decade as a consequence of our findings. These are characterized by varying levels of access and excellence.

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Problems of Teacher Education in India

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Abstract
Teacher Education Institutions have potential to bring changes in educational system which will help in shaping the knowledge and skills of future teachers. Institutions of teacher education serve as change agents in transforming education and society. Not only they educate teachers, but also update the knowledge and skills and provide professional development for practicing teachers” (UNESCO, 2005).

I. INTRODUCTION
In the present world, there is a great incongruity in the educational institutions between developing and developed countries. India, a developing country has made progress in the last decade, but not up to the required limit. There are many hindrances faced by the country in the field of teacher education and these are very vast. Generally there are four elements in Teacher Education:

I) Improving the general educational background of the prospective teachers.
II) Increasing their knowledge and understanding of the subjects which they will teach.
III) Pedagogy and understanding of children and learning.
IV) Developing practical skills and competencies.
The balance between these four elements varies widely (Perraton, 2010).

The overall purpose of teacher education programmes is to reflect the profession for which they prepare and the professional aspects should pervade all teacher education. Thus, teacher education should be the combination of high academic standards with sound professional knowledge.

The present paper focuses on the current scenario of teacher education and also highlights the problems and the future needs. Teacher Education in India is being criticized by: Private sector, Public sector, State, Judiciary and Society on various grounds. In this regard, there are various issue faced by teacher education institutions.

First issue is that Teacher Education is still in search of its identity, it is being isolated from university system and from schools. Various teacher training institutes have isolated patterns which lacks uniformity. There must be alliance between all teacher training institutes in India. Kothari commission also recommended that teacher education should be the main stream of universities, Education department as well as schools.

The central and state government have repeatedly stressed on the need of the connectivity between teaching institutes. But inspite of all this, teacher education fails to fulfill the needs and requirement of schools, colleges and society.

One other important factor which is affecting over all education of the country is quality of teacher education that is continuously degrading. In the past, various reforms were initiated by the NCTE which has proved as landmarks in Indian Teacher Education System i.e. National Curriculum Framework (NCF 2005), National Curriculum Framework for Teacher Education (NCFTE 2009). NCTE also banned opening of new institutions of teacher education in states where there are abundant institutions. Many other initiatives were also taken apart of this to maintain quality in teacher education. There is immediate need of revamping education sector.

At present almost 90 percent institutions are under the private sectors (MHRD-2010). There is increased commercialization in field of teacher education which led to determine the fate of teacher education which causes to anarchy in this sector. Teacher education institutions have been mushrooming all over the states with profit motives. These profit motives fulfilled on the cost of low salaries without any benefits like medical, maternity etc. All this reduces the commitment on part of teachers. NCTE emphasized the need for quality teacher education in terms of competency and commitment based teacher education-commitment towards learner, commitment to society, commitment to profession and commitment towards attaining excellence. There are very few teachers who have both teaching attitude as well as teaching competencies. Moreover Compatible pedagogy is still not provided. Constructivist approach is rarely implemented inspite of lot talks. Activity based approach is initiated by teacher educators but there is need of strengthening it. The quality in terms of product and placement criteria also varies from university to university, which is disregard of NCTE norms and regulations.

For preparing humane and professional teachers, there is a need to integrate emotional competencies along with content and methodology. For this there is need for self-awareness, self-management, social-sensitivity, effective communication, critical thinking, decision making, coping up with emotions and stress, problem solving, creative thinking. There should be trust, openness, rewards, feedback and team spirit for human development.

There is little amongst various modes of education such as face to face mode, distance mode, e-mode. Face to face mode is static, distance mode is diluted and e-mode is in infancy stage.
All these modes are functioning is isolation. Teacher education programmes have not been in position to pervade the technological innovations for transacting the education. Modernization pace is also very slow. There are very few patents in the field of Educational Technology. There are very rare innovations in the field of teacher education, and there are many factors responsible for this. Sometimes worthy ideas do not materialize because of unfavorable conditions and that results in dropping those ideas in the institutions. Inspite of introducing optional areas in teacher education, choices are very limited. There is need to employ Choice Based Credit System (CBCS).

Another problem in our country is that, most of the researches in education are replicate and repetitive. There are mismatches between research trends and problems. Descriptive and evaluative researches are more than suggestive. There is need of more qualitative research than quantative researches. There is a need to evolve Research Quality Indicators.

