Innovation and Challenges in Teacher Education

Sivakumar Ramaraj, P

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3G - Mobile Technology in Education

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Abstract

Mobile phone based educational learning system has the basis of Educational Technology Competency Standards for Teachers, tracing by demand of improving teachers’ educational technology and with the focus of making up knowledge and capacity building. Mobile Learning has become another very important complement to the traditional ways of learning after digital learning. The development of the third generation mobile communication technology 3G provides a more adequate technical basis for mobile learning. This article describes the 3G based mobile learning, where mobile device is used for educational activities. The goal of this innovative method is to create flexible teaching solutions, which will enable the accessing of information with all kinds of devices, and to support learning in a variety of situations.

Introduction

Mobile technologies are developing rapidly, and the functionalities available on mobile devices grow more numerous and complex every day. These technological advancements, coupled with the widespread availability and relatively low cost of mobile devices, represent a tremendous opportunity to leverage the power and ubiquity of mobile technologies to enhance learning and extend educational opportunities. In 3G systems, it can be realized between the mobile end-user data, audio, video, multimedia communications which makes anything anytime, anywhere "easy face to face" communication is possible. Students who are not in classroom can learn the teachers’ lectures, as long as opening mobile terminals, students will be able to carry visual communication with the teachers and enable teachers to guide their learning. A third-generation mobile communication (3G) technology has greatly accelerated the convergence of mobile communications and the Internet, the combination of mobile communication and education, greatly enhance their learning efficiency. The rapid development of new technologies in the context, 3G communications technology will be widely applied into education.

Mobile Learning

Mobile learning takes place when a student uses portable devices, such as smartphones, notebooks or tablets, or handheld gaming devices, to access learning materials and systems, create content and interact with other students, teachers, learning systems and the world around them. Mobile devices enable learning to take place at any time in any location, at a pace chosen by the learner whilst enabling teachers to easily provide personalised and motivating learning experiences relevant to location and context. Mobile learning can be individual or collaborative and transformational. Mobile learning is not only the use of mobile technology to support learning, to the excessive emphasis on technology rather than to emphasize teaching and learning tasks. Mobile learning is not intended to discover a new kind of mobile technology use, but the emphasis on the teaching and learning process. Mobile learning is the content of learners use the possession of any equipment and technology, in any place, any time, can have the opportunity to enrich their learning.

The size, ease of use, portability, prevalence, and advanced features of mobile technologies (e.g., voice, display, internet access, interactivity) have sparked interest in
integrating these technologies into instructional environments. However, the educational applications of m-technologies are still poorly understood, as is what constitutes good m-learning. The value of deploying mobile technologies in the service of learning and teaching seems to be both self-evident and unavoidable. The development of the third generation mobile communication technology 3G provides a more adequate technical basis for mobile learning. With the continuous development and improvement of the Internet, Mobile Education Network and Mobile Telecommunications’ Equipment and the gradual increase in the level of the teachers, mobile learning becomes tools for teachers to develop and improve their educational setup. With the developing trends in mobile communication technology, transmission of real time audio and videos takes a giant leap. It is more than e-learning in which we only view already stored data.

**Mobile Education**

Mobile Education is an extension of mobile learning, including the full range of opportunities mobile technologies and systems offer for improving learning, teaching, assessment and educational administration and management. Mobile education incorporates access to e-books and online learning materials and systems, collaboration, learner tutor communication, evidence collection, e-portfolios, e-assessment, attendance monitoring, task planning, curriculum and device management.

**Benefits of Mobile Education**

Mobile devices to deliver education has a wide range of benefits including:

- Learners have continuous access to the latest textbooks, podcasts, videos and multimedia learning experiences sourced from around the world and can choose when and where to work.
- Assignments and coursework, combining text, images, audio and video, can be created on a mobile device and can be all gathered together in an online portfolio by the learner.
- Students (and educators) are able to connect with each other anywhere and at any time to discuss and explore their learning together.
- Using mobile devices to introduce topics and run assessments means teachers can reduce the amount of time they spend in front of a class presenting and testing knowledge, freeing up more time for discussion and exploration.
- Information and feedback can be easily sent directly to learners, teachers, tutors, parents, etc., and quickly acknowledged and followed up.
- Online planning systems can use mobile devices to co-ordinate and send reminders about classes, workshops, events and vacations.
- Test papers can be assessed, collated, aggregated and graded safely and securely when students are ready rather than at set times during the year.
- Mobile education can be more cost-effective than traditional approaches, enabling the efficient use of accommodation and staff time, and saving money, for example, on photocopying, printing, postage, textbooks and staff travel.
- Mobile technologies make it easier for teachers to provide more differentiated learning experiences and formative assessment for learners of different abilities and with different learning styles or preferences.
- Mobile connected equipment can make data collection by students, inside or outside of the classroom, easier and more accurate.

**Easy way of accessing learning materials from various locations**

Schools can store electronic textbooks and other educational materials in dedicated online repositories, which children can access from anywhere using connected
tables, notebooks or e-readers. Pupils are able to easily find accurate information and explanations, regardless of their location. Further benefits of making educational materials accessible from mobile devices include:

- A consistent learning experience: A pupil can access the same educational materials from everywhere.
- Reduced need for students to carry around heavy textbooks.
- Children can access e-books for personal reading and development during holidays.
- Many children will become more engaged with school work if they can use "cool" mobile devices.
- Where appropriate, the device can be used for fun as well as learning and this encourages feelings of ownership which increases willingness to use the device.
- Students can annotate learning materials without damaging physical copies.

**Differentiated learning**

Rather than handing out paper worksheets, which can easily get damaged or lost, teachers can send homework directly to their pupil's mobile devices. That makes it easier for teachers to set different tasks for different children, depending on their abilities. They can also send extended homework to children who fail to attend school on a particular day directly to their mobile device. Further benefits of using mobile devices to set homework include:

- Easier to personalise homework materials and action plans for individual learners.
- Reduced requirement for printing and copying paper worksheets.
- Simple to update or amend homework, where necessary.
- Presentation of materials to suit the learner’s needs/preferences - for example, the background and text colours can be adjusted for dyslexic students.

**Out of classroom education and collaboration**

Across a wide range of subjects, such as biology, history and geography, school and university students benefit greatly from field trips that enable them to get hands-on with a particular topic or see real-life examples for themselves. Mobile education solutions can make out-of-classroom learning even more valuable by enabling students to access contextual information in real-time and immediately upload measurements, photographs and notes into folders or a virtual learning environment on institutional servers or to where appropriate to online blogs or social networking sites. Students on field trips can also use mobile devices to collaborate with students and teachers in other locations.

**Access to contextual information in the field**

Students in outdoor geography lessons, for example, can use a Smartphone or a tablet computer to access information about topography, sea level, rock formations and other contextual material on-site in real-time. GPRS-enabled mobile devices can tag photographs with location data, can be used to locate sites to be studied and can provide data such as the longitude, the latitude and the altitude of areas of interest. Biology students can use their mobile devices to take pictures of plants or animals and identify them by comparing their photographs to images online.

Augmented reality applications running on Smartphone’s or tablets could show history students what a ruined castle, for example, looked like when it was first built. Language students can use similar applications to translate signs on trips abroad or they could use voice recognition software on their mobile devices to help them interview local
people and then immediately check any words they did not understand. The potential benefits of using mobile devices to access contextual information on field trips include:

- The real-time combination of observation and theory enables students to learn more than they otherwise would.
- It becomes easier for teachers to tailor contextual information to different learning styles and preferences and provide better support for learners with disabilities and/or learning difficulties.
- To further engage younger students, mobile devices can be used to find and unlock clues and information hidden in real locations using GPRS-enabled devices.
- Mobile devices allow time in transit to be used for additional reading and study.

**3G - Technology of Modern Education**

3G can provide the blended for personal communication, including text, voice, video, animation, graphics, etc. Various information, can integrate the network transmission smoothly on the platform. People can also interact with meeting television in great way to communicate, reduce the cost of meetings at the same time to realize the remote collaborative work. But distance education which used in the media, such as television, network video, still need we use camera teachers teaching process and real-time transmission to streaming media coding machine, after acquisition card after the acquisition, coding to flow again real-time ground media server, again by streaming media server real-time release to other classroom of the terminal computers. They lack the interactive multimedia technology, the whole information production and layout is a sequence, students cannot to choice according to need time and demand. In most situation, students must on time watching, so the students learning process still at a passive position, learning rise also has the certain difficulty.

3G reduces the process, can use 3G phones real-time shooting teachers teaching process and real-time transmission contacted students or to resource demand. Meanwhile now adult distance education platform also affected by the place limit, can be in only have computers and the Internet place, then can login school course website announcement, view the course selection and related information. The advantage of using 3G network is the fast transmission rate of voice and data, it can realize seamless roaming globally better, and images, music, streaming video etc. Various media forms, including web browsing, telephone conference, e-commerce and so on many kinds of information services, these services can be provided for students’ learning higher standards of service and convenience.

**Advantages of 3G phone based Mobile Learning**

Mobile learning, through the use of mobile technology, will allow citizens of the world to access learning materials and information from anywhere and at anytime. Learners will not have to wait for a certain time to learn or go to a certain place to learn. With mobile learning, learners will be empowered since they can learn whenever and wherever they want. Teachers can use the mobile technology for just-in-time training where learner’s access and applies the information right away rather than learns the information and then applies the information at a later time. Mobile learning just can meet the need to learn anything, anytime, anywhere. Mobile learning which is based on E-learning is a new type of learning relying on Mobile Communications Technology or Wireless Network Technology and using mobile devices to get educational resources, educational information and education services anytime and anywhere. Mobile learning devices must be able to render learning content effectively and provide communication
between users, which means that learning institutions are no longer confined to a classroom, a library. With the help of wireless network and communication technologies, mobile learning will allow learners to personalize learn when needed anytime and anywhere.

Learners here are not only students, but also including teachers, farmers, workers and other trades’ personal. Under the concept of lifelong education, not just young people, but elderly people can enjoy the learning anytime and anywhere. Therefore, mobile learning has characteristics of wireless mobility, high portability, extensive, interactive, and sharing. This provides a broad space for mobile learning to improve teachers’ educational technology. However, mobile learning should be achieved by mobile learning system which composed of three parts: the Internet, mobile education network and mobile communication devices. The Internet is a global information system and also an effective carrier of educational resources. Mobile education network is an platform which enable individuals and institutions communicate through the sharing of information (such as curriculum support service system, course content).

**Safe use of ICT by children**

The Internet can now be accessed on many mobile devices opening up a world of opportunities for communication, interaction, entertainment and learning, but also certain risks for children. These risks include access to both illegal and legal, but potentially harmful, or inappropriate, content. Many mobile operators have taken active steps to reduce the risk of children being exposed to this content. Mobile operators provide Internet filtering which blocks access to material deemed inappropriate for children. Being registered as a child user means you cannot access material provided by your mobile operator, or its partners, that has been rated only appropriate for people over 18. All mobile phone users are considered to be children by mobile operator unless or until they have proved to their mobile operator that they are 18. Recognising the need to safeguard mobile networks from being misused to access illegal content, the GSMA has created the Mobile Alliance Against Abuse Content. The Alliance aims to stem and reverse the growth of online abuse content around the world. Through a combination of technical measures, co-operation and information sharing, these operators are creating barriers to the misuse of mobile networks for hosting, accessing or profiting from illegal content.

**Conclusion**

In the support of mobile learning resources and mobile learning network teachers will develop their expertise. The current era of learning is 3G phone-based mobile learning. Under the influence of the lifelong learning and education, teachers will be the first to join the ranks, raising their professional skills to meet the developing information society. Then, the modern farmers, workers, students will gradually join the ranks of mobile learning. This will improve information literacy of our overall national people.

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**Teacher Development For Pedagogy – Technology Integration**

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**Introduction**

New development in ICT has had a huge impact on the role of teachers in an information intensive society. Many teachers lack the knowledge and skills to effectively use ICT as a tool in facilitating learning in increasingly ICT pervasive learning environments. The main problem to address, in the use of ICT in and for education, is the question of adequate expertise in terms of knowledge, skills and attitude on the part of the facilitators at individual, institutional and national levels. The present attempt intends to be experimental and innovative in areas, which are challenging and little explored in the development of pedagogy ICT integration.

**Role of the teacher**

The fundamental role of the teacher is to facilitate learning and to help to create autonomous learners who can continue to learn by themselves, especially with the assistance of new ICT. The teacher is the key person on whom the future of children and the mankind depends. He plays an important role in shaping and moulding the personality of a child. We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his/her personal qualities, his educational qualification, his/her professional training and the place that he occupies in the school as well as in the community, remarks the Secondary Education Commission 1952-53.

**ICT – Components**

Following, theoretical courses of ICT components there should be – practical training of working with – a) Desktop technologies for instructional lessons. b) Use of online material c) Effective use of internet d) Effective integration of technologies to enrich conventional ways across content. e) Introducing ICT components into the formative and summative evaluation.

**Interaction between Development, Education and Technology**

The strong three-way link binding development, education and technology constitutes a deep and systemic argument that ties investment not only with progress in education, but also with the development process itself. It represents the key strand in a reciprocal link through which development, education and technology can become mutually reinforcing within a dynamic framework for progress.

Technology has always been a powerful tool for human development and a major driving force of national growth. In today’s information society, new technological development is creating a cultural and educational environment capable of diversifying the sources of knowledge and learning.

**ICTs in Teacher Education**

The integration of ICT with teaching and learning is first and foremost about pedagogy, about creating an environment for students’ activities that lead to meaningful and sustainable learning experiences.

The holistic framework defines areas of ICT competency organized in four groups:

- Content and pedagogy focus on instructional practices of teachers and their knowledge of the curriculum. It requires that teachers apply ICT in their respective disciplines to support and extend teaching and learning.
- Collaboration and networking showcase the communicative potential of ICT to extend learning beyond the classroom and necessitate the development of new knowledge and skills.
- Social issues, which imply that teachers can acquire an understanding of social issues, including the recognition and understanding of legal and moral codes such as copyright and intellectual property rights; participation in...
debates on the impact of ICT on society; and the use of ICT in the promotion of a healthy society. Awareness of such issues will lead to suitable application of ICT in pedagogy and development.

- Technical issues include technical proficiency and the provision of both technical infrastructure and technical support for ICT integration throughout the curriculum.

**ICT in Teaching and Learning**

Technology, in general, and ICT, in particular, is an aid to teaching and a tool in the facilitation of learning; it is supplementary to the fundamental process of teaching and learning. Technologies augment this teaching learning process in various ways. Human communication, or teacher – pupil interaction, is central to the process of learning. To the extent that technology can facilitate and enhance such communication, it has the potential to improve pedagogy and the quality of education.

**Teacher as a Knowledge Transmitter**

Teachers occupy the central position in strategies for using technology in relation to good pedagogy for improved education. The role of a teacher will change from that of a knowledge transmitter to that of a facilitator, knowledge navigator, co-learner and courseware developer all rolled into one. The new role does not diminish the importance of the role of the teacher but requires new ways of thinking that will culminate in ICT enhanced pedagogy.

**Teacher as a Comprehensive Bank**

The teachers make most intensive and systematic use of pedagogy to promote effective and efficient learning as part of the process of education. Teachers need a comprehensive bank of pedagogical skills and teaching aids, along with many other professional/personal qualities. Among the major challenges to pedagogy are: a) promoting relevant, effective and efficient learning in the face of an ever-expanding range of human knowledge. b) Ensuring the learner’s ability to relate their learning to the real world. Pedagogy has important role for play in creating holistic understanding of learning and integrating various aspects of the teaching and learning.

**Hall mark of ICT**

Interactivity, flexibility and convenience have become the hallmark of the ICT supported environment. ICT has caused substantial changes in the learning scenario. It helps to explore, access and represent information dynamically and in multi model forms. Flexibility of spatial and temporal dimensions changes the way the teacher teaches and the learners learn. It has opened up immense opportunities for the learners to access, extend, transform and share information and ideas at their own pace and time.

**Authentic and Automatic**

ICT integration has to become an authentic and automatic response to teachable moments and learning moments in the classroom. The integration of ICT into very idea of teaching and learning always places pedagogy over technology.

**Conclusion**

The inclusion of both pedagogy and technology as core competencies for teachers acknowledges that integrating ICT in education for teaching and learning is far broader than the simple acquisition of these two sets of competencies. Competencies of integration are neither competencies of technology alone nor are they competencies of pedagogy. Rather competencies of integration are about the appropriate selection, use, mix, fusion and integration of many sets of competencies including those covered under pedagogy and technology.

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ICT in Teacher Education

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Abstract
Our way of living is dependent on the coordinated economic activities of distant people. “There is nothing globe with regard to education.” The teacher has to fashion and plan other teaching and learning processes in a way that the children can grow with world-mindedness. With the emergence of World Wide Web, the world of teaching and learning has adopted it as one of its main innovations. However, in spite of extensive use of ICT in education, a variety of terminologies are used to depict this new field of knowledge. Most of the advanced countries have already adapted web Based Instruction, e-learning, distance learning and on-line learning etc. The information and communication network in universities and colleges would provide internet facilities. In this assumption, this paper highlights the challenges of ICT in Teacher Education.

Introduction
Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. This shows the importance of teacher, one can realize how important education is which makes one a teacher. Teacher education is looked after by a systematic operation of various agencies involved in it. In the present scenario, teachers need to help their students in; how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate fundamental information and also how to question and them dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy world of education.

ICT and Teacher Education
There are a variety of approaches to professional development of teachers in the context of use of ICT education. Professional development to incorporate ICT into teaching and learning is an ongoing process and should not be thought of as one ‘injection’ of training. Teachers need to update their knowledge and skills as the school curriculum and technologies change. Two aims of teacher training are fundamental: teacher education in ICT, and teacher education through ICT.

Role of ICT in Teacher Education
In almost all sectors of education the role of the teachers is changing from being not only a transmitter of knowledge but also that of facilitator of the teaching and learning process. Owing the ones of Information and Communication Technology (ICT). New application of technology and enhanced accessibility to it are introducing new possibilities of teaching and learning, the traditional boundaries of the classroom are giving way to virtual learning and online courses. All these development would have profound impact on teacher education programmes and process.

Teacher educators have to develop new understanding approaches and attitudes in harmony with new developments in information technology. Their proficiency in these areas would help them to train student teachers effectively. Teacher’s education institutions will have a take leadership in using information technology. As technology has created change in all aspects to society, it is also changing our expectations of what student must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze to make decisions and to master new knowledge domains in and increasingly technological society. They will need to be life-long learners, collaborating with others in accomplishment complex task, and effectively using different systems for representing and communication and knowledge to other. A shift from teacher centered instruction is needed to enable students to acquire the new 21st century knowledge and skills.
The 21st century teacher and students acquire the lenses of learning from ICT with ICT around ICT with skills of
1. Digital are literacy basic, scientific and technological literacy
2. Intellectual thinking and intellectual capital ability of manage complexity courtesy.
3. Effective communication-social and personal skills-Teaming, collaborative and interpersonal skills.

**Conclusion**

The teacher education systems empowered by ICT driven in infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society. ICT will also require a modification of the role of the teachers, who in addition to classroom teaching, will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for student who use electronic media. Ultimately, the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world.

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Innovative Micro-Teaching And Teaching Practices In Teacher Education And ICT Education

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Introduction
Development of teaching skills including use of innovative teaching method should be an effective part of teachers training programme and due to this approach known as micro-teaching has been developed in U.S.A and we in India are attempting to do the same. In the contemporary sphere of Teacher education there has been constant paradigm shift in delivering contents to the pupil. Consequently, modern teaching trends in higher education exhibit a paradigm shift from the conventional classroom teaching methods adopted in the past to non-conventional teaching aids so as to encourage interactive forms of learning in students through active participation and integrative reasoning where the relationship of the teacher and the taught has undergone tremendous transformation. The ancient to modern education has been defined in infinite ways according to social and cultural needs and values of the community. Education is only that option or tool which develop the traits of the nationality among future citizens to make them good leading persons. In our educational systems, the teaching and learning process is generally characterized by the traditional lecture, in which the teacher explain to the student behavioral pattern of the domain. There is now a general conviction that this traditional way of expository teaching is not optimal for teaching and training pupil that the market requires and who need deep, flexible and transferable knowledge. Some of the nonconventional teaching methods adopted are learning through active participations by the students through computer-assisted learning (CD-ROMs), Web-based learning (undergraduate projects), e-learning, virtual laboratories, seminars, audiovisual aids(video-based demonstrations) and so on. At present computer in schools are both focusing of study themselves and a support for learning and teaching.