The return on investment is measured in terms of only financial gains than in terms of human development, both in public as well as in corporate sector. Human beings are most neglected. The various laboratories in teacher education institutions such as science lab, psychology lab, educational technology lab, language lab, computer lab which are essential, are either not there or are mostly in very verse state. These laboratories ought to be fully functional. Some universities are in the process of opening their extension centre anywhere. This has also resulted dilution in teacher education. Regular checks are required for maintaining the quality in institutes. There are questions on recognition and even on accreditation of teacher education institutions. Mostly teachers at all levels are ICT illiterate. But modern age is of information and communication technology. Programmes Intel teach to the future has taken initiative for coverage of the teachers for ICT literacy. We are lagging behind in technology integrated education. In this digital age, many teachers are not techno-savy, info-savy and net-savy. Even open education resources for learners are not functional like open education resources for learners are not functional like (hot potato, C map), geogebra, google earth, evaluation (R-campus and Mahara).

Prospective teachers must develop awareness about the content and complexity of the teaching profession. Teacher educators should able to critically examine their own practical performances and be able to justify their services. A strong teaching profession is characterized by combination of knowledge and skills in relevant subject areas. Teacher education programmes should provide prospective teachers with ample opportunities for in-depth studies. Information technology must be an integral part of the study in both pedagogical and technical terms. Teacher Education institutions should follow inter-disciplinary and multi-disciplinary approach. Research agenda should be decided by apex agencies and institutes like CASE, CIL, ICSSR, NCTE, NUEPA, UGC, NCRERT etc.

In order to strengthen teacher education programmes, there is need to establish a national development programme and that should involve all stakeholders. Then, prospective teachers can influence the shape of society well into the 21st century. This is high time for India to revive the NCTE, with full efforts. The Indian Teacher education demands for revolutionary changes.

There is need to integrate content, pedagogy and technology. For improvement in quality, there is urgent need to spread professionalism at every stage. The governance of teacher education in India should be in hands of experts of the same field. It is education only which can purify the heart, soul, mind and live with peace and harmony. The existing model will slowly but definitely replaced by one which fulfils the needs of the society as well as the teacher education system.

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Teacher Competency of Prospective Teachers: A Comparative Study

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Abstract
In the present context of changes in the school curriculum, communication technology and approaches to teaching & learning, meaning of teacher and learner, teacher preparation programme, professionalism among teachers is seriously felt. Teaching becomes a profession when teacher practice with a common knowledge base & apply their knowledge to effective practice. The major problem is that theory & practice have not been well integrated and it is not tailored to the needs and requirements of the school system. According to National Curriculum Framework (2005) 'Existing Teacher Education Program neither accommodates the emerging ideas in context and pedagogy nor addresses the issues of linkages between school & society. There is little space for engagement with innovative educational experiments.’ However, teacher education must become more sensitive to the emerging demands from the school system. It must prepare the teachers with all the competencies required for the roles of being an encouraging, supportive and humane facilitator in teaching learning situations to enable learners to discover their talents. Teacher competence is the set of knowledge, abilities & beliefs a teacher possess and bring to the teaching situation. The teacher’s performance in the class is thus dependent on the teacher’s competencies. The NCTE in its document ‘Competency based and commitment oriented teacher education for quality school education (1998)’ has expected that pre-service teacher education should transform an individual into competent and committed professional functionary. NCTE document suggested ten such competencies. For the present survey research design, a sample of 120 prospective teachers was taken to study the teacher competencies with different variables. The present paper also highlights some suggestions for revamping the teacher education in the present context for quality school education in India.

Key Words: Teacher Competence, NCTE, Prospective teachers.

I. INTRODUCTION
Education is an indispensable asset to attain the deals of peace, freedom and social justice. It plays a fundamental role in personal and social development. According to Delors commission report (1996) on education presented to UNESCO, education is an ongoing process of improving knowledge and skills and also an exceptional means of bringing about personal development and building relationships among individuals, groups and nations. Education is also a social experience through which children learn about themselves, develop interpersonal skills and acquire basic knowledge and skills.

According to Delors commission report entitled “Learning: the treasure within”, education must be organized around four fundamental types learning throughout a person's life, and in other may known as pillars of education: learning to know; learning to do; learning to live together and learning to be. Teachers are undoubtedly the nation builders, they have to inculcate the right values of good citizenship of morality and ethics, to produce law abiding and nation loving citizens. As the teachers are important component and harbinger of knowledge, the foremost unarm is to instill a sense of commitment and teaching competence among the teachers. This goal can be profitable achieved through more improved teacher education program. However, the most crucial and pivotal role the teacher has to play in the life of a person can at best, be ensured by proper and intensive teacher education programmes- Pre-service and In-service. Teacher education, therefore attains an important and essential place in the field of education.

II. TEACHER EDUCATION
The National Policy on Education (1986) viewed 'Teacher Education' as a continuous process, and its Pre-service and In-service components inseparable. It has given special recommendations for Teacher Training Programmes, which are as under: “The status of the teacher refutes the social-cultural ethos of a society. The government and the community should endeavor create conditions, which will help, motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and concerns of the community”. In India, the crucial role of teachers towards the functioning, effectiveness, continued evaluation and its efficiency to contribute to the development process is now increasingly appreciated. Following NPE 1986, effort has been made to develop various institutions, 500 DIETs, 87CTE, 38IASEs, and 30 SCERTs have been set up (NCF, 2005).

III. TEACHER COMPETENCY
Teaching competency of a teacher is the set of knowledge, abilities, and beliefs teacher possess and brings to the teaching situation. Teaching competence is sum total of all the competencies possessed by the teacher that are used in the teaching situation. The teacher's performance in the class is thus dependent on the teacher's competencies since: the teacher brings about changes in pupils' learning using the repertoire of teaching competencies, teacher effectiveness can also be inferred from a measure of teaching competency.
The NCTE in its document “Competency based and Commitment Oriented Teacher Education for Quality School Education Pre-service Education” 1998 has expected that Pre-service teacher education program should transform an individual into competent and committed professional functionary. To achieve this NCTE in its document has suggested ten competencies. These are:

i. Contextual Competence
ii. Conceptual competence
iii. Content competence
iv. Transactional competencies
v. Educational activities competence
vi. Teaching learning material development competence
vii. Evaluation competence
viii. Management competence
ix. Competencies related to working with parents
tax. Competencies related to working with community & other agencies

Yadav (1983) studied the effect of training in the classroom questioning behavior on teaching competence of student teachers. Sharma (1982), Bhatia (1984) and Dave (1987) studied the effect of different strategies of integration of skills on teaching competence of student teachers. Hung & Lang (1996) studied the impact of teaching practice on the teaching competencies at research skills. Suryanarayana (2010) studied the teacher'creativity & teacher professional competence. The study presented the significant difference of relationship between the two aspects. Raju & Vishwanathappa (2006) studied teaching competence of primary teachers with various qualifications and found no significant difference in urban and rural, male and female primary teachers. Rana (2009) studied the teaching competence as related to gender differences and background of teachers. Augustine, J. (2010) studied the teaching aptitude, teaching competence, academic background and achievement in educational psychology of student-teachers in the colleges of education. Sabu, S. (2010) was aimed to find out the teaching competence of secondary school teachers with regard to the number of in-service programmes attended, gender, age & type of school. So, the present study aims at filling gap by the way of investigating the variables in context of prospective teachers.

At present the number of teacher training colleges is increasing irrespective of the place and importance of area. MDS University, Rajasthan offer one year B.Ed. programmes in its all affiliating colleges but Regional Institute of Education (NCERT) offers two year B.Ed. program. As there is mushroom growth of self-financing B.Ed. colleges, the investigator wanted to compare the teaching competencies of prospective teachers of different types of institutes of MDS University.

IV. STATEMENT OF THE PROBLEM
“A comparative study of teaching competence of prospective teachers of teacher education institutes.”

Objectives:
• To study the teacher competency of prospective teachers on the basis of educational qualification i.e. graduate and post graduate.
• To study the Teacher competency of prospective teachers on the basis of academic achievement.

Hypothesis:
• There is no significant effect of type of institute on teacher competency of prospective teachers.
• There is no significant effect of academic achievement on teacher competency of prospective teachers.
• There is no significant difference between the teacher competency of graduate and postgraduate prospective teachers.