Assumptions of micro-teaching
- The complexities of education can be reduced by it,
- Teaching skills can be developed by it,
- It is an individualized training programme,
- It is a real teaching,
- It can control the practice by feedback,
- In it, feedback can be provided by various means, such as criticism by a teacher, preparing video-film of the entire lesson etc.

Characteristic of Micro-teaching
- It can be used in the college. The pupil teacher needs not to go to any school for the training of teaching skills.
- The content is divided into smaller units which makes the teaching easier.
- The numbers of students as well as duration of teaching are less.
- The problem of indiscipline can also be controlled.
- Only one teaching skill is considered at a time.
- In its training techniques the other class-mates of the pupil-teacher can supervise the task of teaching.
- In micro-teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
- There is a provision of immediate feedback.
- There are occasions of comparing two or more teaching behaviors’ of the pupil-teachers.
Limitations of Micro-teaching

The arrangement of micro-teaching laboratory is very expensive in small training colleges. Micro-teaching technique needs sufficient time for training. This technique is not complete in itself. It is only useful if it is used along with other technique, such as inter-action analysis method and simulated teaching method. Video, tape-recorder and other devices are required in using micro-teaching which make the lesson effective. It is not possible for all training colleges to make such arrangements. The teachers need the training of this method which they generally lack.

Precautions in Micro-teaching Approach

Clarity of objectives is compulsory in micro-teaching. Delivering model lessons in micro-teaching is necessary. Micro-lesson plan should be prepared for one skill only at a time before matching; the pupil-teacher must prepare his micro-lesson plan. There should be not only criticism but also substantial suggestions accompanying this approach in order to improve the teaching skill of the pupil-teachers.

Students interest

The practice of innovative teaching practices and their impact on performance of pupil and Teachers certainly provide an insight into the realm of relevant teaching practices in the contemporary period and in turn facilitating the proliferation of the same so that wider number of pupil can be benefited from such teaching. The documentation of such teaching practices has not been quite active and hence there is an urgent so that the teaching community develops more confidence as well as interest in the innovative teaching methods and enables the students to benefit from the same.

Many Educators has the opinion that knew methods (ICT) can assist pupil in engaging cognitively to a depth with knowledge domains. This is often discussed in terms of cognitive taxonomies such as provided by Bloom (1964)

Bloom Theory on Education

1. Knowledge: The learner must recall information (bring to mind the appropriate material).
2. Comprehension: The learner understands what is being communicated by making use of the communication.
3. Application: The learner uses abstractions (e.g. ideas) in particular and concrete situations.
4. Analysis The learner can break down a communication into its constituent elements or parts.
5. 4. Synthesis: The learner puts together elements or parts to form a whole.
6. Evaluation: The learner makes judgments about the value of material or methods for a given purpose.

The concept of teaching pupil in a context as close to real life as possible can be dated back to the sixteenth century. In fact, the school fieldtrips that students take today could be a result of the belief that students learn without the textbook; fieldtrips give students an opportunity to interact with society and gain valuable experiences. Creating a setting in which students learn as realistically as possible is a goal of teachers who use contextual teaching and learning. Teachers who use contextual teaching and learning practices not only place emphasis on fieldtrips, but they also emphasize practices such as learning by doing, problem solving, and cooperative learning. Prateek Shah (2004), based on his work on innovative teaching practices in higher education in India, opined that the innovative teaching practices enable the learners to understand the difficult task much faster than the usual traditional methods.

He argues that given the technological applications in teaching, there is need to introduce new methods of teaching in higher education in India, assessed on extensive research in the classroom, the conclusion presented are especially meant for study by aspiring teachers for colleges and universities. However, the traditional methods of teaching have still been largely practiced in India. The teachers in Teacher education arena are not aware of innovative practices of teaching being practiced in the country due to lack of documentation of such practices and also lack of publicity in reference to authentic impact of these teaching practices. Despite best efforts the use of Information
and Communication Technology (ICT) in Indian education lagging behind our expectation.

**Seven requirements in ICT Education**

- Suiting technology to education goals and standards
- Having a vision for the use of technology to support curriculum
- Providing for both in-service and pre-service training. Ensuring access to appropriate technology
- Providing for administrative support for technology use
- Providing time for teachers to plan and learn how to integrate technology
- Providing for ongoing technical support for technology use

**Advantages in innovative teaching**

1. Student Motivation Levels increases: Easy to manage student and direct towards
2. the task Students had a chance of distraction the computer from the tasks the teacher wanted to
3. Removing Stressful tasks: Better satisfying experience to teachers to direct less tedious tasks. Few teachers may prefers to the students to be busy and engaged.
4. Self or independent learning: Learning may not be directed towards teacher’s objectives classroom. More and extra coordination of classroom
5. Extension of students thinking: Ideas and thinking of students may go beyond teacher’s capabilities and experience which may bring and provide double confidence of levels of teachers.
6. Active Learning Process: Student’s may be go beyond the teacher’s own subject of expertise. More complex to direct and manage student learning.
7. Instruction to the right learner: Teachers feel easy to spend time with students that need extra attention and practice to catch up with the subject...
8. Attention: Slow learners has also concentration on the teaching-learning process Without deviation and distraction.

**Conclusion**

Teacher education in India is at a new stake in view of the new policies laid down and the globalization processes. Indian Teacher education need to orient itself to the new challenges and enable its pupil to compete level. The pupil who are pursuing teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned. They, in turn, may initiative steps either to follow the existing innovative teaching practices in teacher education or eschew new path of innovative teaching at their respective institutions.

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Online Web based Seminar – An Economic platform for global interaction among Teachers

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Abstract
This paper intended to explain a planned procedure to conduct seminars using online web based interactive method. The procedure, the requirements, the scope and utility are described. The information provided may be useful to conduct such kind of seminars for various subjects.

Introduction
A seminar is general defined as, any group or meeting for holding discussions or exchanging information on particular subject matter. In higher education institutions used to conduct seminars on topics of contemporary concerns. Traditionally, for seminars participants and experts should assemble in a particular palace to exchange information.

Usage of ICT for the conduct of Seminar
The availability and the wide usage of ICT provide a comfortable platform to hold such seminars without physical movement of the participants. Such kind of online seminars can be conducted with ease of participation and presentation of ideas in the form of papers. The procedure of conducting a cost effective less and simple technology used –online is explained here. The online Seminars are also used to call as Webinars with real time online interactions.

Scope of online Seminars
- Since the online participation can be increased without limitation, there is a large scope for increase in the Registration fee without any additional expenditure.
- The web site launched could be used continuously and the same site can be used for number of seminars with the same title/area or with different title in regular interval.
- If this initial attempt executed successfully, such seminars (online) can be executed in regular intervals on contemporary issues.

Execution procedure
Separate web site/web page with dynamic – administrative access should be used to maintain the Registration of participants, upload the seminar paper content, participation details and to upload certificate in e-from. Face book may be used as a medium for interaction. The content may be uploaded simultaneously in the University web site/separate web page as well as to the face book account. To ensure the participants participation, the participants may be requested to upload a real time photo while browsing the web page. The received content should be open for online access and discussion from the opening date and then it should be maintained online for ever for continuous access. To enable all sorts of participants like ICT skilled and non-skilled or those with minimum knowledge of accessing Computer and Internet, very simple procedures should be followed in online execution, though there are high level techniques available for online programmes.

The website should contain:
- Home page with Seminar details
- Instructions to the participants regarding registration and participation procedure
- Plenary papers of experts on the selected themes
- A separate page for each numbered-titled-dated seminar, in which:
  - The participants’ identification details with photograph
• Date and time of registration
• Fee payment details
• The seminar paper content in pdf form
• Acceptance details and instruction if any from the executers
• Real time photograph uploaded by the participant
• The face book link to see the interaction recorded from the global audience.
• e-certificate with title of the paper, photo of the participant, Registration date, Registration number, Certification number and digital sign of the respective authorities
• Consolidated e-book with ISSN number

All the details and the content could be maintained in the website for future reference and for continuous access and interaction.

**Resource Persons**

Experts in the field of subject taken for discussion can be used as Resource Persons to run the sessions at the executing end. They can monitor and provide feedback to online participants.

**Nature of impact**

Though changes in methodology of teaching and in the content of teaching at school level occurs in line with the changes in social and professional bodies, the teacher Educational institutions’ content and methodology has not updated in line to them. As the teacher Educators and Teacher Educational Institutions are the key functionaries in the preparations of contemporary and future teachers of the society there is a strong need for renewing the educational methodologies in the teacher preparation at secondary and Higher Secondary level classes.

Further, while due to technological explosion the total glob comes within a palm, and even degrees are provided through distance and online Teaching, the need for mobility of participant for a two day seminar also can be avoided by making use of available -low cost-Information and communication technologies. By keeping this idea in mind, as an innovative attempt this seminar is planned to be executed through online mode also. Real time Productivity, Continuous Financial support to the Institution, Novelty in execution and Quality in output-can be achieved through this kind of online seminars

**Conclusion**

This kind of seminar will provide a challenging opportunity to educationists, teacher educators, research scholars, academicians, administrators, and teachers to share their thoughts, experiences and research studies and to make scholarly contributions towards recent trends in Teacher Education. The abstracts and full papers can be published as book in e-form. Te real time video communications also cn be established, but Indian set up, this cannot be executed with the knowledge and Economic conditions of Institutions, teachers and Scholars. Till we reach a comfortable, saturated status with respect to technology and skill in using hi-fi techno instruments-simplified methods can be adopted to get immediate effects.

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Role of ICT in Education

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Abstract

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of the teacher. The role of ICT in education is to empower the technology into present educational activities. Teachers need to update their knowledge and skills as the school curriculum and technologies change. As technology has created change in all aspects to society, it is also changing our expectations of what student must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze to make decisions and to master new knowledge domains in an increasingly technological society. There are a variety of approaches to professional development of teachers in the context of use of ICT in education. Professional development to incorporate ICT into teaching and learning is an ongoing process.

Keywords: Information and Communication Technology in Education, Teacher Education.

Introduction

Nowadays the role of Information and Communication Technology (ICT), especially internet in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology (internet) in another side can be the most effective way to increase the student's knowledge. The seventh senses of human feelings of the technology occupying our day to day students - teachers learning and teaching situation so teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. The role of ICT in education is to empower the technology into present educational activities. ICT allows open source learning rather than manual source, hence encouraging students to learn new ideas. ICT also brings about active learning, collaborative, creative, integrative and evaluative aspects to the education sector. Information and Communications Technologies (ICT) education is basically our society's effort to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems that are built with them.

ICT and Teacher Education

There are a variety of approaches to professional development of teachers in the context of use of ICT in education. Professional development to incorporate ICT into teaching and learning is an ongoing process and should not be thought of as one 'injection' of training. Teachers need to update their knowledge and skills as the school curriculum and technologies change. Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT.

Use of ICT in Teaching

Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of Teaching. Along with giving information, the other objectives are:

- developing understanding and application of the concepts
- developing expression power
- developing reasoning and thinking power
- development of judgment and decision making ability
- improving comprehension, speed and vocabulary
- developing self-concept and value clarification
• developing proper study habits
• developing tolerance and ambiguity, risk taking capacity, scientific temper, etc.

Use of ICT in Diagnostic Testing
Adantages of Computer Based Diagnostic Test.
• They do not require any special setting or arrangement. The only requirement is computer systems and software.
• The student can use it even from home if made available on school website.
• They do not need any special assistance from teacher. Unlike the paper-pencil test, it does not require paper setting and paper correction on the part of the teacher.
• It saves time on the part of the teacher and students.
• The feedback is given immediately after the test is over, which gives an intrinsic reinforcement to the student.
• The student finds it more interesting and motivating as compared to the paper-pencil diagnostic test.
• It can be updated from time to time.
• It is economical in terms of money as it requires only one time investment.

Use of ICT in Remedial Teaching
The Remedial Teaching can be done by the teacher if some common mistakes are identified. It may not be feasible to organize Remedial programme for individual students. At this point, the ICT can be used for giving individual Remedial Programme. It may be Online or off line. The instructional material if designed specifically for meeting the individual needs of students and uploaded on the School website and then the ICT can be used for providing Remedial teaching Programme.

Use of ICT in Evaluation
At present the paper pencil tests are conducted for evaluating the academic performance of students. These tests are conducted in the group setting. The content coverage is poor and students cannot use them at their own. These tests are evaluated by the teachers and they may not give feedback immediately to each and every student. It may be due to this that students are unable to know their weakness and do not make any attempt to improve upon them. The ICT can be made use in the evaluation.

Use of ICT in Developing Virtual Laboratory
The students understand better, if they do some practical related to the concept. It makes learning easy and interesting. Laboratory helps in developing scientific temper. But the fact is that practical are not done by each student in each school. There are many schools which do not have laboratory. Sometime if laboratory is available, the instrument is not available. The students are not given freedom to do experiments at their own. Some good schools have laboratories all classes right from class I to XII. They allow students to play with the material available in the laboratory under the supervision of teacher.

Specialized Business and Industry Uses of ICT – As enabling technologies, ICT is used strategically in almost all businesses and industries. Many have developed specialized systems and uses of ICT, and many have specialized legal and regulatory requirements; quality control systems; integrations with production and research equipment and systems; security requirements; and software applications.

Dimensions of ICT in Education
ICT/Digital Literacy – Today, everyone needs a basic understanding of ICT and how to make productive use of it, just to be good students, workers and citizens. Teaching people how to be competent basic users of ICT technologies is an important role of ICT education, so they will be successful in their academic and work careers, and so they can efficiently participate in modern technical society. ICT Digital Literacy should be considered a basic skill by educational systems, something taught to and assessed for all students.

ICT Infrastructure and Support Applied Technologists – Beyond a basic user competency, our society also needs more knowledgeable and capable technical people to deploy, manage and maintain ICT equipment, software and systems, so they work well
for users. In all industries, these people manage computer and communications hardware, software and applications; networked systems; online information sharing, communication and commerce systems; business processes making use of these systems; and user support.

ICT Research – ICT fields themselves are under constant pressure to evolve and improve. We need people who deeply understand the science and technologies underlying ICT and who can work to advance the fields.

**ICT Implementation in Education**

The followings are the aim and objectives of ICT implementation in education:

- To implement the principle of life-long learning / education.
- To increase a variety of educational services and medium / method.
- To promote equal opportunities to obtain education and information.
- To develop a system of collecting and disseminating educational information.
- To promote technology literacy of all citizens, especially for students.
- To develop distance education with national contents.
- To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
- To support schools in sharing experience and information with others.

**Conclusion**

As technology has created change in all aspects to society, it is also changing our expectations of what student must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze to make decisions and to master new knowledge domains in an increasingly technological society. They will need to be lifelong learners, collaborating with others in accomplishment complex task, and effectively using different systems for representing and communication knowledge to other. ICT will also require a modification of the role of the teacher, who in addition to classroom teaching will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for students who use electronic media. Ultimately, the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world.

**References**


Role of ICT in Educational Transactions

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Abstract

Interactive White Boards are an alternative to traditional whiteboards and flipcharts. These white boards can connect to digital video distribution systems in educational institutions and can also be used to interact with online shared annotation and drawing environments. They offer a powerful means for integrating media elements into teaching to enhance content and support collaboration. Interactive White Boards attract the attention of children. The teaching of complex concepts can be simplified through these interactive boards. Interactive White Boards serve the purpose of an electronic file and allow the teacher to store notes and annotations for later distribution in an electronic format. In India, the adoption of Interactive White Boards in private schools has been speedier than government schools. This paper gives an idea of how the Interactive White Boards serve the purpose of learning in schools.

Introduction

Technology is playing a vital role in modernizing education systems. Among other things, Interactive White Boards and audiovisual equipment are emerging as powerful tools in modern teaching. Interactive Whiteboards are larger interactive displays which are connected to projector and computer. A projector projects the computer desktop on the active area of Whiteboard. User operates the computer with finger or pen. Interactive Whiteboards are generally wall mounted. They can be put on floor stand. Interactive Whiteboards are used in classrooms at all stages of education as a replacement of traditional whiteboards or flip charts. They communicate with computer using USB or serial port cable. Bluetooth device or RF device is used for providing wireless communication. Teacher can operate computer functions with finger or pen. Using the supplied software, Teacher can write, draw and annotate on Interactive Whiteboards.

Types of Whiteboards

Interactive whiteboards are sold in wide varieties based on the technology and the usage.

Resistive

These whiteboards are composed of two flexible sheets coated with a resistive material and separated by a micro thin air gap. This technology allows one to use a finger, a stylus or any other pointing device on the surface of the board.

Electromagnetic

These work on magnetic sensors that react and send a message back to the computer when they are activated by a magnetic pen. The whiteboard surface responds to the pressure created by the finger and marker through infrared light. This technology allows whiteboards to be made of any material, and with this system no dry erase marker or stylus is needed.

Laser

These whiteboards react to infrared laser beams that sweep across the whiteboard surface. The board surface is usually constructed with a hard surface like ceramic, which has long life and erases cleanly. Ultrasonic: These devices have two ultrasonic transmitters in two corners and two receivers in the other two corners. Touching with a pen or even the finger on the whiteboard causes these point waves to be suppressed, and the receivers communicate the fact to the controller. Frustrated internal reflection: In this case, infrared light bounces within a flexible and transparent surface. Image processing software turns the light spots observed by the cameras into mouse or pointer movements.
Interactive Mini White Boards

In present times, digitizing tablet is emerging as a wondrous ICT and AV resource; which is intelligently designed to aid users in carrying out live presentations and classroom sessions; effectively. A graphic tablet or graphic pad is an input device; with the help of which users can write text or draw images on a flat surface in a similar manner as they can draw on a paper. Gagnee slate is one such market leading graphic tablet which can’t miss to leave a solid impression on the minds of its users. It is a Virtual Mini Whiteboard which can be passed around audience or students and can be operated from anywhere in the presentation hall or classroom. It is a Digitizing Tablet which can be brought into use for setting up an effective communication with an interactive Whiteboard, Visualiser, computer or laptop through a wireless RF interface that plugs directly into any USB port on the PC or laptop. The best part is that it allows its users to navigate through files and other content even by moving around the presentation hall or classroom.

Some of the outstanding features of Genee Slate are as follows Extreme Mobility

With this cutting edge Digitizing Tablet; Presenters or teachers no longer need to stay rooted to one spot while facing an audience or group of students. They can access all their files; wherever they want; in the room. Its lightweight stylus carries all necessary mouse functions.

Ergonomic Designing

Genee slate with super fine ergonomic designing and advanced RF technology with contoured and sloping palm rest assures high amount of comfort and reliability to its users.

Live Annotation

This next generation Digitizing Tablet is perfectly carved for carrying out live annotations over presentations, programs, documents and web pages or on Microsoft applications such as PowerPoint, Excel and Word. With Genee slate; a user can easily draw images and graphics on a flat screen in a similar way as drawing on a piece of paper.

Vast Clip Art Library

Free software is also included with these revolutionary Graphic Tablets which includes a clip art library of over 2,000 images, making Genee Slate a great ICT and AV solution for carrying out lectures and presentations. It also includes Power Presenter and handwriting recognition features.

Battery Life

Genee slate comes with an astonishing battery life of over 16 hours and that too in a continuing mode. Moreover, its rechargeable battery carries a capacity of 800mA which makes it a best Digitizing Tablet amongst all. Its Unique Soft keys are smartly located across the top of the tablet; allowing instant access to helpful Presentation Tools such as Annotation Pens, Spotlight and Reveal.

Conclusion

In India, the adoption of IWB’s in private schools has been speedier than in government schools. Governments are quite serious about IWB’s adoption and are prioritizing their installations in schools and higher educational institutions. A potential barrier for the usage of IWB is that in many Indian schools, computers are used in computer labs rather than in classrooms. Since IWBs need to be connected to computers, many schools will initially be installing a single unit. They will require more IWB units only when computers expand from the labs into the classrooms. The present government has to take steps in installing more computers in government schools so that the technology will penetrate into the classrooms to enhance the quality of education and to produce enlightened citizens.