Operational Definitions:

a) Teaching Competency:
In the present study teaching competence is operationally defined as the set of knowledge, abilities, skills and beliefs a teacher possesses and brings to the teaching situation. Teaching competence is sum total of all the competencies possessed by the teacher that are used inside the classroom and outside the classroom. In the present study, teaching competency is divided into ten broad areas of competencies based on NCTE document 1998.

b) Prospective Teachers:
In the present study the term prospective teacher refers to the 'would be teachers’ or pupil teachers or student teachers that are undergoing teacher training in the teacher education institutions.

Design of the Study:
The present study was conducted through a survey design in this process the data related to the selected variables were collected from prospective teachers of teacher education institutes from MDS University, Ajmer.

V. SELECTION OF SAMPLE
For the present study a sample of 120 prospective teachers were taken. Samples were selected randomly from RIE, Govt. & Private (self financing) institutes of MDS University, Ajmer.

VI. TOOL FOR DATA COLLECTION
In the present study to find out the teaching competency of prospective teachers a ‘teaching competency scale’ had developed by the investigator that included the ten areas of teaching competencies as mentioned in the NCTE document 1998.

VII. STATISTICAL TECHNIQUES USED
Following statistical techniques have been applied:
VIII. ANALYSIS & INTERPRETATION OF DATA

Hypothesis 1: There is no significant effect of Type of teacher education institute on Teacher Competencies of Prospective Teachers

Table 1 showing Mean and S.D. of Teacher Competency of Prospective Teachers of different types of institutes

<table>
<thead>
<tr>
<th>Variable</th>
<th>Govt. (N=40)</th>
<th>Pvt. (N=40)</th>
<th>RIE (N=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Competencies</td>
<td>Mean 197.48</td>
<td>S.D. 11.245</td>
<td>Mean 199.55</td>
</tr>
</tbody>
</table>

From above table, on the basis of mean scores, the RIE prospective teachers have highest level of teacher competencies in comparison to Government & Private teacher education institutes's prospective teachers. As the t-value is significant at 0.01 level. Hence, the null hypothesis 'There is no significant effect of type of institute on teaching competencies of prospective teachers' is rejected.

Hypothesis 2: There is no significant difference between the teacher competency of Graduate and Post-graduate Prospective teachers.

Table 4 showing Mean and S.D. & t-value of Teacher Competencies of Graduate & Post-Graduate prospective Teachers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Graduate Prospective Teachers (N=72)</th>
<th>Post graduate prospective Teachers (N=48)</th>
<th>t-value (df=118)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Competencies</td>
<td>Mean 206.03</td>
<td>S.D. 16.08</td>
<td>Mean 203.58</td>
</tr>
</tbody>
</table>

Non significant at 0.01/0.05 level

From the Table, on the basis of results obtained the null hypothesis 'There is no significant difference between the teacher Competencies of Graduate & Post-graduate prospective teachers' is accepted.

Hypothesis No. 3 : There is no significant effect of academic achievement on Teacher Competencies of prospective teachers

Table 5 showing Mean & S.D. Teacher Competencies of prospective teachers with respect to academic achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Percentage of marks</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Competencies</td>
<td>Upto 59% 60-74% 75% &amp; above</td>
<td>201.88</td>
<td>15.50</td>
</tr>
</tbody>
</table>

Table 7 showing Mean square value & f-value of Teacher Competencies of prospective teachers with respect to academic achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sources of variance</th>
<th>df</th>
<th>Mean Square</th>
<th>f-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Competencies</td>
<td>Between</td>
<td>2</td>
<td>824.165</td>
<td>0.034</td>
</tr>
<tr>
<td></td>
<td>Within</td>
<td>117</td>
<td>237.428</td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05 level

From the table, the f-value obtained with respect to all the ten areas of teacher competencies is significant at 0.05 level. Hence, the null hypothesis is rejected. This can be interpreted that academic achievement do effect significantly the teacher competencies of prospective teachers.