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Webinar is an avenue for Professional Development

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Abstract

In the present era of technology, teacher’s obligation is confined not only to acquire new knowledge and skills but to develop them continuously also. Professional development refers to the activities to enhance professional career growth of teachers to foster teachers growth. The term Webinar stands for interactive Web-based seminar cum virtual dialogue, a presentation, lecture or workshop that is transmitted over the web. Through the educational webinars presenters can reach education, academician and others within no time and is also economical as it overcome the travelling expense and other inconvenience. This paper discuss in brief webinar, its history, keys to select good webinar, major benefits of the webinar and for the professional development and also suggests the teachers, educationists, scholars to avail the virtual opportunity for their professional development at different level.

Key words: webinar, educational webinar, professional development.

Introduction

Hon’ble President of India Pranab Mukherjee addressed, “To build India of our dreams, the first and foremost task before us to improve the quality of Education”. Quality in education is not an ordinary term which is a factor that determining the social, economical, political, and cultural development of any state. To build India through quality education, teachers, educators and scholars are to keep alive fresh in subject and uphold professional development through lifelong learning. So that, the knowledge based society is possible nearer.

Professional development and webinar

Teachers are key players in maintaining and improving the quality of education and training system. In the present era of technology, teacher’s obligation is confined not only to acquire new knowledge and skills but to develop them continuously also. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. Professional development refers to the activities to enhance professional career growth of teachers to foster teachers growth. Professional development of teachers is to develop new insights into pedagogy and their own practices, and explore new or advanced understanding of contents and resources. To equip the teaching body with the skills and competences require continuous professional development programmes. Seminars, conferences, workshops and symposiums are set avenue to the teachers for their professional development, which serve a platform to share new ideas and principles with educationist, academician and scholars. Participation of experts from various parts of the world is the primary advantage of the seminars and conferences. The technology innovation “Webinars” creates a platform for teachers, educators, academicians and scholars to deliberate and attain valuable and viable suggestions for professional development.

The term Webinar stands for interactive Web-based seminar cum virtual dialogue, a presentation, lecture or workshop that is transmitted over the web. Through the webinars presenters can reach education, academician and others within no time and is also economical as it overcome the travelling expense and other inconvenience. Webinars are collaborative and include polling, question and answer session to allow the full participation between the presenter and audience. The presenter can use his power point presentation, word document, streaming videos, white board and can also share his screen along with many other features to explain the subject to the audience. Unlimited number of audience can interact and share their views and experiences among themselves and with the presenters through VOIP (Voice Over Internet Protocol) or chat and can also resolve their queries immediately.
Webinar

A webinar is an online "Virtual" seminar or equivalent event that usually involves a small or limited number of presenters and participants delivering and sharing their view of presentation such as a Power Point, documents to a large dispersed audience worldwide over the web. Most webinars offer interactive capabilities which allow for a two way communication between presenters and the audience allowing attendees to ask questions and interact with the presenter by using their computers and the Internet.

History of webinar

Considering the trademark for the term of "webinar" it was registered in 1998 by Eric R. Korb but it was difficult to defend; it is currently assigned to Inter call. Earlier the Web based chat and instant messaging software appeared in the mid 1990.

Educational webinar

Educational webinar differ from an on line meeting because it is usually limited to one way transfer of audio(voice-over) from the instructor to audience to individual or small group of viewing from computers in geographic locations in anywhere in the world where access internet is available. Advance registration and email addresses will be required from the viewers. Access to the programme will be provided from a link which may connect directly to the webinar when opened or may also require an access code. Some programme requires a free software download. Content may be presented in the form of slide show, spread sheets, documents, video and interactive sessions.

Key question and issues in selecting webinar

For the successful participation and utilization of the webinar, the participant better keep in mind the following questions.

- Who are organizing the webinar?
- What are the questions and issues driving the webinar?
- Who are going to present the key notes in the webinar?
- What has been done previously by this organizer in terms webinar?
- What is the programme all about the webinar?
- Is the day and duration of the webinar suit me?
- Is it the registration fee? If yes, is it affordable?

Requirements for webinar

Ensuring the following will be cause for good webinar experience.

- Ensure the high speed internet facilities with web cam.
- Make arrangements through on line services precede for high level results.
- Choose standard set up and do certain changes electronically as needed for session.
- Inform participants in advance of computer system and high speed internet requirements.

The major five benefits of the Webinar

The following five are the remarkable advantages of webinar in the view of eminent.

Convenience: The most flexible advantage in the webinar is the presenter and participant take the occasion at their own place and own convenient for the same as the webinar provide the platform over the internet to share their views. So that, the opportunities for the professional development of teacher made much easier than ever before.

Affordability: As well the fact that there is no travel costs involved with attending a Webinar, the price of attending a webinar is typically much lower than other options. Additionally, multiple participants can train together by viewing the webinar at a single location and therefore pay for only one connection. An entire team can gather in one conference room to attend together and confer the webinar contents without having to invest time and money traveling to and from a physical seminar location.

Efficiency: Most of the webinars are designed to last around 90-120 minutes in length and are usually scheduled to fit the work day of busy professionals. Because of
their short length, webinars typically pack a lot of information into a very short period of time.

**Long Term Value:** Many webinars offer the option to access the contents and materials/discussion again sometime after the event has ended. Because of this, participants can review the presentation multiple times, helping them revisit the materials/discussion for reference and apply the contents as needed.

**Ease to Use:** Registering and attending Webinars is usually an easy process achieved over the Internet with a standard computer browser and requires no more skill than using the average email program. Most webinar applications are designed for ease-of-use and require very little additional downloading of software, if any.

**Conclusion**

In conclusion, whatever the professional requirements may be, webinars present a very affordable and highly effective way of delivering the presentation, slide show, spreadsheets, document, and video and so on. Additionally, depending on the subject or special area, webinars can also present opportunities to address key notes and issues that can spark new ideas, focused discussion and drive action. For this reason, webinar will serve as a virtual avenue for the professional development of the teachers.


A Study On Teacher Educators Online Learning Readiness In Pondicherry Region

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Abstract
Technology has affected us in every aspect of our lives from communication to education. Among the different techniques of technology, online learning is the recent one. Online learning is innovative technique in the teaching learning environment. The success of online learning implementation can be achieved by understanding the level of readiness of online learning environments and it paves the platform for self learning. In this view point, the researcher has undertaken the present study was conducted in Pondicherry among 200 teacher educators were selected. Normative survey method was adopted; simple random sampling technique was used for selecting the samples. The result revealed that teacher educators’ online learning readiness is average and there is no significant difference in their online learning readiness on gender and there is significant difference in their online learning readiness regarding their subject of specialization.

Introduction
The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculums areas. Online learning readiness is an important part of education as it is conceivably related to the success of online learning initiatives.

Need and significance of the Study
Over the last decade there has been an increase in the use of computer based learning. However, little has been published to date on online learning readiness. Mac Adkins, and Julie Bryant, Noel-Levitz (2011) described that online learning as the delivery of course content through electronic means which include computer-based learning, online learning and distance education. By studying the history of computer based learning, learning institutions should first assess their online readiness to integrate the technology it is therefore necessary to examine the levels of online learning readiness. Moreover, teacher educators plays vital role because they are the builders of teachers, hence investigator make an attempt "A Study on Teacher Educators Online learning readiness in Pondicherry region".

Objectives of the study:
1) To find out the level of online learning readiness of teacher educators.
2) To find out the difference if any between the following teacher educators in respect of their online learning readiness
   a) Gender (Male/Female)
   b) Subject specialization (Arts/Science)

Hypotheses of the study
1) The level of online learning readiness of teacher educators is low.
2) There is no significant difference between the following sub-samples with respect to the online learning readiness of teacher educators.
   a) Gender (Male/Female)
   b) Subject specialization (Arts/Science)

Method and sample of the study
In this present study researcher adopted normative survey method. By using random sampling technique 200 teacher educators were selected form 30 B.Ed colleges in Pondicherry region.

Tool used for the study
The investigator used self –made teacher educator’s online learning readiness inventory.
Hypothesis - 1

Mean and standard deviation scores of online learning readiness of teacher educators

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online learning readiness</td>
<td>200</td>
<td>94.66</td>
<td>10.56</td>
</tr>
</tbody>
</table>

The mean of online learning readiness of teacher educators for the entire sample was 93.40 with standard deviation 10.70. It is concluded that teacher educators are having average level of online learning readiness.

Hypothesis - 2

There is no significant difference between male and female teacher educators in respect of their online learning readiness.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>‘t’ value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>116</td>
<td>93.40</td>
<td>10.70</td>
<td>1.423</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female</td>
<td>84</td>
<td>96.40</td>
<td>10.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of the hypothesis showed that the calculated ‘t’ value, which is lesser than the table value 1.98 at 0.05% level of significance. Therefore, the hypothesis is hereby accepted. This implies that there is no significant difference between Male and Female teacher educators in respect of their online learning readiness.

Hypothesis - 3

There is no significant difference between Arts and Science teacher educators in respect of their online learning readiness.

<table>
<thead>
<tr>
<th>Subject specialization</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>‘t’ value</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>106</td>
<td>92.17</td>
<td>10.24</td>
<td>2.574</td>
<td>Significant</td>
</tr>
<tr>
<td>Science</td>
<td>94</td>
<td>97.47</td>
<td>10.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of the hypothesis showed that the calculated ‘t’ value, which is greater than the table value 1.98 at 0.05% level of significance. Therefore, the hypothesis is hereby rejected. This implies that there is significant difference between Arts and Science teacher educators in respect of their online learning readiness. Science teacher educators have greater online learning readiness than the arts teacher educators.

Conclusion

From the above analyses, we concluded that online learning readiness among teacher educators is average, and that there are individuals who may need to be acculturated into the online learning system before they can be said to be at the expected state of readiness for online learning. Further, policy makers and other education stakeholders have a crucial role to play in enhancing greater engagement in a technology-driven teaching-learning environment. There is need for change of mindset that presence of computers in schools is an indicator for online learning adoption, but how ready the learners are able to use them in an enabling environment. Otherwise, regardless of positive effects of technology on student learning, technology may remain limited in use and it is unlikely to be an effective instructional tool unless online learning implementation readiness is given priority.

Recommendations

Based on the findings of this study, the following recommendations were put forward:

- Literature in online learning programs should communicate to students that their level of readiness will likely impact their level of satisfaction with the online learning experience.
• Online learning leaders should provide a measurement of a student’s level of readiness for studying online as a beneficial student service.

• To adopt online learning, schools should attain some level of physical infrastructure development while online learning users should have necessary technical competency blended with positive attitudes and perceptions towards online learning.

• The Universities and institutions should provide refresher course and other programmes for the update of teacher educators’ knowledge and skills.

• Successful implementation of online learning in the institutions, this study recommends the establishment of a policy framework on strategic online learning.

Reference


Concept and Features of E-Teacher Education

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Introduction
Teaching and Learning discourse has been changed. New roles of the teaching process have been derived from the concept of knowledge society at all educational levels. In the context of the information and/or knowledge societies and lifelong learning strategy, a new frame of pre-service and in-service teacher education needs to be defined. The current level of the learning technology development provides opportunities for collaborative engagement, access to information, interaction with content and individual empowerment. Rapid changes in communication technologies enable teachers to move from traditional classroom activities to online classrooms, or online activities in the traditional classrooms.

E-Teacher Education
Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society. E-teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms. E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education, principles of competence-based education system, etc. E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios. There are different forms of e-learning courses. They are as follows:

E-learning activities in online professional learning community; graduated students – active teachers participate in a series of learning activities, exchanging ideas with other students and teachers; this form uses web based technologies, asynchronous discussions, participation in school based activities (implementation lessons, assessment procedures, etc.)

E-learning programmes use broadcast formats, lectures reviewing, class demonstrations, reviewing other online materials; this form uses multiple sites, interaction via video conferencing, online text messaging; video conference-based teaching approach is important part of the (presented) curriculum;

Individualized self paced instructional procedures: series of online learning activities which are delivered between e-teacher and teacher participants who are the e-learners in the curriculum: it includes some forms of the self-study without interaction, some interactions with instructor though online discussion, email, Skype;

Hybrid teaching models: this form uses integrative onsite meetings, classroom visits, and face-to-face workshops, coaching and mentoring programmes, small study groups;

E-learning based on the extend communication in distance situation and without immediate connection.

E-Tutors
Teachers play a vital role in realizing the educational goals of a dynamic society. The quality of teachers is of prime importance for the success of educational endeavors. Teachers’ competence includes the following three fundamental professional competencies (Bjekic and Zlatic, 2006) Educational competencies- system of knowledge, skills, abilities and motivation dispositions to realize educational professional roles, Programme competencies or course content competencies- system of knowledge and skills from the course content and developed activities to teach the students about the knowledge and skills, Communication competencies- system of the knowledge, skills,
abilities and motivational dispositions to realize the goals of communication and teaching social interaction. To gain the expected educational outcomes a teacher can use information and communication technology. E-teaching competencies would serve to enhance the professional competencies of teachers.

**Structure of Teachers’ competence**

(Bjekic et al, 2008) E-teaching competence is the synthesis of the didactical, technological, personal and organizational components that are necessary for effective e-learning and e-teaching modeling and realization. There are three dimensions of the teachers’ ICT competencies (Awouters et al, 2008)

The teacher knows what learning activities using ICT can be used in teaching (ICT Awareness). The teacher has the necessary skills for using hardware and software (ICT readiness) and the teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice). Teachers can be in a position of the creator of e-teaching process or the user of the e-teaching/e-learning modules. Teachers need to rethink their underlying assumptions about teaching, about the learning process and, most fundamentally, about their role as educators. Teacher activities in the e-teaching scenarios can be broken into two major tasks: providing the content for the students and supporting communication between students and tutors. E-teacher educators must therefore be able to organize different types of e-learning and e-teaching scenarios. Some models of learning scenarios and e-teaching scenarios are as follows:

- Web-based e-learning scenarios;
- Classroom based e-learning scenarios;
- Online classroom e-learning scenarios;
- Scenarios of net based course;
- Scenarios of e-learning with streaming media technology;

**Scenarios of e-learning in the hypermedia classroom:**

Gilly Salmon (2007) emphasizes the importance of e-moderation in different teaching situations supported by ICT. Thus, e-moderator is one of the teachers roles in e-teacher education. The curriculum for e-teacher education should focus on the different e-roles for teachers and e-teachers, namely e-creator, e-designer, e-facilitator, e-tutor, e-moderator, etc. E-teaching requires a wide spectrum of e-roles. It is necessary for teachers in e-education environment to acquire sufficient knowledge about e-teaching and e-learning.

**The Outcomes of E-Teacher Education:**

The competencies that are developed through E-teacher education are as follows:

**General Competencies:**

- System of knowledge, abilities and skills of the vocational and scientific critical approach to investigation and problem resolving; writing skills and skills of the presentation of the vocational and scientific papers; research autonomy and self-reliance;

**Subject specific Competencies:**

- Complex theoretical knowledge system of the education processes and technological systems, Qualification for selection, applying investigation, evaluation, innovation and development of the current methods as well as types of learning and teaching. The skills of the planning and managing of learning and teaching process, modelling of the learning situation, Specialized knowledge and skills of the special domains of the e-education, design, creation, implementation, delivering, evaluation and management of the e-courses, Qualification to use complex theory and interpretation, to demonstrate practical knowledge and apply it in the online, synchronous and asynchronous mode.

The student teachers and teacher educators would be able to:

- Functionally explain the processes and dimensions of e-education, e-teaching and e-learning;
- Research the basic principles of the learning base on the multimedia, analyze interaction as well as synchronous and asynchronous e-learning/e-teaching communication;
- Select and apply the adequate technologies and tools in the effective creation of different e-learning solutions;
• Understand the functioning of the hardware, software and communication e-learning infrastructure;
• Create configuration and apply different multimedia devices, software tools, video conferencing solutions in the process of e-learning development and realization;
• Design, develop and realize e-learning procedures based on the specific educational needs of individuals, groups and systems;
• Develop assessment plan, e-assessment techniques, collect data of the achievement, and interpret student performance in the frame of the formal, informal and social learning;
• Analyze and improve roles of e-educator, e-manager, e-administrator, manage one's own learning and make plans for professional development;

Resolve e-educational problems and innovate e-learning and e-teaching process.

E-learning can contribute to addressing each challenge by enhancing the preparation of new teachers, providing high quality and readily accessible professional development opportunities for active teachers, and making the teaching profession more attractive.

**Conclusion**

Teacher preparation courses need to consider the changes in society in order to produce quality teachers. This unit focused on E-teacher education and Value based teacher education as innovations in teacher preparation. It highlighted the various strategies and approaches therein and their outcomes. The two innovations would serve to make teacher education in keeping with the needs of the present society. The challenge for teacher educators is to assist both pre and in-service teachers by providing a deeper understanding of how to implement values education. Because the approaches have different methodologies they defy a uniform teaching model. Teachers also need to know how seemingly disparate approaches can be integrated into lessons, and how they can be incorporated into evolving models of constructivist learning and teaching.

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Introduction

The pivotal role of education as an instrument of social change by altering the human perspective and transforming the traditional mindset of society is well recognized. Universalization of quality elementary education has become the top priority, especially for enveloping countries. But the extension of quality education to remote and rural areas has become a Herculean task for a large country like India with multi-lingual and multi-cultural population separated by vast geographical distances and in many instances, inaccessible terrain.

Information and Communication Technology

Information Technology (IT) or Information and communication technology (ICT) is the technology required for information processing. In particular, the use of electronic computers and computer software to convert, store, protect, process, transmit and retrieve information from anywhere, anytime.

It is predicated nowadays that ICT can bring above several benefits to the learner and the teacher. These include; Shared learning resources, Shared learning spaces, Promotion of collaborative learning and Autonomous learning.

Evaluation of technologies of motion pictures and television during 20th century can be described in terms of media characteristics, delivery systems and communication functions.

These media characteristics are primarily realism or fidelity, mass access, refer ability and in some cases, immediacy; producers wanted to make persons, places, objects or events more realistic to the viewers. The intent is to ensure that the realistic representation of things or events was as accurate as possible. These characteristics has proven and directed the use of film or television for instructional purpose.

Effective use of Technology

There are many factors on which effectiveness of technology depends. Each and every factor must complement each other for making the use of technology fruitful. Information Communication Technologies (ICTs) have been used in teaching, learning and assessment for many years in distance learning institutions. Today varieties of ICTs, such as audio, video, computers and network technologies are combined to create a multifaceted instructional delivery system. It is essential to use it properly for improving learning. We must emphasize on the application/ use of ICTs, rather than on ICTs for the sake of it. We need to develop a habit of self-learning and positive attitude towards potentials of various ICT, it can help us in learning effectively and efficiently from those...
ICTs or other sources of information. There should be explicit objects in mind before using ICTs.

**Need of ICTs**

ICTs can facilitate learning of learners. Various ICTs have been used to support learning, which include traditional media and electronic media. Technology such as online or Internet is available twenty four hours a day. With the use of internet and world wide web, a wealth of learning materials in almost every subject can be accessed from anywhere at any time by an unlimited number of learners. Computer and internet are the tools for learning and developing skills

**Application of ICTs**

There are three major categories of instructional use for computer based technologies; these are: Learning from technologies, Learning about technologies, and Learning with technology. Instructional implications of ICTs are mostly based on constructivist theory based on observation and scientific study about how people learn. It holds that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Always guided by the teacher, students construct their knowledge actively rather than just mechanistically acquiring knowledge from the teacher or the textbook. Students become engaged by applying their existing knowledge and real-world experience to learning to hypothesize, testing their theories and ultimately drawing conclusions from their findings. Constructivist learning theory suggests that a teacher must understand what learners bring to the learning situation and begin to help students to build their new knowledge. Technology can help to make students thinking process more visible to the teacher, something that does not happen when students simply turn in a completed assignment or checking and grading. In order to capitalize on the potential of new technology and particularly digital technology as teaching tool, there is an urgent need for the professional development of teachers, to construct professional knowledge about pedagogy, content and technology as well as strategies for managing the changing classroom environments brought about with the creation of constructivist learning environments supported by technology. Thus the emerging technologies can provide a platform were different types of media input can converge.