VIII. MAJOR FINDINGS

- There is significant effect of type of institute on teacher competency of prospective teachers.
- There is no significant difference between the teacher competency of graduate & post graduate prospective teachers.
- There is significant effect of academic achievement on the teacher competency of prospective teachers.
IX. EDUCATIONAL IMPLICATIONS:
The destiny of India lies in its classrooms. (Education Commission report 1964-66). This implies that teacher who is the organizer; facilitator & controller of the classroom are most responsible for the future of India. The level of teaching competency of prospective teachers can be enhanced by following ways:

- Duration of teaching training program should be increased to two year in all the teacher education institutes.
- More application of educational technology.
- The internship model of practice teaching should be adopted. The duration of internship need to be increased.
- Skill based and socially relevant curriculum establishing sufficient linkages with school curriculum should be prescribed in place of conventional curriculum.
- Community participation to be made integral part of teacher education program.
- Community participation to be made integral part of the course.
- There is a need of Integration of theory and practice during the program.
- In a nutshell the present teacher education program should transform an individual into competent and committed professional functionary. Well planned effort should be made to enhance teaching competencies of pupil teachers irrespective of type of institute, he/she is undergoing.
- Activity based learning should be emphasized.

X. CONCLUSION
In a nutshell the present teacher Education program should transform individuals into competent and committed professional functionary. Well planned effort should be made to enhance teaching competencies of pupil teachers irrespective of type of institute, he/she undergoing.

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Effectiveness of Team based Learning in Teacher Education Programme

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Abstract
Team learning is an especially powerful way of using small groups. Different authors have used different terms when writing about small groups: learning groups, collaborative learning, cooperative learning, and team learning. Despite the varying terminology, all refer to the same idea: putting individual students in a class into small groups for the purpose of promoting more active and more effective learning. Making teaching learning more effective, teachers should start team based learning in their respective fields. They should create such an environment where they can inculcate this innovative technique of learning among their pupil teachers. This paper highlights on the issue of how can teacher educator start team based learning in their work areas.

By creating a course structure that involves small groups in the initial acquisition of course content, in learning how to apply that content, and in the assessment of student learning, the procedures of team learning offer teachers an extremely powerful tool for creating several kinds of higher level learning. The key to using this tool successfully lies in understanding a few key principles of team dynamics and then learning how to apply those principles to specific subject matter and in a variety of teaching situations. This paper explains those principles and shows how team learning transforms the structure of the course, transforms small groups into teams, and transforms the quality of student learning and how we can start TBL in our classes.

I. INTRODUCTION
Team-based learning (TBL) is an instructional strategy developed by Larry Michaelsen that actively engages students in active learning and critical thinking. TBL students work in diverse collaborative teams (as opposed to small groups) that stay together for an entire semester. The course is divided into 5 or 6 major units, and each unit follows a particular organizational structure. Students are expected to do assignments and come to class prepared. When they come into class they take a short individual exam over the readings followed by the team taking the same exam as a collaborative group. The student's scores are a combination of his or her individual score and the team's score.

Students are encouraged to challenge the exam, and if they are successful, they get points for the questions challenged. This whole preliminary procedure is referred to as a RAT (Readiness Assessment Test).

After the RAT the teams are given another critical thinking exercise. All the teams get the same exercise, and they are expected to all be ready to report their results at the same time. This exercise is not so much about correct answers as it is about the rational and procedure used to arrive at the team's report. The report is oral (as opposed to written), and the professor uses this opportunity to probe understanding and clarify misconceptions. Teams are scored on their presentations.

The team exercises may take from 2 to three weeks to complete, however, class time is allowed for team work and for short clarification lectures. The whole idea of the strategy is to get students engaged in talking and using the knowledge they learn from their assigned readings in solving problems similar to the ones over which they will be tested.

II. THE FOUR ESSENTIAL ELEMENTS OF TEAM-BASED LEARNING
Shifting from simply familiarizing students with course concepts to requiring that students use those concepts to solve problems is no small task. They are, however, achievable when the four essential elements of TBL are successfully implemented:

1. Groups: Groups must be properly formed and managed.
2. Accountability: Students must be accountable for the quality of their individual and group work.
3. Assignment design: Group assignments must promote both learning and team development.
4. Feedback: Students must receive frequent and timely feedback.

III. HOW TO START TBL
With TBL, students repeat the knowledge acquisition and knowledge application cycle several times within each individual course. They individually study the course content, discuss it with their peers and the instructor, and immediately apply it in making choices that require them to use their knowledge. Thus, students in TBL courses develop a much better sense of the relevance of the material because they seldom have to make unreasonably large inferences about when and how the content might become useful in the real world. Rather than being filled with libraries of “inert knowledge” from which they then later must extract needed information with great effort, students walk away from TBL courses having already begun the practical problem-solving process of learning to use their knowledge in context.
This benefit, however, does not occur by accident. Designing a successful TBL course involves making decisions related to first identifying and clustering instructional objectives and then designing a grading system around them.