**World of Education and ICTs**

The new technologies challenge traditional conceptions of the teaching – learning process and buy reconfiguring how teachers and learners gain access to knowledge have the potential to transform teaching and learning processes. ICTs provide and array of powerful tools that may help in transforming the resent isolated, teacher centered and text – bound classrooms in to rich, student- focused, interactive knowledge environments. Although schools are embedded in our culture and reflect its values, technological changes that have swept through society have left the education system largely unchanged. There have been no wholesale revisions of school curricula and no substantial change in the process of teaching. As a result, society and students have become a lot disillusioned with schools. The challenge confronting our educational systems is how to transform the curriculum and teaching – learning process to provide students with the skills to function effectively in this dynamic, information rich and continuously changing environment.

**Use of Audio Medium**

The audio medium has unique characteristics for teaching – learning which provide realistic experiences such as sounds, places, events etc. The audio medium is being used in three forms. They are: Audio broadcast, Recorded audio programmes and Interactive audio/ audio conferencing

**Use of Video Medium**

Television generates a sense of belongingness among the learners as it enables the sharing of the same content to thousands of learners. It can reach, teach, motivate and inspire the learners. It is effective for various activities such as role playing, panel discussion, simulations, demonstrations, lesson practicing, drilling etc. The most
important among them are: Motion, Process, Skill learning, Affective learning, Problem – solving and Group learning.

Use of Teleconferencing

Teleconferencing is a tool in the hands to teachers and learners to interact in the reaching- learning process and construct their own meaning and share among each other. Teleconferencing refers to interactive electronic communication among teacher-learners and learners located at more than two places. The concepts of active process and active dialogue come to the fore in teleconferencing. Thus, interactivity has a central role in learning at a distance. There are three types of teleconferencing based on the content of interactivity for delivery of content and providing learning support. They are audio conferencing, video conferencing and computer conferencing.

Educational satellite

The concept of beaming educational programmes through satellites was effectively demonstrated for the first time in India in 1975-76 through the satellite instructional television experiment (SITE) conducted using the America application technology satellite. In 1983, a variety of educational development communications project and training and developmental communication channel further demonstrated the efficacy of tele-education. With the success of the INSAT based educational service, a need was felt to launch a satellite dedicated for educational service and ISRO conceived the EDUSAT project in October 2002. EDUSAT provides connectivity across the country irrespective of the location of the school or the learner. It has the capacity to create virtual classroom, provide on-demand audio-video programmes, transfer data/text through the network, and facilitate interactivity in the teaching-learning process. The connectivity could be both ways audio, one-way video and two-way audio or both ways video. Thus the emerging techniques can provide a platform where different types of media input can coverage.

Challenge to Educational Technology community

Community of Educational Technology faces five main challenges:

- Transcend the constraints and limits of the means and methods of instructional technology.
- Understand the difference between the designs of education as a social system and instructional design.
- Develop open-system and competence in systems design.
- Create programmes and resources that enable our educational community to develop systems and competence in system design.
- Assist our communities across the nation to engage in the design and development of their systems for learning and human development.

Conclusion

Education is the only tool to mould the society and to train the people to meet the emerging challenges. To meet the emerging challenges in the society efforts should be made to incorporate latest technology in the field. Media is an important tool to disseminate the information to the society. By applying these technological developments we can widen the network of information dissemination and sharing in the educational field.

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ICT in Teacher Education

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Abstract

A teacher is a living saint whose service is sacred. The world is changing day by day, hour by hour and minute by minute. The teacher cannot adopt the same chalk and talk method to survive in the modern world. Proving the words of Charles Darwin in his work ‘Origin of Species’ only the fittest can survive in this world so the teacher who adopts to the modern world with technologies can do better to the assigned task. This paper discusses the need of teacher education program to be innovative, and also the scenario of innovative teacher education program in all educational institutions. 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. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The paper also discusses the basic features of some of these innovative teacher education programs and approaches and at the end suggests some innovative features of teacher education programs.

Introduction

The educational systems of developing countries are not equally supporting fit enough to the rapid changes of an increasingly globalised and Technology-driven World economy. India, as a developing country, is yet to appreciate the need for widespread urgent changes and innovations in its educational system in response to rapid changes of globalisation. Widespread education reforms are needed urgently in India to prevent the avoidable impending disaster. Therefore, changes and innovation should be treated as a matter of urgency.

In India the present Teacher Education programme shows a gap between training and school situation. In teacher education programme we learn many classical ideas on teaching. These orthodox ways are not applicable and relevant to the school situation so, we find a gap between the teacher education training and actual school situation in order to bridge the gap we need innovative ideas in teacher education. Introducing innovations in the existing teacher educational programme is not a bed of roses but a challenging one. Since, the risk factors are more in introducing innovations we cannot close our eyes but we need to face the challenge to bridge the gap.

Meaning

Innovation is typically understood as the successful introduction of something new and useful, for example introducing new methods, techniques, or practices or new or altered products and services.

Definition

“Innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption.” Everett M. Rogers, 1995. “Innovation is the sequence of activities by which a new element in introduced into a social unit, with the intention of benefiting the unit, some part of it, or the wider society. The element need not be entirely novel or unfamiliar to members of the unit, but it must involve some discernable change or challenge of the status quo” Michael A. West; James L. Farr, 1990

The On-going Teacher Education Programme

The orthodox teacher education programme is consisting of record and assignment principles. Most of the teacher education colleges follow the usual curriculum, programmes and Time Table. The novices begin their course with micro teaching, lesson plan, observation, teaching practice assignments and many useless records. These chores have no innovation or chance to be different. Hence, the Teacher
Education programmes should be flexible enough to make the novices to be different and innovative.

**Features of Innovative Teacher Education Programme**

The teacher education programme should have the following features to be innovative:

- Techno-Pedagogic Skills
- Media Program
- Multi-cultural
- Technology Integrated
- Instructional Design
- e-Content
- e-Communication
- Non-Verbal Skills
- Vocational Education
- Research Based

**ICT in Teacher Education**

Today globalisation influences quality assurance, accreditation and the recognition of qualification especially when they are earned through transnational education. Researchers have proved that ICT can change the way teachers teach and that it is especially useful in supporting student-centred approaches to instruction and promoting collaborative activities. Student teachers can be trained to learn how to use ICT or student teachers can be trained via ICT. The main objective of this sort of training is to actually used ICT to learn about ICT skills and develop ICT integrated pedagogies.

**Role of ICT**

The Information and Communication Technologies (ICT) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite system and so on as well as the various services and applications associated with them such as video-conferencing and distance learning. When such technologies are used for educational purpose, namely to support and improve the quality of student teachers and to develop learning environments, ICT can be considered as a subfield of Education Technology.

**Concept and Features of E-teacher Education**

Educational systems worldwide insist on using information and communication technologies (ICT) to teach students who gain the knowledge and skills needed for the future knowledge society. E-teacher education would develop in pre-service a positive attitude towards e-learning and using computers in their future classrooms. E-teacher education is the instructional system of processes and activities designed according to the ICT development, characteristics and models of e-learning, principles of formal communication, principles of e-education, and principles of competence based education system, etc. E-teaching adopts the constructivist principles in the designing of learning experiences. The concept of co-operative teaching is the fundamental construct to develop e-teaching scenarios.

**There are three dimensions of the teachers' ICT competencies**

- The teacher knows what learning activities using ICT can be used in teaching (ICT Awareness).
- The teacher has the necessary skills for using hardware and software (ICT readiness) and
- The teacher knows the pedagogical-didactical elements of ICT (ICT drill and practice).

**Suggestions to implement ICT in Teacher Education**

- The age old records and assignments should be substituted with practical projects.
• All the student teachers should be taught to handle the electronic gadgets.
• Computer and browsing must be compulsory learning topics.
• Each student teacher must be assigned with different topic for their project in order to check their originality and creativity.
• Student teachers must able to handle e-class.

Challenges in implementing ICT in Teacher Education

One of the major barriers for the cause of ICT not reaching its full potential in the foundation stage is teacher’s attitude. The important challenge in implementing ICT in teacher education is the fact that computers are expensive. According to the IT learning exchange (2001), in most educational institutions ICT will be the single largest curriculum budget cost. This may be seen as a good thing but on the other hand there will be little money left over for other significant costs.

Conclusion

Living according to the science of the time is the unwritten expected law of the world. The present world is the world of Communication and Technologies. Technologies are found in every part and parcel of the life. In every aspect of our life we use technologies. Hence the idea of technology must be sown in the mind of the siblings of future society. This sowing work must be done only by an efficient innovative teacher. This innovation in teacher’s mind can be developed in teacher education institutions, where they train themselves to be a teacher. Hence, innovation in teacher education is a must.
New Models In Teacher Education Through ICT

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Abstract

Education is the process of human enlightenment and empowerment for the achievement of better and high quality life the teacher education process in the communication field has enabled the user to access and exchange information at anytime and from any play in the word. Information and communication technology has become a common new teaching learning process in the younger generation. ICT on its own is not sufficient to bring about change. The key component in this process is the teacher. So new model teacher education teaching to be developed with ICT enhance teacher. The various aspect of new model teacher education is detailed with in brief.

Introduction

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Today from the time we awaken in the morning to the time before we sleep, we all surrounded by media, such as newspaper, radio, television and computer. All these media come under the overall umbrella of what are known as today’s ICTs. The new information communication technologies allow instantaneous exchange and of the information and knowledge and enhance our diverse learning process. ICT extend the Teaching and learning process more creatively and generatively.

Meaning of Technology

The NCERT defines educational technology as the means of development application and evaluation of three different things the techniques system and aids to improve the process of human learning.

ICT In Education

Information and communication technologies in education refers to teaching and learning the subject matter enables understanding the functions and effective use of information and communication technologies. (ICT). UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization’s Intersectional Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

ICT and Teacher Education

Teacher Education refers to the policies and procedures designed to equip prospective teacher with the knowledge, attitudes. Behaviors, and Skills, they require to perform their tasks effectively in the classroom, school and wide community. Information Technology was limited to the textual mode of transmission of information with ease and fast but the Information not only in textual form but in audio, video, or any other media is also transmitted to the user.

ICT Supported to be used for in the class

Training a teacher in using ICT is more crucial than acquiring a large number of computers. Teachers have to be trained to facilitate the learning process, make the process real, achievable, challenging, yet exciting and not intimidating. Reducing teacher talk and encouraging student discussion is extremely important. Everything need not be written on the blackboard to be considered as taught. Many teachers think the computer is used only to make the content look attractive! They need to know that in 21st century, information is not difficult access, instead organizing, sharing, and collaborating become essential skills. ICT provides meaningful, absorbing media that makes teaching-learning more productive.

Integrating ICT in Teacher education

- Provide students with model lesson incorporation ICT resources.
- Provide students with an orientation and opportunity for preparing and deliver of ICT integrated lesson.
• Encourage and support students in the use of ICT resources and ensure continual access to all students.
• Develop a library of education CD’s and a list of websites with resources appropriate for the discipline they will be teaching.
• Give students assignment that required using ICT resources and learning them to submit online.
• Continuously assess the students teachers group of ICT and give them immediate meaningful feedback regarding competency with ICT resource and use in class room situations.
• Providing the students teacher experience in creating their own web pages.
• Providing the students teacher exposure to the use of technology in real life and related their pedagogical courses.
• Provide the students experience of online groups, tele web, conference and other ICTs for collaborative learning

**Application of ICT in teacher education**

ICT brings more rich material for the teachers and learning. Through some of application such as world wide web, Electronic mail, web based education( virtual) computer assisted instruction( CAI) Computer managed learning( CML) Tele/video Conferencing, Resents News, E-Commerce E-Education. E-Book, E- Library, E-reports, E-clippings, E-Journals E-Learning. M-learning, virtual Laboratory, Broadcast ( Digital, radio, television and satellite television) Multimedia, Multipurpose Kist, EDUSAT and so on. It provides opportunity for the teachers and learners to use maximum senses to get the information. It has broken the monotony and provided variety in teaching-learning situation. Modern information and communication technologies have created a “global village” in which teachers can communicate with others across the world as if they were living next door.

**Conclusion**

While the students community are more digitalized than before teachers are expected to enhance maximum teaching learning process through ICT. Thus ICT as a potential tool of the education for globalization is very clearly viewed in this age of information. Education should be seen as a process development an inquiring mind, cognitive skills and analytical concepts, rather than memorizing facts. Thus it opens the gate for such options not only at internal but also at external level. The development and diffusion of ICT in education has become a great source of advantages among teacher. ICT is the major driving force in the field of education for globalization.

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Information and Communication Technology in Biology Teaching

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Abstract

About two-thirds of Vridhachalam secondary schools received data and sensors to be used in teaching Biology. The questionnaire, intended to investigate the situation. Based didactic tools question was an open-ended one. The all schools should be equipped with software and hardware including educational discs of biology, establishing ICT rooms for biology teaching. In the first group were these applications (slides and an overhead projector, (CD) or digital versatile discs (DVD and VCR) towards which teachers have positive attitudes and that they do use. The second most frequently used tool was educational discs of biology, The common element is that teachers can work and use the materials in the classroom. In the second group were applications (presentations, use of data loggers, computer programmes and virtual laboratory) towards which attitudes are positive, but which teachers do not use because of the overloaded curriculum, lack of equipment, and inappropriate training.

Keywords: Biology; Information and communication technologies; ICT; Secondary schools.

Introduction

Now a days, education undergoes the great progress. The end of time, when the overhead projector with slides was the latest equipment found at school, has been reached. Information and communication technologies (ICT) are working through the schools. ICT integration is the topical requirement of everyday life and plays an important role in society globalization. The facts that the knowledge obtained by the pupils and students is formal and that the level of grasping new concepts is very low are commonly known. We are facing a possibility of ICT and thinking of how this alarm situation could be improved and biology teaching should become more attractive. However, while using ICT we run into a number of problems e.g. the teachers’ fear of using ICT. If the teachers go through these obstacles, they will discover the new possibilities brought in biology teaching by ICT. The article discusses the students’ point of view on the how teachers in use ICT in secondary schools.

Research Methodology

The investigator focused on the students’ point of view on how the teachers use ICT. The investigator created his own measuring tool and applied a method of questioning because of a large-scale inquiry of data. The questionnaire was evaluated by the teachers from the Department of Didactics in Sciences, Psychology and Pedagogy of the Faculty of Natural Sciences. Having finished the evaluation, questionnaires were sent to schools. The questionnaire concentrated on different aspects of using ICT but the investigator made a contribution towards showing how the teachers used ICT from the students’ point of view. 270 filled in questionnaires from nine secondary schools were sent back.

Analysis of Scientific Information Sources

There are lot of authors encountering problems with ICT. For example, Cox et al. (2003) points out that teachers use ICT discussing their subject, and thus the students better understand it. The most powerful effect is achieved when the students alone or in groups apply software focused on a particular task. Osborne and Hennessy (2001) reported about the effect of presenting information with using ICT and a positive effect on the student’s interest in biology. Soyibo and Hudson (2000) found out that the students’ attitudes were statistically significant towards biology in the experimental group (teaching with using a personal computer, digital projector etc.) rather than in...
comparison with the control group where the methods of lecture and discussion were applied.

**Results of Research**

The first shown item refers to using didactics tools and is an open-ended object. Table 1 indicates that the majority of the students (75%) of secondary schools agree that the most of the teachers use slides and an overhead projector. The second most frequently used tool was videotapes (34.07%). A weak point is that only very few students mentioned using compact discs (CD) or digital versatile discs (DVD). Table 1 reveals an interesting situation clarifying that 10% of the students state that their teachers do not use any didactic tool.

**Table 1. The proportional representation of the didactics tools (%)**

<table>
<thead>
<tr>
<th>Didactic tools</th>
<th>Proportional representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slides / overhead projector</td>
<td>73.33</td>
</tr>
<tr>
<td>videotapes</td>
<td>34.07</td>
</tr>
<tr>
<td>Slides/stereopticon</td>
<td>7.78</td>
</tr>
<tr>
<td>Compact discs (CD)</td>
<td>15.56</td>
</tr>
<tr>
<td>Digital versatile discs (DVD)</td>
<td>4.44</td>
</tr>
<tr>
<td>Diskettes</td>
<td>8.15</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>1.48</td>
</tr>
<tr>
<td>Herbarium</td>
<td>2.22</td>
</tr>
<tr>
<td>Simulations</td>
<td>5.56</td>
</tr>
<tr>
<td>Pictures</td>
<td>3.70</td>
</tr>
<tr>
<td>No tool is used</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Using a didactic technique is closely joined with using didactic tools. This question was an open-ended one. Table 2 indicates that nearly 75% of the students claim that their teachers use an overhead projector. A similar situation is with using slides and an overhead projector. The second most often used technique is video (VCR). This technique is used by one third of the teachers. We found out a statistically significant deviation between the genders (VCR) ($\chi^2 = 4.8791; p < 0.05$) in favour of boys. Personal computers are used less frequently as only 16.3% of the students mentioned that their teachers did not use computers when teaching biology.

**Table 2**

The results of a chi-square test according to the findings of significant deviations between the genders. The answers to the question What didactic technique does your teacher use? and their proportional representation

<table>
<thead>
<tr>
<th>Didactic technique</th>
<th>The value of chi-square</th>
<th>Proportional representation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead projector</td>
<td>1.0337</td>
<td>72.59</td>
</tr>
<tr>
<td>Digital projector</td>
<td>0.1302</td>
<td>12.22</td>
</tr>
<tr>
<td>Stereopticon</td>
<td>0.172</td>
<td>7.41</td>
</tr>
<tr>
<td>Television (TV)</td>
<td>0.2291</td>
<td>9.63</td>
</tr>
<tr>
<td>Video (VCR)</td>
<td>4.8791*</td>
<td>33.70</td>
</tr>
<tr>
<td>Personal computer (PC)</td>
<td>1.7907</td>
<td>16.30</td>
</tr>
<tr>
<td>Notebook</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>Camcorder</td>
<td>0.1827</td>
<td>1.11</td>
</tr>
<tr>
<td>Digital camera</td>
<td>0.1827</td>
<td>1.11</td>
</tr>
<tr>
<td>No technique is used</td>
<td>0.7475</td>
<td>16.30</td>
</tr>
</tbody>
</table>

*statistically significant deviations between the genders $p < 0.05$

The other part of the questionnaire points out what educational compact discs are used by the teachers of secondary schools from the point of view of the students. It was an open-ended item. Figure 1 shows that the teachers use 6 educational compact discs dealing with the questions of biology. But the problem is that the usage of these discs...
has been mentioned only by 10% of the respondents. A part of the students affirm that their teachers do not use any educational compact discs during the biology lessons.

![Figure 1. The usage of educational compact discs of biology (%)](image)

The questionnaire includes an item connected with the previous one. We asked, if the students know any educational discs of biology. It was an open-ended question. In this case, the situation was better, because the educational discs were known by the one-fourth of the students. Table 3 discloses that a human body was mentioned more times (12.22%). We found out statistically significant deviations between the genders ($\chi^2 = 4.9553; p < 0.05$) in favour of boys.

**Table 3.**
The results of a chi-square test according to the findings of significant deviations between the genders. The answers to the question. What educational compact discs of biology do you know? and their proportional representation.

<table>
<thead>
<tr>
<th>The educational disc</th>
<th>The value of chi-square test</th>
<th>Proportional presentation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No information</td>
<td>2.3189</td>
<td>77.41</td>
</tr>
<tr>
<td>The Human body</td>
<td>4.9553*</td>
<td>12.22</td>
</tr>
<tr>
<td>The Zoology</td>
<td>0.1</td>
<td>4.44</td>
</tr>
<tr>
<td>Encarta</td>
<td>0.0046</td>
<td>3.33</td>
</tr>
<tr>
<td>Move my bones</td>
<td>0.5608</td>
<td>3.33</td>
</tr>
<tr>
<td>The hygiene</td>
<td>1.4065</td>
<td>2.96</td>
</tr>
<tr>
<td>The Nature encyclopedia</td>
<td>0.389</td>
<td>2.59</td>
</tr>
<tr>
<td>The Nature</td>
<td>0.0211</td>
<td>2.59</td>
</tr>
<tr>
<td>Voices of birds</td>
<td>0.0489</td>
<td>2.22</td>
</tr>
<tr>
<td>Different</td>
<td>0.0323</td>
<td>2.59</td>
</tr>
</tbody>
</table>

* statistically significant deviations between the genders $p < 0.05$

**Conclusions and Discussion**

A questionnaire method as a research tool was applied in the investigation. Our research proved that the teachers strictly limited the usage of ICT in biology teaching. Similar results were mentioned by Patterson (2000). The reasons are as follows: a) fear of using ICT; b) teachers do not know how to use ICT; c) schools are poorly equipped with ICT; d) only informatics’ lessons are taught during the ICT classes. Yong (2003) mentions that ICT are accessible at schools and the teachers use them only by adoption of a classical learning method. Therefore, the students’ interest in natural sciences is decreasing. The lack of skills using ICT is one of the reasons why the teachers do not use ICT in teaching biology. They do not use the educational discs of biology while learning this subject, because they do not know how to install a certain program and how to use it. A similar possibility is mentioned by Ng and Gunstone (2002). These two authors show that the reason of not using ICT is lack of software in schools. Another reason of poor using ICT is old-fashioned relationships among the teachers in schools.
Recommendations

For improving the usage of ICT, information about how to apply personal computers, digital projectors, camcorders, digital cameras etc. is necessary for teachers. To fulfill the purpose, different courses need to be organized. Moreover, all schools should be equipped with software and hardware including educational discs of biology, establishing ICT rooms for biology teaching.

References


Abstract

During the past few decades, ICT has provided society with a vast array of new communication capabilities and has fundamentally changed the way we live now. We find a world of difference in the practices and procedures of various fields such as medicine, tourism, banking, business, engineering, etc. as they operate now in comparison to how they operated two decades ago. In contrast, the impact of ICT on education in India, however, has been far less and slow. But now times have changed and the paradigm of education and learning has changed from art or science to technology-mediated instruction and learning. ICT is complex and quickly changing, and it is confusing for many people. It is so pervasive in the modern world that everyone has some understanding of it, but those understandings are often wildly divergent. The common fear that ICT shall replace a teacher is totally unfounded. Realization now seems to be slowly dawning on the teaching community that ICT is primarily to empower them and not to replace them.

Introduction

A great deal of research and development has been conducted in order to bring Information and Communication Technology (ICT) to its current state of art. ICT was originally intended to serve as a means of improving efficiency in the educational process. It has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepen understanding. ICT can also be used to promote collaborative learning, including role playing, group problem solving activities and articulated projects. Generally, ICT is promoting new approaches to working and learning, and new ways of interacting. During the past few decades, ICT has provided society with a vast array of new communication capabilities and has fundamentally changed the way we live now. We find a world of difference in the practices and procedures of various fields such as medicine, tourism, banking, business, engineering, etc. as they operate now in comparison to how they operated two decades ago. In contrast, the impact of ICT on education in India, however, has been far less and slow. But now times have changed and the paradigm of education and learning has changed from art or science to technology-mediated instruction and learning. ICT can be perceived as a big change agent for education.

What is ICT Education?

Information and Communications Technologies (ICT) education is basically our society’s efforts to teach its current and emerging citizens valuable knowledge and skills around computing and communications devices, software that operates them, applications that run on them and systems that are built with them. ICT is complex and quickly changing, and it is confusing for many people. It is so pervasive in the modern world that everyone has some understanding of it, but those understandings are often wildly divergent.

There are many important dimensions to ICT education, including:
- ICT/Digital Literacy
- ICT Infrastructure and Support Applied Technologists
- Specialized Business and Industry Uses of ICT
- ICT Research and Development Scientists

How ICT is used in Classroom?

Many are predicting that ICT will bring about several benefits to the learner and the teacher. They are:
- Shared learning resources
- Shared learning spaces
• The promotion of collaborative learning

**Types of approaches to ICT integration in Teacher Education**

Use of ICT within teacher-training programs around the world is being approached in a number of ways with varying degrees of success. These approaches were subsequently described, refined and merged into four primary approaches as follows.

- Skills development approach
- Pedagogy approach
- Subject- specified approach
- Practice-driven approach

**Educational ICT tools can be divided into 3 categories:**

- Input source,
- Output source and
- Others.

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**Impact of ICT on Teacher-Educators And Student Teachers**

Gateway to world of information and enables teachers in instructional methodologies, evaluation mechanism etc.

- It is an effective tool for information acquiring.
- It has enabled better communication, presentation of ideas are more effective and relevant.
- Student-teachers are transformed into self learners.
- ICT creates awareness of recent methodologies and thus teacher educators feel empowered.

**Use of ICT in Teaching**

Teaching at School as well as Higher Education, mostly, concentrates on giving information which is not the sole objective of Teaching.

- developing understanding and application of the concepts
- developing expression power
- developing reasoning and thinking power
- development of judgment and decision making ability
- improving comprehension, speed and vocabulary
- developing self-concept and value clarification
- developing proper study habits
- develop to learned and ambiguity, risk taking capacity, scientific temper, etc.

**Conclusion**

ICT in education is the need of the hour. It has the potential to provide solution to many of the challenges higher education faces today. The common fear that ICT shall replace a teacher is totally unfounded. Realization now seems to be slowly dawning on the teaching community that ICT is primarily to empower them and not to replace them. ICT is, therefore, not to be feared but to be embraced so as to empower our future generations by providing them high quality ICT-enabled education.

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ICT in Teacher Education

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Abstract
ICT is used to learn differently by appropriating the knowledge, in a individualized, interactive, cooperative, collective way by treating information in the time and in the space.. Its aim was to build an Internet site that would give information about school life. It’s an open web space where teachers, parents and students can express and share their ideals and activities. To teach in different new ways Explain, show, demonstrate, monitor and especially supervise learners in various adapted manners. The Challenge are sharing the idea according to which the current level of development of the ICT has to contribute in a decisive way to build a new paradigm of knowledge and the teaching / learning process.ICT is interconnected in three phases: conception, development and evaluation. The most important issue to relate is that the technical or instrumental learning is dependent on the ideas and purposes of teachers, students and parents.

Introduction
Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher and thus one can realize how important education is which makes one a teacher. Various education commissions and a number of expert committee have discussed the aims of teacher education in India. Unfortunately, barring a few exceptions, our universities and institutions of higher learning have largely not been able to live up to these great expectations. One of the main reasons is the inadequate academic, professional and pedagogic preparation and insufficient level of knowledge and the skills of the faculty. In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate Etc., All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding.

ICT and Teacher Education
• Professional development to incorporate ICT into teaching and learning is an ongoing process and should not be thought of as one ‘injection’ of training.
• Teachers need to update their knowledge and skills as the school curriculum and technologies change.
• Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT.

ICT - A Solution For The Improvement of The Expertise of Teacher
• ICT enabled distance education is poised to rule the world. This would not only strengthen the elementary education but would increase the dependence of education on ICT increase the dependence of education on ICT increase the dependence of education on ICT.
• Retaining the already existing technologies for a period of time and subsequently embracing new technologies should have fine balancing, so as to improve also the quality of education.
• With the efforts our country we may hope for enhancing the quality of education at the elementary stage.
• Technological development always warrants transition to newer technologies.
Role of ICT at Different Levels of Teacher Education

Role of ICT at Primary Level:
Objective:
- All round development new observational skills.
- Habit formation.

Role of ICT:
- Establishment learning resource center equipped with audio-visual material like T.V.VCR side projectors of animals fruits insects flowers.

At higher level:
Objective:
- Empowering teachers to guide learning for self study, reference skills, critical thinking adopting various methods such as project work & tutorials.
- Research attitude.

Role of ICT:
- E-libraries

Conclusion
The teacher education system empowered by ICT driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society. Ultimately, the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world. It is really a challenging task to strengthen ICT in teacher education because a large majority of the teacher education institutions are unequipped or under-equipped in the terms of digitized and high-tech infrastructure.

Reference
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ICT IN TEACHER EDUCATION

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Dr.R.Sivakumar, Associate Professor
Education Wing- DDE
Annamalai University

INTRODUCTION

In the present millennium, the resources like the internet on i-pods, Mp3s, cell phones, computers, etc. are utilized for exploring knowledge inside the classroom. Since the ICT has potential to motivate students, encourage individualized learning, helps curriculum to be tailored to the needs of individual students, has ample scope in the field of education.

I.C.T  IN TEACHING - LEARNING APPLICATIONS

There are many applications of technology that teachers can use to enhance learning and increase student achievement by effective classroom management. Everything from computer-based instruction, computer games, use of video, audio, media, PowerPoint and white boards to ipods/mp3’s and web cams can optimise learning and behavior in our smart classrooms. Below are several suggestions for classroom management purposes.

**White Boards:** white boards technology offers interactive learning to engage students, while inspiring teachers to create new and interesting lessons. For example, biology teacher can create a diagram of cell growth cycle in sequential steps adding each labeled component.

**Videos and computer games:** utilizing instructional videos and computer games as a part of maths, science, social studies, or language lesson is a good way to implement real world technology advances into classroom education. Algebraic video like how to do almost anything in maths helps the students to cement the information globally with other schools for lessons or competitions.(www.mathplayground.com)

**Media streaming:** streaming video into course work through computer learning platforms like ipod/mp3 download is an excellent way to convey information on almost any subject. A social teacher can use video-streamed segment http://alaska.org/glaciers/glaciers.htm during a social class to support student learning.

**Power point presentation:** Power Point presentation can be developed with audio and video components inserted into specific slides to add dialogue and expand interest to the bullet points.

**Virtual classrooms, chat rooms:** Virtual Classrooms, chat rooms, and instant messaging all provide an opportunity for students to meet simultaneously online. Young people today visit social networking sites daily as part of their regular routine. This platform could easily be integrated into classroom learning.

**Documentary films:** Documentaries are educational video based on real life situations and stimulate discussion on specific topics. The combination of documentary film and instructional video is a reliable approach to visual delivery of educational content.

**Ipod/mp3:** usually students already love and use ipod/mp3 technology. It makes sense to teach with the media and technical tools they are already using. Many students have the capability to create digital content and do web research on their classroom and home computer utilizing the i-pod.

**Webcam:** Web cam are affordable and easy to use and students can benefit from the availability of conference and face access between students and teachers with immediate response. Guest speakers may join the class and real world experiences may be exchanged. The technology offers students a forum for brainstorming with others.

CONCLUSION

Certain constraints in integrating ICT in education are high cost of internet connection, redesigning of curriculum for integrating ICT, training of teachers in ICT, lack of proper budget planning, maintenance of ICT resources and lack of technical staff and lack of software availability in different languages.
Teacher Factors Influencing Classroom Use of ICT in India

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Abstract

Information and communication technologies in education refer to teaching and learning the subject matter that enables understanding the functions and effective use of information and communication technologies (ICTs). In order to use technology effectively, educators need to be trained in using technology and they need to develop a good understanding of it. Technology is used to enhance learning, therefore it is important for educators to be comfortable using it to ensure that students get the full advantages of educational technology. How to Teaching with technology is different from teaching in a typical classroom. Teachers must be trained in how to plan, create, and deliver instruction within a technological setting. Lessons can be learned from country experiences in integration ICT in education. This presentation will present some examples of innovative practices in “Teacher Factors Influencing Classroom Use of ICT in India”. These innovative practices can serve as useful information for countries that would like to integrate ICT into education and utilize ICT tools in teaching and learning. In addition, why teachers use ICT, ICT skills needed by teachers today, The impact of ICT use on classroom teaching and learning, classroom hardware. Main points of learning with ICT. From these examples, ICT in primary education, Secondary Education, and ICT in Advantages and disadvantages also see this paper. It is hoped that the innovative practices in ICT in Education from this presentation can serve as a mean to inform policy makers, educators, and teachers about the potential use of ICT in education and offer ideas and values of ICT to improve the quality of education.

Introduction

Information and communication technologies in education refer to teaching and learning the subject matter that enables understanding the functions and effective use of information and communication technologies (ICTs). In order to use technology effectively, educators need to be trained in using technology and they need to develop a good understanding of it. Technology is used to enhance learning, therefore it is important for educators to be comfortable using it to ensure that students get the full advantages of educational technology. Teaching with technology is different from teaching in a typical classroom. Teachers must be trained in how to plan, create, and deliver instruction within a technological setting. Teachers must find a way to assess students on what they take away from a class and meaningful, known knowledge, especially within an eLearning setting. Education will only change when our design methods, perspectives, and values change. Teachers have many roles when instruction is designed. They can be artists, architects, craftspeople, and engineers. Technology does not mean that using interactive electronic boards and LCD PowerPoint presentation is the most effective. So many more applications are available for students to be hands-on with their learning and gain deeper knowledge than they could before.

Objectives of the school

- Establish a learning community of motivated students and engage the teachers to impart meaningful learning through the best use of modern technology.
- Equip young minds with 21st century skills through a project-based approach to increase their understanding of responsible global citizenship.
- Plan and teach lessons so that students are challenged to think and not simply to repeat what is told to them.
- Enable staff and students to learn new technologies and techniques.
• Integrate and use these technologies and techniques in the classrooms.
• Evaluate existing techniques and explore new ones.

Why teachers use ICT?
A range of studies have looked at why teachers choose to use ICT. These typically involve conducting case studies of classroom use in a particular setting or from a longitudinal perspective. They portray the use of ICT in teaching as being inherently advantageous. Only a few reports adopt a quantitative approach exploring access, and the reasons why teachers in schools choose to use ICT in their classrooms.

ICT skills needed by teachers today
Many school leaders still perceive the lack of ICT-related knowledge of teachers as a major obstacle to the realization of their ICT-related goals. The literature describes the kind of skills teachers may need when integrating ICT in new student-centered learning approaches. However, identifying which competencies each teacher needs to acquire is far from simple, as this depends very much on the circumstances of their particular school. Personal teaching styles also play a major role. Again, “one size fits all” does not usually work.

The impact of ICT use on classroom teaching and learning
Bringing ICT into the classroom can have a considerable impact on the practice of teachers, in particular when ICT is conceptualized as a tool that supports a real change in the pedagogical approach.

Classroom Hardware
Hardware is “a comprehensive term for all of the physical parts of a computer, as distinguished from the data it contains or operates on, and the software that provides instructions for the hardware to accomplish tasks.”

A basic rule of technology gaining is that hardware (equipment) purchases should be driven by the software (instructional materials and applications) that best suit our school. Compatibility and easiness of use are important considerations in acquiring the hardware for classrooms. Focusing on “cutting edge” or “state-of-the-art” items can be a waste of money, unless they address a specific need. These days it seems that technology changes overnight. What’s current today is old-hat tomorrow. So what types of technology do we use in a school? Here are some of the examples:

Laptops and Notebook’s
By bringing the notebooks into the classroom teachers and some of the students gain benefits. Sometimes those are used to enrich the classroom discussions and enable the fast use of sending information or class notes throughout the class. Both teachers and students use laptops in school because of its ease in use and accessibility.

Personal Computers
The use of personal computers in schools brings out many important issues; as well as advantages and disadvantages. Setting up computer labs enables students to work on their in-class projects, search for the information, update their records and access the on-campus network. Using the computers though requires certain skills and the cost of incorporating them at schools.

Printers
This useful hardware can be found in almost every classroom. Printers are mainly used to print out the documents, course information, tests, quizzes and many others, basically all types of written assessments. Some of the advantages of using printers are that they are fast, easily accessible by all pupils. The shared printer can be used throughout the classrooms so no setting up is required for whole-class use. The cost of the maintenance can discourage the school from using the printers that are just too expensive.

Overheads
This really classic type of display is used in many schools and classrooms around the world. The beam of light is directed and mirrored which creates an image of the an object or data. The overheads have a significant values in the presentations as well as in common lessons. Eg. The Business and Management class teacher uses the overheads to
show and analyze the break-even graphs. The overheads are really becoming outdated as other inventions are being present and developed.

**Speakers**

Not so broadly used in school since the projectors sometimes have the speakers built in. The main purpose of the speaker's in the classroom is that the students and teachers can benefit from listening to the verbal part of the assignments. It improves the skills. Many teachers prefer the speakers in their classrooms since they think they improve the communication between the people. While listening, reading and watching, those three senses put together prove to enhance the learning process and the pace of it.

**Main points of learning with ICT are—**

- Learning with ICT is a very active process
- ICT can be motivated learning
- Teaching can be viewed as ‘assisted performance’.
- The learning process can be viewed as a repeating cycle in four stages: do—review—learn—apply.
- ICT can assist learning: ‘Scaffolding’ each stage of the learning cycle and ‘driving’ the learner around it.

**ICT in primary education**

Keeping in mind every school is unique and some schools have a higher expenditure budget than others here are a list of ICT elements and equipment that can be found in primary schools.

- Computers / Laptops
- Calculators
- Color printers
- Concept keyboards
- Data projectors
- Digital cameras
- Digital audio recorders
- Electronic keyboards
- Floor robots
- Interactive white boards
- Listening centre’s
- Monitoring sensors
- Overhead projectors
- Photocopiers
- Scanners
- Television
- Video cameras
- Video recorders

**Secondary Education**

Secondary education has evolved from chalk and slate to pen and paper and now laptops. Secondary education doesn’t just use the ICT equipment in structured ICT lessons. ICT is now widely used amongst the cross curriculum combining ICT into the majority of lessons improving on the collection/input of data. Research on topics can now be explored through the use of the World Wide Web, broadening data collection and resources used.

**What does it mean to learn about computers and the Internet?**

- Fundamentals: basic terms, concepts and operations
- Use of the keyboard and mouse
- Use of productivity tools such as word processing, spreadsheets, data base and graphics programs
- Use of research and collaboration tools such as search engines and email
- Basic skills in using programming and authoring applications such as Logo or Hyper Studio
- Developing an awareness of the social impact of technological change.

**What about learning with computers and the Internet?**

- Presentation, demonstration, and the manipulation of data using productivity tools
- Use of curriculum-specific applications types such as educational games, drill and practice, simulations, tutorials, virtual laboratories, visualizations and graphical representations of abstract concepts, musical composition, and expert systems
- Use of information and resources on CD-ROM or online such as encyclopedia, interactive maps and atlases, electronic journals and other references.
ICT in Advantages and disadvantages

Advantages

• Giving to teacher chance to plan short, timed, tightly focused activities.
• Planning activities across a number of sessions to allow sufficient time for all pupils to take part.
• up to date and real world technology...prepares the children for the modern world!
• Helps pupils research topics they are studying using a wide range of sources other than just book from their school library.
• Aids the pupils to get an insight into technologies that they may later rely on in future life.
• Using word documents it gives the pupils a chance to present their work in a style that suits them.
• Word and publishing documents available for display work purposes.

Disadvantages

• Cost
• Training
• Distractions
• Reliability
• Damage
• Safety
• Hacking
• Resources (or lack of)

Conclusions

In conclusion, Technology training appears to focus mainly on technology knowledge and skills while overlooking the relationships between technology, pedagogy, and content. As a result, teachers learn about “cool” stuff, but they still have difficulty applying it for their students’ learning. Teacher candidates need opportunities to practice effective technology integration strategies in supportive contexts during technology courses, technology-integrated methods courses, and field experiences. Experienced teachers also need opportunities to learn about new technologies and ways to integrate them effectively in their classroom. Teacher education programs can facilitate improvements not only in students’ technology skills but also in their beliefs and intentions regarding integrating technology into instruction. Technology training directly affects pre-service teachers’ self-efficacy and value beliefs, which in turn influence their student-centered technology use.
ICT in Teacher Education

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Abstract

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 concepts of ICT as part of the core 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 systems and ways of learning. Inventive use of ICT is defined as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society. Hence, there is a need to bring out the facts on the impact of ICT on educational trainers.

Introduction

In development literature, ICT has been characterized as having the potential to enable national development. However, ICT has been conceptualized mostly as a monolithic and homogeneous entity. To a great extent, the ambiguous findings and diverse opinions on the role of ICT in national development can be attributed to this limited focus. From activities to operations, from research to development, from health services to amusement, from education to governance, ICT has become an essential component of basic life.

In many countries, ICT has helped in improving the quality of education. It has the ability to address illiteracy and improve the quality of education in all sectors through multimedia capabilities such as simulations and models. ICT can give learners access to concepts that they previously could not grasp. The acquisition of ICT skills in educational institutions helps knowledge sharing, thereby multiplying educational opportunities. Integrating ICT literacy will be crucial as it means harnessing technology to perform learning skills. It must encompass the use of ICT to manage complexity and solve problems by thinking critically, creatively, and systematically towards the goal of acquiring thinking and problem-solving skills.