Step 1: Identifying Instructional Objectives: Designing a TBL course requires instructors to “think backward.” In most forms of higher education, teachers design their courses by asking themselves what they feel students need to know, then telling the students that information, and finally testing the students on how well they absorbed what they were told. In contrast, designing a TBL course requires instructors to “think backward” because they are planned around what they want students to be able to do when they have finished the course; only then do instructors think about what students need to know.

When you are designing a course backward, the question you ask yourself is: “What specifically is that evidence? What could a former student be doing in a moment like that to make it obvious she really internalized what you were trying to teach her and is putting it to use in a meaningful way?”

For every course, there are several answers to this question, and these different answers correspond to the units of the redesigned version of the course. A given real-world moment will likely demand knowledge from one part of a course but not another, so for any given course, you should brainstorm about a half-dozen of these proud moments in which a former student is making it obvious that she really learned what you wanted her to. For now, do not think about the classroom; just imagine she is doing something in an actual organizational context? Also, do not be afraid to get too detailed as you visualize these moments. In fact, come up with as many details as you can about how this former student is doing what she is doing, what decisions she is making, in what sequence, under what conditions, and so on.

These detailed scenarios become useful in three ways. First, the actions taking place in the scenarios will help you organize your course into units.

Second, the scenarios will enable you to use class time to build students’ applied knowledge instead of inert knowledge.

Third, the details of the scenario will help you design the criteria for the assessments on which you can base students’ grades.

Once you have brainstormed the scenarios and the details that accompany them, you have identified your instructional objectives, which often involve making decisions that are based on insightful applications of the concepts from your course. Now you are ready to ask three more questions:

What will students need to know in order to be able to do those things?
Answers to this question will guide your selection of a textbook, the contents of your course packet, experiential exercises, and are likely to prompt you to provide supplementary materials of your own creation or simple reading guides to help students focus on what you consider most important in the readings or lab findings. In addition, the answers will be key in developing questions for the readiness assurance process.

While solving problems, what knowledge will students need to make decisions?
Answers to this question will help you import the use of course knowledge from your brainstormed real-world scenarios into the classroom. You may not be able to bring the actual organizational settings in which your scenarios occurred into the classroom, although computer simulations, video (including full-length feature films), and requiring students to learn by doing are coming much closer to approaching the real world. But you can provide enough relevant information about those settings to design activities that require students to face the same kinds of problems and make the same kinds of decisions they will make in clinical and laboratory settings.

What criteria separate a well-made decision from a poorly made decision using this knowledge?
Answers to this question will help you begin building the measures you will use to determine how well the students have learned the material and how well they can put it to use under specific conditions.

In summary, TBL leverages the power of action-based instructional objectives to not only expose students to course content but also give them practice using it. When you are determining an instructional objective, it is crucial to know how to assess the extent to which students have mastered that objective. Some teachers feel that designing assessments first removes something from the value of instruction that it simply becomes teaching to the test. With TBL the view is that you should teach to the test as long as the test represents (as closely as possible) the real use to which students will ultimately apply the course material: what they are going to do with it, not just what they should know about it.

IV. DESIGNING A GRADING SYSTEM
The other step in designing the course is to ensure that the grading system is designed to reward the right things. An effective grading system for TBL must provide incentives for individual contributions and effective work by the teams, as well as address the equity concerns that naturally arise when group work is part of an individual’s grade. The primary concern here is typically borne from past group work situations in which students were saddled with free-riding team members and have resented it ever since. Students worry that they will be forced to choose between getting a low grade or carrying their less able or less motivated peers. Instructors worry that they will have to choose between grading rigorously and grading fairly. Fortunately, many of these concerns are alleviated by a grading system in which a significant proportion of the grade is based on individual performance, team performance, and each member’s contributions to the success of the teams. As long as that standard is met, the primary remaining concern is that the relative weight of the factors is acceptable to both the instructor and the students.
Activities that occur during the first few hours of class are critical to the success of TBL. During that time, the teacher must accomplish four objectives: ensure that students understand why you (the instructor) have decided to use TBL and what that means about the way the class will be conducted, form the groups, alleviate students' concerns about the grading system, and set up mechanisms to encourage the development of positive group norms.

RESOURCES

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Affiliation: 12, normal, E-mail ID must.

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