For the students, this can be used for making assignments, collecting data, documentation, and conducting research. It can be a medium for teaching and learning. This can act as the medium through which teacher and learners can learn. Here in order to introduce and understand the need of ICT in educational institutions, teachers or students undergoing teacher education must first comprehend and be at ease with ICT. They must be given opportunities for acquisition of new knowledge. This can be made possible by promoting ICT-based training programs introduced in their curriculum. The next section discusses in detail about learning of ICT in higher educational institutions, especially teacher education institutions.

ICTs in Teacher Education

The need for teacher training is widely acknowledged. Professional development to incorporate ICTs into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with digital technologies, even though many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. A teacher’s professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher–student relationships. If they are to invest time and energy in embracing the technology, teachers need to understand and experience the potential benefits of using ICT. Moreover, they need to have access to the evidence that supports the improvements in teaching and learning, including case studies and examples of effective practice. If the necessary changes in education are to be realized,
they need strong leadership and support along with a school development plan for the integration of technology. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment.

The Future lab study shows many affirmative results from review of a number of UK case studies on teacher training. Although they are not representative, most of these studies highlight positive impacts of teacher training with ICT, such as increasing teacher self-assurance and aptitude in the use of IT resources by providing them fully equipped multimedia portable computers (MPTP) or by supporting online teacher communities. The “Talking Heads Online Community” pilot study showed that informal online communities can help to reduce head teacher isolation, enable head teachers to generate and exchange insights regarding practices for school improvement, and provide an effective way for gaining quick access to a spectrum of perspectives on key topical issues. Another UK (2002) pilot study reviewed by Future lab on learning to use ICT for science teaching showed that for the 40 schools that participated, the impact of equipped computers reached far beyond individual teachers. It prompted department-wide exploration of new teaching strategies and reviewed enthusiasm for sharing and collaboration.

Four Theme Framework for Teacher Education

UNESCO has projected a holistic framework taking into consideration four supportive themes viz. context and culture, leadership and vision, lifelong learning, and planning and management of change. The framework of competencies is encircled by the four supportive themes. The curriculum framework also suggests that each teacher is allowed to interpret the framework within his or her context and personal approach to pedagogy, which is always related to the subject discipline or content area, rather than to the technology itself.

Context and culture identifies 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 modeled 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 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.

Teacher Education in India

In India, there are nearly 3.5 million teachers in the formal school system. Primary school teachers are required to have 10.+12 years of general schooling and 2 years of professional education. Secondary teachers must have a graduate degree from a university along with one year of professional education. There are several institutions and systems for in-service education of teachers, ranging from school complexes at decentralized levels to programs designed and executed at the central level, but coordination among various agencies is yet to be obtained. In comparison with other states, Tamil Nadu share with respect to the growth of higher education is High. Currently, there are 19 State universities including 1 Teacher Education University, 2 Central universities and 29 Deemed universities. With the view to promoting and motivating quality research in teacher education, the National Council for Teacher Education (NCTE) it constituted a Research and Programme Advisory Committee in June 2004. The NCTE’s concern is to enable teacher education institutions to prepare a workforce of trained teachers who are fully conversant with the technology. It signed an MoU with INTEL Technology India Pvt. Ltd., Bangalore, on 20th December, 2006, with a view to achieve the objectives of imparting sustained professional development of all teacher educators from all recognized institutions and making ICT a part of teacher education curriculum.

Integrating ICT as a Core Course

Recognizing the importance of ICT in education, we raised questions on the integration of ICT in teacher education curriculum. ICT has not been included as a core
course at the B.Ed., level in the colleges. However, fundamentals of computer knowledge were included in the curriculum. All the respondents said that ICT is not included as a compulsory core course. For understanding the success of ICT program in an institution, we raised questions regarding the ICT staff availability, laboratory facilities, maintenance of computers, sizable class/lab, availability of audiovisual and electronic support facilities etc.

**Conclusion and Suggestions**

The use of ICT has the potential to allocate opportunities for learning broadly across the teaching force. The teacher education institutions are no longer strictly utilizing ICT. Measures are to be taken to improve the quality and support to students, opening up new avenues for professional development of our future teachers. Teacher training should encompass ICT skills along with a full understanding and complete mastery of ICTs as pedagogical tools. Teacher education institutions should be ensured with financial and human resources with training for successful incorporation of ICTs. It is also necessary to extend a stronger understanding of future learning needs and future environments for ICT skills. A constructive atmosphere must be there to provide an occasion for all stakeholders to form a part of the information society. Instead of focusing on cost, efforts should be taken to promote broadband, computers, and Internet access. Progress and planning is still needed in providing attractive learning content and learning technologies.

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ICT As A Innovation In The Educational Strategies

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Abstract
The use of ICT in all domains, the initial first move into the area of ICT is crucial. Once teachers build their confidence they tend to become more experimental and make use of a greater number of tools. There are visual aids in ICT which makes language teaching more effective. Online resources like e-books, journals and videos are easily accessible. Students can submit assignments and projects online and get it reviewed by teachers. Original recitations of poetry make students more imaginative. Power point presentations also help in teaching and learning of English language and literature. Websites can help in sharing ideas. Online libraries can also provide learning material in abundance. Wikipedia, Google, answer.com avail a great treasure of information and knowledge. Critical articles are also available on websites. ICT helps in learning vocabulary too.

Introduction
Modern age is the age of ICT. Internet and computer technology have covered all branches of knowledge and information. How can literature remain untouched? Knowledge is never in fragments. It is the whole and un-fragmented. Literature is the epitome of all aspects of life. Language is a means of communication. It is in fact very close to modern technology. English language is a global language today. It is spoken almost all over the world. In many countries across the world, it is used as a second language. It is the language of technology, Science and Economics and many other branches of knowledge. No one affords to remain aloof and untouched by the knowledge of English. The countries like India has realized this and in spite of so called chauvinistic forces, more and more people have started learning English. The ICT activities are also the basis for the creation of two different main types of ICT use. These are ICT for production and information management and practice. These indices are not made purely on the basis of theoretical assumptions, but are patterns that emerge from the data itself. Put more precisely, they are constructs made on the basis of empirical evidence found in the current study. They are in other words legitimate findings in their own right.

Digital Innovations
It asks: what innovative approaches to language development can be employed to meet the needs of a new generation of young technocrats growing up within an increasingly globalised world? this is a rapidly changing picture as new generations of pupils who have grown up in a digital world come into classes, and graduates who don’t remember a time when they didn’t have a mobile phone train to be teachers and enter the school systems around the world. There is also unequal access to the technology itself and while there is increasing access to technologies throughout the world there are still ‘digital divides’, both in, and between, countries. It is accepted that approach to using technology is neither desirable nor practical. Each situation demands a specific approach to English language learning and these circumstances dictate not only when technologies are introduced to young learners, but how they are implemented. It is also apparent that whilst technology has the power to utterly transform learning, there are occasions where it can actually serve to reinforce linguistic, social and cultural hegemonies, rather than challenging them. It is not surprising, however, that an examination of exemplary practice in the use of ICTs throws up some common themes. For example, technology-mediated language learning seems to be most successful when the technology is seamlessly integrated into the overall activity and where it is used as a cross-curricular tool, rather than being an additional skill-set that must be acquired prior to, or during, learning.
Technologies To Support Oral Skills

For younger learners effective classroom strategies have traditionally involved use of songs, rhymes and traditional stories with repeated language structures. The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary. These tools can also help to support teachers who don’t feel as confident with their own language skills. Technology also affords children the opportunity to record themselves for playback at a later time. Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement. Young children can use Flip, or other video cameras to record their mouth movements to develop phonetic accuracy; recordings can subsequently be compared with standard models sourced from the internet. Learning resources, such as songs and poems, can be downloaded from the internet and practiced as a whole class via an interactive whiteboard prior to a live performance that can be filmed for posterity. Taking a karaoke-style approach, children are able to digitally visualize rhymes and songs through freeze-frame photography, artwork and text based legends that can be synchronized to the words. Audio recorders like talking tins, pegs or cards can be used to reinforce the learning of traditional rhymes or to record the singing of popular songs. Talking photo albums have been successfully used to create stories or non-fiction texts with an oral narrative. Here photos and text can be inserted into each page of the album and the user can subsequently record a corresponding narration. Recording devices like these are cheap, portable and simple enough to be used by even the youngest learner, where being able to overwrite recordings multiple times is essential to allow learners to achieve relative success in their oral work. Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom; a child makes a recording in isolation and plays this back in the classroom, validating their voice to their peers. Recording devices also have a key role to play in assessment, where examples of oral work can be saved and revisited at a later time in order to show progression in learning.

E-Tools That Facilitate Language Practice

What we have said so far in our discussion of the needs of young language learners suggests that they need to be offered opportunities to practice target language in as many ways as possible. What is missing for them in many EFL contexts is access to other language users with whom they can practice. Technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others, often native speakers of the language they are learning, or other learners studying the same language, but who don’t share the same home language, so they are forced to make use of English to communicate. Synchronous solutions like video-conferencing and face-to-face interaction through online virtual worlds are becoming increasingly popular as vehicles to promote language learning. Video conferencing is being used to bring learners together over distance so that they can communicate in a common language and share cultural experiences. Virtual worlds like Second Life, Active Worlds and Open Sims afford learners the possibility of ‘living’ within a 3D space, collaboratively developing content and interacting with peers through virtual experiences: debates, role play, exhibitions, performances and the like. To play in facilitating the co-creation of content, where learners interact with peers by composing, editing and exchanging texts. These technologies offer learners the opportunity to engage in activities that produce comprehensible output and where meaning has to be negotiated. It has been argued for some time that in order for learners to develop competent language skills they need to engage. Technology allows learners who would not normally have as many opportunities to use the language they are learning in productive ways to communicate with other speakers of the target language.

Video conferencing

Video conferencing (VC) continues to be a highly efficient way of inviting visitors into classrooms and for enabling learners to collaborate with each other at distance. In
certain situations this can be one of the few methods available for exposing learners to native English speakers and for facilitating cultural exchanges. VC can also bring specialist English teachers into classrooms for direct teaching as well as modeling good practice for the mainstream teacher. Teachers themselves can also link up using the technology for more in-depth teacher training sessions. Whilst excellent VC results can be achieved with professional equipment, great results can be obtained with a simple web camera, microphone and reliable internet connection. There are many free solutions available, such as Skype, iChat and Face Time or Flash Meeting. In the case of low cost solutions, such as Adobe Connect, which allow more protection for young learners, and which are free from advertising, usually only one establishment needs to purchase the system and then the 'host' can invite participants to join a VC free of charge. This resource can then easily be shared between a number of institutions. The quality of video and audio is obviously the number one priority, but it is clear that the most useful VC systems offer participants an array of additional tools such as shared whiteboards, text chat facilities, private meeting rooms and polling functionality. It can be seen that technology has a significant role to play in enhancing the delivery of English language teaching and learning in the primary sector. The range of technologies now available can support teachers in a variety of ways both inside the young learner classroom, but also increasingly in the home environment and while learners are on the move about their daily lives. Technological use is clearly ‘situated’, dependent on context and predicated on the notion that what works in one context may not be entirely replicable in another. However, creative practitioners will always be able to see the potential for an idea and are particularly adept at customizing approaches to meet the individual needs of their learners. With the continuing reduction in manufacturing costs, greater coverage and increasing speeds of communication networks and the development of a ‘read/write Web’, English language teachers have an unparalleled opportunity to ensure their curricula and teaching styles genuinely meet the needs of their 21st century learners.

Conclusion
As far as technology is concerned, it can be used quite profitably in class rooms. Teachers can make use of ICT quite reasonably in the teaching of language and literature. The major areas where ICT can help as follows: It is a well known and all accepted fact that the visual is always more effective than spoken words. In ICT, there are visual aids available. There are slides, pictures, images, videos and films on thousands of subjects. Teachers can have easy access to such visual materials. There are online resources available on internet. Both teachers and students can use online resources for better understanding of literature and language. Hundreds of e-books, journals and videos are accessible online. Teachers can use them in the class room or can ask the students to use them for their study. It can be said that ICT is a modern tool that facilitates both teachers and students in teaching-learning process. Knowledge is now in explosion. Every moment, millions of topics are posted on internet. Knowledge is just a click away. Sharing is the true focus of learning and it has now become a reality due to ICT.

References
Improving Teacher Education Through ICT

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Abstract

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 concepts of ICT as part of the core 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 systems and ways of learning. Inventive use of ICT is defined as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society. Hence, there is a need to bring out the facts on the impact of ICT on educational trainers. This paper discusses the factors which stimulate or limit the innovative use of ICT by teacher educators. Suggestions also mentioned for improving teacher education through ICT.

ICT and its Role in Education

Introduction

In development literature, ICT has been characterized as having the potential to enable national development. However, ICT has been conceptualized mostly as a monolithic and homogeneous entity. To a great extent, the ambiguous findings and diverse opinions on the role of ICT in national development can be attributed to this limited focus. ICT has become an essential component of basic life. In many countries, ICT has helped in improving the quality of education. It has the ability to address illiteracy and improve the quality of education in all sectors through multimedia capabilities such as simulations and models. ICT can give learners access to concepts that they previously could not grasp. The acquisition of ICT skills in educational institutions helps knowledge sharing, thereby multiplying educational opportunities.

Integrating ICT literacy will be crucial as it means harnessing technology to perform learning skills. It must encompass the use of ICT to manage complexity and solve problems by thinking critically, creatively, and systematically towards the goal of acquiring thinking and problem-solving skills. For the students, this can be used for making assignments, collecting data, documentation, and conducting research. It can be a medium for teaching and learning. This can act as the medium through which teacher and learners can learn. Here in order to introduce and understand the need of ICT in educational institutions, teachers or students undergoing teacher education must first comprehend and be at ease with ICT. They must be given opportunities for acquisition of new knowledge. This can be made possible by promoting ICT-based training programs introduced in their curriculum.

ICTs in Teacher Education

The need for teacher training is widely acknowledged. Professional development to incorporate ICTs into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with digital technologies, even though many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. A teacher’s professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher–student relationships. If they are to invest time and energy in embracing the technology, teachers need to understand and experience the potential benefits of using ICT. Moreover, they need to have access to the evidence that supports the improvements in teaching and learning, including case studies and examples of effective practice. If the necessary changes in education are to be realized,
they need strong leadership and support along with a school development plan for the integration of technology. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment.

The Future lab study shows many affirmative results from review of a number of UK case studies on teacher training. Although they are not representative, most of these studies highlight positive impacts of teacher training with ICT, such as increasing teacher self-assurance and aptitude in the use of IT resources by providing them fully equipped multimedia portable computers (MPTP) or by supporting online teacher communities. The “Talking Heads Online Community” pilot study showed that informal online communities can help to reduce head teacher isolation, enable head teachers to generate and exchange insights regarding practices for school improvement, and provide an effective way for gaining quick access to a spectrum of perspectives on key topical issues. Another UK (2002) pilot study reviewed by Futurelab on learning to use ICT for science teaching showed that for the 40 schools that participated, the impact of equipped computers reached far beyond individual teachers. It prompted department-wide exploration of new teaching strategies and reviewed enthusiasm for sharing and collaboration.

**Four Theme Framework for Teacher Education**

UNESCO has projected a holistic framework taking into consideration four supportive themes viz. context and culture, leadership and vision, lifelong learning, and planning and management of change. The framework of competencies is encircled by the four supportive themes. The curriculum framework also suggests that each teacher is allowed to interpret the framework within his or her context and personal approach to pedagogy, which is always related to the subject discipline or content area, rather than to the technology itself. Context and culture identifies 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 modeled 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 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.

**Teacher Education in India**

In India, there are nearly 3.5 million teachers in the formal school system. Primary school teachers are required to have 10–12 years of general schooling and 2 years of professional education. Secondary teachers must have a graduate degree from a university along with one year of professional education. There are several institutions and systems for in-service education of teachers, ranging from school complexes at decentralized levels to programs designed and executed at the central level, but coordination among various agencies is yet to be obtained. With the view to promoting and motivating quality research in teacher education, the National Council for Teacher Education (NCTE) constituted a Research and Programme Advisory Committee in June 2004. The NCTE’s concern is to enable teacher education institutions to prepare a workforce of trained teachers who are fully conversant with the technology. It signed an MoU with INTEL Technology India Pvt. Ltd., Bangalore, on 20th December, 2006, with a view to achieve the objectives of imparting sustained professional development of all teacher educators from all recognized institutions and making ICT a part of teacher education curriculum.

**Integrating ICT as a Core Course**

Recognizing the importance of ICT in education, we raised questions on the integration of ICT in teacher education curriculum. The findings of the previous studies show that ICT has not been included as a compulsory core course at the B.Ed level in the colleges. However, fundamentals of computer knowledge were included in the curriculum. For understanding the success of ICT program in an institution, we raised
questions regarding the ICT staff availability, laboratory facilities, maintenance of computers, sizable class/lab, availability of audiovisual and electronic support facilities etc.

That there is a need for chalk out a curriculum including ICT. Laboratory helps in developing scientific temper. Virtual laboratory can be developed using ICT. Charts and posters which are used as teaching aids in power point presentations during their courses are prepared by the students outside the institutions. Various skills of using new technology such as presentation of the content of seminars using power point or demonstrating content through flash or sending assignment papers to moderators still need to be introduced and practiced during the sessions. Web browsing is usually done outside the campus.

The socioeconomic environment of students continues to play a significant role in their educational achievements as well. The study perceived that students have developed ICT skills which they use in learning such as word processing, presentation, and mediated communication etc. There are no programs to build up the capacity of the students as visualized by NCTE. Efforts for this track are ad hoc. The use of ICT tools in seminars and teaching aids is restricted to the use of LCD/PPT and slide presentations. Their knowledge for learning is gained from outside the institution. The colleges provided neither training in ICT nor provisions for Internet browsing. For the pedagogical purposes, students are developing ICT skills by themselves. Students need more structured support of ICT development from their educational institutions.

**Conclusion and Suggestions**

The use of ICT has the potential to allocate opportunities for learning broadly across the teaching force. From the reviews teacher education institutions are no longer strictly utilizing ICT. Measures are to be taken to improve the quality and support to students, opening up new avenues for professional development of our future teachers.

- Teacher training should encompass ICT skills along with a full understanding and complete mastery of ICTs as pedagogical tools.
- Teacher education institutions should be ensured with financial and human resources with training for successful incorporation of ICTs.
- It is also necessary to extend a stronger understanding of future learning needs and future environments for ICT skills.
- A constructive atmosphere must be there to provide an occasion for all stakeholders to form a part of the information society. Instead of focusing on cost, efforts should be taken to promote broadband, computers, and Internet access.
- Progress and planning is still needed in providing attractive learning content and learning technologies.

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A Learning Perspective of ICT In Education

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Introduction
ICT to support teaching and learning in primary and secondary schools in ICT creates a number of problems in education, such as digital equity, the need for a relatively expensive addition to a school's infrastructure, and how to provide appropriate ICT education for preserves and in service teachers. ICT in education creates problems of how to deal with potential changes in curriculum content, instructional processes, and assessment in a manner that leads to students getting a better education. In this paper I discussed about the ICT and related issues regarding teachers and institutions and the impact of ICT learners.

Learn about ICT
It is very important that you have clear insight into the similarities and differences between human understanding and ICT system understanding. In what ways do these two types of understanding complement each other? Pay special attention to the third goal. There, the emphasis is on problem solving and other higher-order knowledge and skill activities. You know that ICT systems can Teachers and researchers have accumulated a huge amount of information about effective teaching and learning. We have a growing understanding of the effects of class size and the value of tutoring or very small group instruction.

Problems with current pre-service teacher education on ICT
In the current practice of pre-service teacher education, technology is taught in separation from the study of specialization, educational theories and educational practice as well. Undoubtedly, this situation will hinder the development of competence for prospective teachers in using ICT to support instructional innovations, as they will teach in the way as what they were taught.

School Policy on ICT Use in India
Many studies revealed variations in ICT use for learning by students, depending on access to computers, institutional rules and regulations and the level of ICT skills by the learners. Primary school pupils may use the computer laboratory only once a week for about 30 minutes at secondary level, students’ use of computers for learning varied according to school and instruction by teachers, class level and whether they belonged to the computer club or not. Most review has also established that India suffers from typical infrastructure problems including (1) insufficient numbers of computers and other technologies owing to limited funds; (2) absence of properly developed curricula for teaching ICT skills; (3) lack of subject

Integrate ICT into learning areas
Qualified teachers are often seen as a catalyst in the introduction and effective use of technology in schools. In India, the lack of trained teachers and the low levels of teachers’ ICT knowledge and skills have been identified as major impediments to effectively introducing technology into schools. There is substantial evidence that, in the right hands and used appropriately for specific purposes in specific contexts, technology can be an effective tool in supporting learning and teaching. However, it is now firmly established that it is critical to understand the ways in which technology is conceptualized to be of use in addressing the challenges of the developing world and the policy environment necessary for this to happen.

ICT in and for Education
The idea that teaching and learning can successfully take place using technology inspires both hope and dismay. There is the hope that more learners can be reached at a more convenient pace than has previously been the case, dismay that the infrastructures
necessary for deploying technological resources or constructing an effective ICT platform are lacking in developing countries like India.

**Why teachers use ICT**

Educational Quality, typically indicate two main reasons why teachers use ICT: (1) teachers feel that their own use of computers benefits their learners, and (2) teachers feel learners benefit from using computers themselves; they gain confidence, self-esteem and renewed motivation.

- Motivating learners by combining text, sound, colour and moving images that enhance content for easier learning;
- Facilitating acquisition of basic skills through drill and practice. This is better accomplished by education television broadcasts that teach literacy and numeracy at basic education level.
- Enhancing teacher training by improving access to and the quality of teacher training.

**The impact of ICT use on classroom teaching and learning**

Bringing ICT into the classroom can have a considerable impact on the practice of teachers, in particular when ICT is conceptualised as a tool that supports a real change in the pedagogical approach. Newhouse (2002) points out that the real impact of ICT and the subsequent changes in pedagogy, development and training on teachers is varied and idiosyncratic although some general areas of impact may be identified as:

- the balance of roles they play with a perceived risk of reduced influence,
- providing greater access to information, leading to increased interest in teaching and experimentation,
- Requiring more collaboration and more communication with teachers, administrators and parents, requiring more planning and energy.

The nature of the uses made of ICT in SSA schools varies according to context, particularly with respect to: (i) teacher access to adjacent technologies; (ii) geographical location; (iii) local educational and cultural practices; (iv) home language; and (v) subject areas. Yet despite such variation, ICT consistently facilitated new forms of teacher–teacher co-operation.

**Conclusion**

The field of Information and Communication Technology combines science and technology. It includes the full range of computer hardware and software, telecommunication and cell phones, the Internet and Web, wired and wireless networks, digital still and video cameras, robotics, and so on. It includes the field of Computer and Information Science and a huge and rapidly growing knowledge base that is being developed by practitioners and researchers. ICT has proven to be a valuable aid to solving problems and accomplishing tasks in business, industry, government, education, and many other human endeavours. Hence the policy makers, educationist and universities should make proper steps to enhance the ICT among teachers and students.

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Role of ICT in Non-Formal Education

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Abstract

Over the past thirty years, Non-Formal Education (NFE) initiatives have effectively used Information and Communication Technologies (ICTs) for mass literacy campaigns, training of health workers, and rural community development projects. In the late 1960s and early 1970s, educationalists define NFE as an alternative form of education that addressed learning that occurred outside of the traditional classroom environment in schools and colleges by adults and children (Anzalone, 1995, and Robinson, 1999). Recent innovations in ICTs like Very Small Aperture Terminal (VSAT) satellite communications, the Internet, and CD-ROMs are helping to create new innovative learning tools that will profoundly change the way NFE is delivered. This article discusses recent uses of ICTs in NFE, and will also examine implications for the future.

The concept of ICT

In the recent literature on ICT, it is defined as the combination of informatics technology with other, related technologies, specifically communication technology, while 'Informatics Technology' is defined as the technological applications of informatics in society. Different Information and communication technologies have the different potential to contribute to the facets of educational development and effective learning and improving management systems. Moreover, Information and communication technologies offer possibilities in lifelong learning, adult learning, and e-learning in non-formal mode of education.

E-learning

Information and communication technologies (ICT) have significantly transformed the way we live and work today. The ICT has eliminated the geographical barrier. The concept of time has also undergone change. One can interact now synchronously as well as asynchronously with another person located in a distant place. ICT allows us to virtualise almost any human activity including learning. Through the use of personal computers and telecommunication devices, e-learning provides opportunities for delivering formal and informal learning activities, study materials, journals, research papers, contacts with the tutors and fellow students.

Teaching through internet

Teaching through internet and multimedia creates virtual classrooms and comes very close to the actual classroom situations. The learning process on Internet is interactive and interesting. It is a kind of tele-teaching and there are different options, (i) World Wide Web (www), (ii) www and Multimedia based self-learning and (iii) Tele-conferencing.

The Virtual University

Applying the ICT principles, the Virtual University plans programmes, develops the study materials and ensures the delivery of these student support services through the internet. Students and teachers are connected together for their educational programmes through internet or on-line connectivity. The institution is called Virtual University because there is no vast campus. The NET University makes available sufficient courseware on Internet in the forms of web pages. The learner after being enrolled in the NET University gets Internet conecion with a specific e-mail address. Students after surfing through the Internet can download the material relevant to their course.

The other option can be to supply learners with Multimedia based self-learning material on CD-ROMs and utilize the facility of Internet for online communication with the resource person. Extra reading material can be obtained from the Internet web pages. The self-learning packages are prepared in such a way as to encourage students to discover learning.
The last option is through tele-conference, where the learner interacts with the resource person in a virtual classroom. The classes in this mode are conducted at a predetermined schedule and learners are expected to be hooked to the Professor’s electronic address at that particular time. The learner after listening to the lecture puts cross-questions directly to the professor through video-conferencing.

**Benefits of ICTs use in NFE**

NFE distance learning programs using the latest ICTs are beginning to provide workers with the opportunity to pursue lifelong learning. By the end of the 1980s, enthusiasm for formal education’s ability to mobilize needed human resources for economic development in developing countries had dampened. NFE distance education was recognized as a way to meet the needs of out-of-school learners and adult workers (Siaciwena, 2000). The attractive advantages of NFE distance education included the following:

- It requires fewer teachers to reach a larger number of learners.
- It does not require new brick and mortar schools, and can utilize existing schools during spare-times.
- It allows learners to continue to earn a living while attending classes during their spare time.
- It becomes economical once initial startup costs are paid because the marginal cost to enroll additional students is low.

Early studies showed that there was no significant difference in performance between students who received ICT delivered instruction and those receiving face-to-face instruction (Blurton, 1999). Once distance education was accepted as a legitimate way to deliver NFE, it has continually evolved by experimenting with new communication technologies and media. Developing countries have a strong desire to build the necessary human capital that can support a market-based economy. Consequently, the desire for Internet-based NFE distance learning is continually growing (Menezes, 2000). There is now a proliferation of NFE distance learning institutions that provide courses to adult learners. For example, the University of South Africa (UNISA) now uses ICTs to offer relatively cheaply priced courses that attract students throughout Africa (Menezes, 2000). Established in 1997, The African Virtual University (AVU), started by the World Bank, now serves 12 English-speaking countries and three Portuguese-speaking countries via the Internet (Menezes, 2000). These virtual universities are delivering high-quality professional training via distance education on the Internet. The latest ICTs are also being used to develop virtual learning communities for NFE purposes. Virtual learning communities are learning groups with a shared interest, who are able to overcome barriers of time, geography, age, ability, culture, and social status. (Blurton, 1999). For example, the Global Learning and Observations to Benefit the Environment (GLOBE) project “… links students, teachers, and the scientific research community worldwide in a virtual learning community to study the global environment” (Blurton, 1999, p 13).

**Conclusion**

Thus, distance education is served through WWW or video-conference through Internet. Distance education which uses the hyper media and hyper text gives the opportunity of reaching more students worldwide. In this way, ICT is now serving as a powerful and efficient tool in promoting non-formal education.

**Bibliography**


Infusion of ICT in Teacher Education

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Introduction

Education as we know is instrumental in ensuring that the future generation is well informed and competent. ICT has become, within a very short time one of basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education alongside reading, writing and numeracy.

ICT’s have brought new possibilities into the teacher education, but at the same time, they have placed more demands on teachers. ICT’s exemplified by the internet and interactive multimedia are obviously of great significance for teacher education. It needs to be effectively integrated into the formal classroom teaching and learning conditions. It is also to be focused in a teacher education programme. the IT C’S integration in education in general and teacher education in particular is the need of day. Its adequate recognition and support of relevant needs is crucial for integration and effective utilization for quality education programmes. The use of ICTS can make substantial change for education and training mainly in two ways. Firstly, the rich representation of information changes learner’s perception and understanding of the context. Secondly, the vast distribution and easy access to information can change relationships between educators and student-teachers. ICT can also provide powerful support for educational innovations.

The face of the classrooms is changing. The teacher education institutions should prepare in-service teachers to keep up with the technology utility in the classroom. ICT is not only an essential tool for teachers in their day to day work but also it offers them opportunities for their own professional development. ICT’s can be used to enhance richness and quality of teacher education in the classroom and to distribute own developed multimedia resources to others through distributed learning as well as flexible learning. In either case the selection of technological tools will depend on costs, technology infrastructure, learner access to technology, the support personnel and facilities available to create digitized knowledge resources and individual commitment to sustaining the venture.

The effective and efficient use of ICT’s depends largely on technically competent educators. They should be able to appreciate the potential of ICT and have positive attitude towards ICT. There are four phases for the implementation of ICT content in teacher education programmes:

First Phase: ICT literacy

List of ICT tools their utility and functions; Computer operating systems and application software; Computer input, output, storage devices and functions; Know your computer(Configuration); General software applications like MS-word, Powerpoint, Excel etc.; Internet and its tools like e-mail browsers, website, search engines, chat etc.

Second Phase: Effective and Efficient use of ICT hardware and teaching and learning activities

In this phase content is linked directly to teaching-learning. Examples-Templates, practice exercise are used to demonstrate how general applications software can be used for various teaching-learning activities and content in different subjects.

Some examples are:

1. Using power point presenting lessons on different topics
2. Using Microsoft excel creating timetable workbook, chart
3. Creating e-mail account and creating web-site.

Third Phase: pedagogy based ICT use (integration of ICT in subject content, teaching, online support, networking and management.) This phase is more advanced in terms of integrating ICT across the curriculum.
1. Integrating ICT into subject specific teaching like mathematics, science, social science, languages etc.

2. Using online tools for information gathering and online collaborative work like e-mail, website and discussion groups.

**Fourth phase:** Adopting best innovative practices in the use of ICT Sharing the best practices in different teacher education institutions using ICT and adopt the best innovative practices in the use of ICT keeping up to date with ICT.

**ICT's help in teacher education**

In the new technology era the role of teacher has changed and continues to change from being an instructor to a constructor, facilitator, coach and creator of learning situation. A teacher will be able to integrate the use of ICTs into teaching effectively if he developed various competencies like creativity, flexibility, logistic skills, administrative and organizational skills.

**Conclusion**

It is becoming imperative for the teacher education institutions to reorganize their curriculum to accommodate the changing face of knowledge. The infusion of ICT into the teacher education programme will help the future teachers cope up with the paradigm shift in learning. The best way to help both the present and the future teachers is by providing an optimal support system which makes them comfortable with the changing times in education.
Teacher Education And ICT: Some Points For Consideration From The Tamil Nadu

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Introduction
For the past decade or so I have had an interest in the ways in which teachers and student teachers learn to use ICT in their teaching. Having read through the project details, the following sections are some of my thoughts on aspects of recent policy and practice in the Tamil Nadu which may have some relevance to the project.

Government commitment to the use of ICT in schools in the Tamil Nadu
One of my sad little hobbies is collecting quotations by politicians and policymakers about the use of new technology in education. In over ten years, I have not come across any policy statement about ICT and education that is not unequivocally positive about the potential of ICT to improve educational outcomes. Moreover, this commitment has been matched by substantial financial investment in ICT in schools.

The Tamil Nadu now has one of the lowest pupil to computer ratio in the world (estimated by BECTA recently at between one computer for every 3-4 pupils in secondary schools). However, politicians in the Tamil Nadu have tended to see computers as unproblematic educational miracles, and their inchoate enthusiasm for ICT has not always meshed with teachers’ ideas about the ways in which new technology might be used to improve teaching and learning in schools. Until recently, much investment focused on the provision of dedicated ICT rooms where pupils would gain ‘hands on’ experience of using Excel, Word, PowerPoint, Access etc. There is evidence to suggest that teachers wanted ICT to help them to teach their subject in more powerful, effective and engaging ways, in their ‘ordinary’ classrooms, as and when the opportunity arose.

More recently, there has been a shift to investment in data projectors, interactive whiteboards and internet access in ordinary classrooms. Although the government has been unequivocally committed to promoting the use of ICT in education, and have committed substantial funding to encourage teachers to use ICT, mistakes have been made: it is important to learn from some of these mistakes. There is a place in the research for allowing those directly involved in the recent experiences of trying to get student teachers to incorporate the use of ICT in their teaching to talk about which policy levers were helpful and which less so.

The problematic nature of getting teachers to use ICT
A central and high profile strand of education policy in the Tamil Nadu over the past decade has been the development of a technologically empowered teaching force so that ICT is ‘embedded in teaching and learning’ (Clarke, 2003: 3). This has proved to be more difficult than envisaged. Department for Education and Office for Standards in Education reports have generally showed a disappointingly sluggish increase in the number of teachers making regular use of computers in their teaching. The Impact 2 Report (Harrison et al., 2002) suggested that roughly 60% of teachers were making little or no use of computers in their teaching and Teacher Development Agency (TDA) feedback from NQTs regularly reported that many trainees did not feel well equipped to make effective use of ICT in their teaching (TDA, 2006, 2007). In spite of political commitment and financial investment, there still appears to be a ‘rhetoric - reality gap’ between the claims made for the use of ICT in education, and what is current practice. Perhaps even more exasperatingly, some Tamil Nadu research suggests a degree of polarization in ICT use, with some schools and teachers making effective and inspirational use of ICT, but others lagging behind (see, for instance, Harrison, 2003). It has proved more difficult than envisaged to disseminate good practice in the use of ICT. In particular, the belief that expertise and ideas could be simply disseminated via electronic networks has proved to be misplaced.
It would be helpful if the research could be designed in a way which would develop our understanding of the factors which explain why ICT is making a big difference to teaching in some schools (and teacher training institutions) but not in others.

Difficulties in getting ‘honest’ responses and accurate information about the use of ICT in schools. It might be helpful to keep in mind some of the mistakes which have been made in the Tamilnadu in recent years in this field. The roughly biennial large scale surveys conducted by the Department for Education from 1985 onwards have been largely discredited, and it is now generally acknowledged that simply asking head teachers and heads of department how much computers are used, and what difference they make to learning outcomes is not a reliable way of assessing the impact of ICT, given teachers’ awareness of the ‘politically correct’ response. The impact 2 Report (Harrison et al., 2002), which attempted to elucidate the extent to which ICT could be proved to have improved learning outcomes was also subject to varying interpretation, and illustrated the difficulties in isolating the use of ICT as a variable in educational outcomes. The research design needs to keep in mind the importance of respondents feeling able to talk freely and honestly about their experiences of learning to use ICT.

**Pupil and teacher use of Web 2.0 Technology**

Recent research in the Tamilnadu (BECTa, 2008) suggests that there may be some validity to the proposition that many pupils are more familiar with Web 2.0 applications than many of their teachers. Of the 2,600 learners surveyed, 74% had social networking accounts and 78% had uploaded artifacts using Web 2.0 applications. However, nearly all pupil use of Web 2.0 is currently outside school, for social purposes. Few pupils had an understanding of the ways in which Web 2.0 might be used for educational purposes, and few had well developed digital literacy and critical skills to navigate Web 2.0 territory in a mature way. A small number of teachers are using Web 2.0 applications in their teaching. 59% believed that Web 2.0 applications did have the potential to improve teaching and learning outcomes, but many expressed concern about the time needed for familiarization and development. The executive summary concluded that ‘despite the anecdotal evidence and hype surrounding the concept of Web 2.0 technologies in education, there is a lack of studies providing empirical evidence on the role of Web 2.0 technologies to support learning.’ This disjunction between the number of pupils and teachers using Web 2.0 applications and the different ways in which they use Web 2.0 could be a particularly interesting strand of the enquiry.

**Teacher attitudes/disposition to the use of ICT**

There is evidence to suggest that teacher’s attitude to the use of ICT in the Tamilnadu has changed over the past decade. Whereas surveys several years ago suggested that were various forms of teacher resistance to ICT, more recently, research has suggested that the majority of teachers have positive views about the potential of ICT to improve teaching and learning outcomes; one of their main concerns was finding time to fully explore this potential (See, for instance, Haydn and Barton, 2006). This is not to suggest that all teachers are equally proactive in developing the use of ICT in their teaching, and teacher disposition towards demonstrating initiative in progressing their practice with ICT remains an interesting and under researched agenda. As was pointed out at the seminar, how teachers feel about the potential of ICT, and their views about incentives and discouragements is a relevant issue.

**First do no harm**

There is some evidence to suggest that some of the policy levers which have been used to promote the use of ICT in schools have been ineffective, or even counterproductive. Mistakes in the Tamilnadu include the overloading of the list of ICT competences required to gain Qualified Teacher Status (DfEE, 1998), ‘curriculum mapping’ approaches to ICT (different subjects to develop different aspects of ICT), a punitive mentality relating to teacher development in ICT, generic ‘industrial training’ models of in - service training, a ‘coverage’ (breadth rather than depth) approach to ICT competence, and an over - reliance on distance based ‘over the wires’ learning approaches (see Haydn and Barton, 2007 for further development of these points).
Conclusions/some things to think about

- There are still different views about what it means ‘to be good at ICT’ as a teacher. Exploring teachers’ views on this (and comparing them with policy levers and curriculum specifications) might be an interesting way forward.

- Given the same ‘input’ in Initial Teacher Education courses, why do some students make much more progress than others in their use of ICT. Is it about teacher dispositions towards technology or learning styles and approaches.

- It is clearly not primarily a question of ‘providing more stuff’ about ICT for teachers and student teachers; there is already more ‘stuff’ than they can possibly cope with. It is more important to try and find out what strategies, interventions, experiences and resources have the most impact in persuading teachers to develop their use of ICT.

- It is self-evident to most teachers that their use of ICT will depend on what subject they teach. Data logging, for example, is a key facet of science education, but is of no interest to history teachers. There is a need to gain a greater understanding of which ICT applications are considered most valuable by teachers of different subjects; teachers often have to make difficult choices about which ICT agendas to pursue in order to profit from ‘investment’ in ICT.

- Giving teachers more time to explore the potential use of ICT has emerged as an important issue in some recent research, ‘Barriers’ to ICT use have changed over the past decade and there is a need to understand these changes.

References


Innovative Challenges In Teacher Education

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Abstract
An exploratory case study was designed to obtain pre-service teachers' expectations of and attitudes toward the learning and integrating of Information and Communication Technologies (ICT) into their teaching and learning. Given the diverse demographic backgrounds and social conditions of the teacher candidates, such as age, gender, English language proficiency, and previous education, a wide range of responses to the online survey and the semi-structured focus group interview questions was expected. Implementation of the sequential mixed method research design resulted in emerging themes related to participants' social conditions that impact their perceptions and attitudes regarding the ICT and beliefs about the use of ICT in their future careers. Findings from this study are compared to earlier studies done in the same setting. Findings from this case study show unexpected consistency in teacher candidates' comments despite changed circumstances. This study could be employed as a useful reference for the design of an ICT curriculum for Teacher Education programs.

Introduction
Information and Communication Technologies (ICT) that are becoming increasingly pervasive in societies around the world are also reaching schools. With numerous global advancements in ICT it is essential that educators have a thorough working knowledge of these media and their influence on the performance and engagement of their students. There is no firm agreement on the definition of ICT, as these technologies evolve almost daily. Here we assume that ICT includes, but is not limited to, personal computers, laptops, printers, LCD projectors, palm devices, iPods, fax machines, cell phones, Internet, and Intranet. Also we employ what the National (US) Higher Education ICT Initiative (2003) describes as the ICT proficiency in the higher education context. This definition encompasses three areas of ICT literacy, namely cognitive, technical, and social. It recognizes that in the technologically connected world, one does not live in isolation and therefore needs 'soft' as well as 'hard' skills to confidently, reliably, and responsibly use ICT.

This paper is based on an exploratory case study designed to obtain pre-service teachers’ status of Information and Communication Technologies (ICT) literacy prior to entering the Teacher Education program, as well as their expectations of and attitudes toward learning ICT and integrating ICT into their practice and future classroom teaching. The findings presented in this paper are based on data collected through multiple channels including an online survey, semi-structured focus group meetings and review of course documents. In addition, we used our own observations and reflections from conducting courses related to teaching ICT and teaching with ICT in the teacher education program. Thus, what is offered here is partly informed by these experiences and is further informed by literature on technology implementation in teacher education programs and in schools.

By applying the sequential mixed method research design, we were able to identify emerging themes related to pre-service teachers’ social conditions that impact their perceptions and attitudes regarding the ICT as well as beliefs about the use of ICT in their future teaching career. The audience for this work includes designers and facilitators of the curricula related to computer applications in teacher education programs.

ICT in Education
Information and communication technology (ICT) is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. ICT has become part of everyday life and all sectors from banking to tourism...
now depend heavily on ICT for carrying out their transactions. The National curriculum framework 2005 (NCF 2005) has highlighted the importance of ICT in school education.  

ICT in schools  
The shift is necessary because this is the age of information and technology, an age that requires that teachers facilitate the gathering of this information and not merely teach. Unfortunately, in India, ICT is largely associated with the use of computer and Internet. What one uses ICT for and how one uses it, is not addressed sufficiently. Schools and colleges acquire computers, Internet connection, LCD projectors and then send their teachers for crash courses that supposedly teach them to use technology. The trouble is this whole approach is devoid of focus. But, until teachers are made to realize the need of ICT, no amount of computerization can help.  

ICT in Teacher Education  
Training a teacher in using ICT is more crucial than acquiring a large number of computers. Teachers have to be trained to facilitate the learning process, make the process real, achievable, challenging, yet exciting and not intimidating. Reducing teacher talk and encouraging student discussion is extremely important. Everything need not be written on the blackboard to be considered as taught. Many teachers think the computer is used only to make the content look attractive! They need to know that in 21st century, information is not difficult access, instead organizing, sharing, and collaborating become essential skills. Hence, ICT is not merely to portray information but to interact, share, and thus learn. ICT provides meaningful, absorbing media that makes teaching-learning more productive.  

The present generation is a multimedia generation. It is not their fault. They are numbed by too much of information and easy access to that information. How then can we expect our students to sit and listen to lifeless sermons in class. The information that is given in the classroom is redundant and presented in a boring manner. NGC, Discovery, Fox History can take one to places and time in minutes. They show so much of the present and the past far and wide that one seems to learn unknowingly. One search on Google and lo and behold! The information at your fingertips will be difficult to assimilate. How does one harness this gargantuan accessibility of information? How to make students use it appropriately and avoid brazen plagiarism? Vague expectations, lack of innovation, poor scope for creativity make learning dull. Mere use of computer or Internet doesn’t improve the learning output.  

Although ICT offers the opportunity to construct powerful learning experiences, it is pedagogically neutral. That is, ICT can be used in support of traditional teaching methodologies like the large group lecture, student note taking, and examinations. Teachers can use a computer and projector to show slides to illustrate a lecture, students can use laptops to take notes during the lecture, and multiple choice quizzes about the content of the lecture can be put on a website. How these new ICT tools and resources will be used is a human decision, not inherent in the technologies themselves.  

Conclusion  
In the pre-service program as slow to change and lagging behind the advancements in the field. It takes time to learn and appropriate ICT, so having only one semester ICT literacy course is not advisable. While the introductory course would be ICT skills-based, its sequel would cover ICT pedagogical content knowledge training. It seems that overall the best motivational strategy for pre-service teachers’ involvement in the ICT literacy course would be to relate what is offered in the course to ICT available in schools. Still, it is of concern that pre-service teachers’ perceptions around future use of ICT material are equated with the present status of ICT in schools.  

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ICT Uses in Teacher Education
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ABSTRACT

Today Teacher Education in India is being overhauled and redesigned to include the changes taking place across the world. New opportunities and possibilities especially those in electronic and other related applications for skill development outside formal learning arrangements stimulate the reform of the existing educational provisions. The past decade has seen efforts made at different levels not merely to spread the use of computers and related technologies but also to integrate the same in the core functioning of institutions i.e. teaching-learning. In this direction, the GOI has initiated several programmers starting with the Computer Assisted Learning and Teaching in late 1980s. Under this teacher educators were provided initial training in the use of computers. Other schemes include financial support to acquire hardware, setting up of computer labs and other resource supports. All these developments posed new questions on the regulatory capacities of the organizations, infrastructure development, the way teacher educators view learner and learning, available technology and ICTs and provisions of teaching and learning. Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

Introduction

As Indian industry moves towards more professionally managed culture, the education sector too is taking strides. With the diversity in our educational set up and to meet the diverse needs of our rural populations scattered over a large geographical area in about 6,00,000 villages most of which are very small and remote we need to adopt curricula that sets the needs of different socio-cultural groups, and to maintain the national and social cohesion of the country. This can be achieved when we build the capacity to train large number of teachers and use Technology as a lever to generate is change and cater to the training requirements of teachers. IT enabled education and training would not only be cost effective but also make education effective and efficient while offering mass customization of learning, and continuous support. And Distance learning is an increasingly important focus for educational institutions, which are struggling with the concept, weighing its advantages and disadvantages, and its effectiveness. The concept of distance learning that is, education and training off campus or away from the source of instruction and information goes back at least to the nineteenth century, when both academic and for-profit institutions began to offer correspondence courses by mail. Each technology for electronic delivery of information has subsequently been used for distance learning the telephone; radio; broadcast, cable, and satellite television; audiotapes, videotapes, and videodisks; audio- and videoconferencing timesharing on mainframe computers; PC software and CD-ROMs; and now the Internet.

There is a large gap between the ICT culture expected and practiced. Sensing the deficiency of the lack of ICT educated human resources, the National Council for Teacher Education (NCTE) as a capacity building exercise in the first phase has started ICT literacy camps for teacher educators throughout India. The targeted TEI’s in the first phase were covered in the 100 countrywide camps and hands on interactive experience...
was provided through a series of self-farming CDs developed by the NCTE. In this mode NCTE covered a large number of TEI’s and could motivate the teacher educators to use computers in various activities. Other initiatives of the regulatory bodies, include initiative of RT in conducting Computer Literacy programmers’ under the CLASS project, organizing computer programmers’ teachers from the vocational and technical education streams by the Indian Society for Technical Education (ISTE), Management Information System series for Higher education teachers by the UGC, etc.

**Recommendations To Students And Teachers**

Ensure that teachers and students are adequately trained in the use of online content. Encourage ubiquitous access to computers and connectivity for each student. Consider the costs and benefits of online content, aligned with rigorous state academic standards, as part of a systemic approach to creating resources for students to customize learning to their individual needs. The provision has several advantages:

- Simultaneous training of large number of geographically dispersed people in the shortest time with Uniformity in content has a multiplier effect due to training of the trainers.
- Provide access to the best available learning resources, irrespective of the geographical location of learners.
- Repeatability of training courses/educational packages; easy updating and dissemination
- Enhanced involvement of the trainees / learners due to interaction capability and resultant greater learning gains.
- Enables enterprise wide participation
- Capability to share the same network by different user groups, with a provision to contextualize and choose specific topics for specific locations
- Significant savings in expenditure due to travel economics, human resources, frequent training, logistics and replication of teaching infrastructure.
- It can effectively supplement the conventional system of training and at times can itself become the major component of the training system.

**Advantages Of The Internet**

**Information Resources**

Information is probably the biggest advantage that Internet offers. Internet is a virtual treasure trove of information. Any kind of information on any topic under the sun is available on the Internet. The search engines like Google, Yahoo are at your service on the Internet. There is a huge amount of information available on the Internet for just about every subject known to man, ranging from government law and services, market information, new ideas and technical support. Today, it is almost required that students should use it for research or the purpose of gathering resources.

**Faster Communication**

The foremost target of Internet has always been speedy communication and it has excelled way beyond the expectations. New innovations are only going to make it faster and more reliable. Now, you can communicate in a fraction of second with a person who is sitting in the other part of the world. With the help of such services, it has become very easy to establish a kind of global friendship where you can share your thoughts and explore other cultures.

**Online Services**

The Internet has made life very convenient. With numerous online services you can now perform all your transactions online. You can book tickets for a movie, transfer funds, pay utility bills, taxes etc., and right from your home.
Entertainment

Entertainment is another popular reason why many people prefer to surf the Internet, in fact, the Internet has become quite successful in trapping the multifaceted entertainment industry. Downloading games or just surfing the celebrity websites are some of the uses people have discovered. Even celebrities are using the Internet effectively for promotional campaigns.

Social Networking

One cannot imagine an online life without Facebook or Twitter. Social networking has become so popular amongst youth that it might one day replace physical networking. It has evolved as a great medium to connect with millions of people with similar interests. Apart from finding long-lost friends, you can also look for a job, business opportunities.

Conclusion

Today education can be provided via satellite, this will save time, reduce unnecessary mobility and more. However to succeed, the digital divide need to be bridged. Institutions could use the platform of satellite TV, radio, VSAT, etc., it could even create and use distance learning centers. Communication technology can increase the range of subjects taught. Integrating ever-changing ICT is a challenge to the academia as it throws open new corridors for both teachers and learners. Its management requires leadership, which is very well accustomed to ICT as well as new processes of e-leadership. Planning, organizing, directing and coordinating of ICT for all sectors of education will be required. It will require a massive effort on the part of all educators.

Even small things make a difference. Even if you cannot change people, you could make people aware of changes.

References


ICT in Teacher Education

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Abstract

The purpose of this paper is to obtain pre-service teachers’ expectations of and attitudes toward the learning and integrating of Information and Communication Technologies (ICT) into their teaching. The diverse demographic backgrounds and social conditions of the teacher candidates, such as age, gender, English language proficiency, and previous education, a wide range of responses to the online survey and the semi-structured focus group interview questions can be expected. Implementation of the sequential mixed method research design resulted in emerging themes related to participants’ social conditions that impact their perceptions and attitudes regarding the ICT and beliefs about the use of ICT in their future careers. The study has to be conducted and compared to earlier studies done in the same setting. Findings from this case study may show unexpected consistency in teacher candidates’ comments despite changed circumstances. This study can be employed as a useful reference for the design of an ICT curriculum for Teacher Education programs.

Introduction

Information and Communication Technologies (ICT) that are becoming increasingly pervasive in societies around the world are also reaching schools. With numerous global advancements in ICT it is essential that educators have a thorough working knowledge of these media and their influence on the performance and engagement of their students. Here we assume that ICT includes personal computers, laptops, printers, LCD projectors, palm devices, iPods, fax machines, cell phones, Internet, and Intranet.

But, the ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function an information society. This includes the ability to use technology as a tool to research, organize, evaluate, and communicate information and use of information.

This definition encompasses three areas of ICT literacy, namely cognitive, technical, and social. It recognizes that in the technologically connected world, one does not live in isolation and therefore needs ‘soft’ as well as ‘hard’ skills to confidently, reliably, and responsibly use ICT.

Important dimensions to ICT education

- **ICT/Digital Literacy** – Today, everyone needs a basic understanding of ICT and how to make productive use of it, just to be good students, workers and citizens. Teaching people how to be competent basic users of ICT technologies is an important role of ICT in education, so they will be successful in their academic and work careers, and so they can efficiently participate in modern technical society.

- In the 21st century, an ability to work with information and communication technologies is becoming as essential to education, life and workplace success as “reading, writing and arithmetic”.” ICT Digital Literacy should be considered a basic skill by educational systems.

Objective

1. The Instructional Technology (Computer Methods) course is designed for pre-service teachers with the aim of building an intelligent and thoughtful disposition toward the integration of ICT into teaching and learning in classroom and school contexts.
2. The emphasis of this course is on developing ICT literacy competencies and promoting the philosophy of life-long learning rather than on computer skills training.

Content
This course comprises a mixture of theory and practice as it covers most influential theories related to implementation of ICT in education as well as the actual applications of ICT in schools. In the theoretical part of the course, students read and reflect on five articles on topics such as, research on ICT use in education; ICT literacy; and social issues in ICT implementation. In the practical part of the course, students acquire both hardware and software knowledge and skills.

Course Delivery Methods
This course utilizes a blend of online and in-class delivery methods. Activities in the course include:

- Face-to-face discussions on readings, designed to develop students' critical thinking and facilitating skills,
- Online discussions, used mainly for formative evaluation and sharing students' reflections during their practice teaching in schools,
- Tech workshops, for sharing ICT knowledge and skills the students already have or have just gained, and
- Final group projects, done in a digital format and relevant to ICT in education.

Theoretical Background
Over the last two decades, the use of ICT has been an important topic in education. On the one hand, studies have shown that ICT can enhance teaching and learning outcomes. For example, in science and mathematics education, scholars have documented that the use of ICT can improve students' conceptual understanding, problem solving, and team working skills. As a result, most curriculum documents state the importance of ICT and encourage school teachers to use them. However, teachers need to be specifically trained in order to integrate ICT in their teaching.

Although schools are known to be resistant to innovation and change, the proliferation of ICT is beginning to affect how teachers teach. One of the current issues about the use of ICT in Indian schools is how it is integrated into the curriculum. Since the curriculum documents provide arguments for introducing ICT in the school setting, schools expect that graduates from teacher education programs have a reasonable knowledge of how to use ICT. The current teachers' pre-service preparation, and subsequent in-service courses were devised in reference to traditional educational technology and settings.

It seems that effective development of pre-service teachers' ICT proficiency is not a straightforward process, but is the one that asks for a careful, multilayered approach. First, a needs assessment is important to find out what ICT skills and knowledge teachers need at schools. Second, designers of teacher education programs should know the pre-service teachers' perceptions of ICT and their attitudes toward ICT integration into curriculum. This is because these attitudes and perceptions are instrumental in how future teachers will use ICT in their teaching. There is a constant need for more research about the role of ICT in teacher education programs in this specific context. Third, teacher education programs need to take into account the two typical arguments in favour of the ICT appropriation in schools. One argument emphasises the importance of technological skills. Supporters of this argument urge teacher education programs to provide future teachers with as many technological skills as possible. The other argument accords a more important role to developing pre-service teachers' perspectives of and pedagogical knowledge about technology integration.

Research Tool
The goal of this seminar is to determine the needs of the teacher candidates currently enrolled in the Teacher Education program based on their ICT knowledge and skills, as well as their expectations of an ICT course that could have helped them to integrate ICT into their classroom teaching. The research questions for this study is:
• What was the status of ICT literacy of the pre-service teachers in the Intermediate/Senior division prior to entering the Teacher Education program?
• What are the pre-service teachers’ expectations of and attitudes toward ICT learning and integration during and after the program?
• How can the ICT literacy course be designed and taught in order to better meet the needs of the diverse pre-service teacher population?

Online Survey
A questionnaire can be designed to collect the baseline data on the participants’ demographic information, their needs for ICT knowledge and skills, and their expectations of the Teacher Education program in terms of learning and teaching with ICT.

Focus Group Meetings
Self-selected pre-service teachers can be organized into two focus groups. Semi-structured interviews can be conducted in April month, with six participants in each group. These interviews is to determine the participants’ needs of ICT knowledge and skills, as well as their attitudes toward and perceptions of ICT integration into their classroom teaching.

The interviews can be carried out with the assistance of a graduate assistant. Focus group meetings can be recorded digitally and recordings can be transcribed by the graduate assistant before the data analysis commenced. The interviewers used the guided approach to start each interview topic and allow the participants to express their views.

Expectations the Participants had about the Course
Depending on their background, other pre-service teachers’ expectations of the course varied. For example, some of the participants thought this is a computer skills course. At the beginning of the semester, the students can say that this course was designed to develop their ICT literacy, and that it would have both theoretical and practical components. Still, the participants thought the required readings are “useless” or “not relevant.”

Attitudes towards Learning and Teaching of ICT
The participants may have attitude that it is important for teachers to become ICT literate, given that ICT can be utilized in all subject areas as a learning enhancer and a useful tool to assist students with special needs. They may be especially enthusiastic about the World Wide Web stating that “knowing how to create website is important for every teacher.” ICT is good, you should use it, but we do not know how.” It appeared that the pre-service teachers coming from the science-related areas were more skills-oriented as they did not value theory-based reading materials as much as their peers with a background in arts or humanities did.

Suggestions for Curriculum Developers
Some suggestions for improvement were geared towards the ICT literacy course itself, while others were more related to the program in general. Regarding the course, it was suggested that the discussions on readings should be organized online instead of face-to-face as it was originally done. By doing so, more time could be allocated for other in-class activities. The participants also wished to be more exposed to hardware and software available at the school boards in order for their learning to have more practical value.

Discussion
Recent studies show that although there has been strong pressure (from ministries of education, parents and students) to incorporate ICT in classroom teaching and learning, there has been insufficient support for teachers in terms of professional development, release time, educational resources and model instructional methods. In order to equip teachers with the knowledge and skills necessary to apply the rapidly evolving ICT in their teaching, it is important that even in their pre-service years teachers become knowledgeable about and amenable to these technologies.

However, there were no changes in the Teacher Education program in terms of increased ICT training for all pre-service teachers (including P/J) and extension of the ICT literacy course to two semesters.
Conclusions

The findings in this study present technology education in the pre-service program as slow to change and lagging behind the advancements in the field. It takes time to learn and appropriate ICT, so having only one semester ICT literacy course is not advisable. Based on the results of prior studies done in the same setting and the results of this study, it would be best to offer the ICT literacy course in two semesters and on two levels. While the introductory course would be ICT skills-based, its sequel would cover ICT pedagogical content knowledge training.

Recommendations about greater use of the online facilities should be taken into consideration, and instructors also need to find ways to engage pre-service teachers in online discussions. It seems that overall the best motivational strategy for pre-service teachers’ involvement in the ICT literacy course would be to relate what is offered in the course to ICT available in schools.

One limitation of this study is in the small sample of Intermediate Senior pre-service teachers who participated. Also, based on our findings, it is hard to see how relevant the pre-service teachers’ learning in the ICT literacy course will be once they are in the field. However, this study identifies a number of issues that point to challenges teacher education programs may have when designing ICT learning experiences to prepare teachers to teach with technology.

References


Role of ICT in Enhancing the Quality of Teacher Education

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Abstract

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 concepts of ICT as part of the core of education, alongside reading, writing and numeracy. The teacher training institutes renders the teacher for the future where the teachers are the key factors in arranging the learning process. Teachers in India need to be prepared for importing new age education and hence teacher education programs should integrate ICT components in such a way that teachers can enabled to face the new demands in the profession. The paper argues the role of ICT in transforming teaching and learning and seeks to explore how this will impact on the programs will be offered and delivered in teacher education.

Introduction

Information and communication technology is a force that has changed many aspects of life. If one was to compare such fields as medicine, tourism, travel business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. But in recent times, factors have emerged which have strengthened and encouraged moves to adopt Technology into classrooms and learning settings. The rapid growth of Technology bring the sky to the earth. It makes tremendous changes in the educational system. Quiet obviously it has assured that ICT enhance the quality of education at optimum level.

ICT and its Role in Education

In the development literature, ICT has been characterized as having the potential to enable national development. However it has been conceptualized mostly as a monolithic and homogenous entity. To a great extent, the ambiguous findings and diverse opinions on the role of ICT in national development can be attributed to this limited focus. From activities to operation, from research to development from health services to amusement, from education to governance, ICT has helped in improving the quality of education. Here in order to introduce and understand the need of ICT in educational institution, teachers or students undergoing teacher education must first comprehend and be at ease with ICT.

ICT in Teacher Education

ICT may also support effective professional development of teachers into how to use ICT in Teacher education institutions may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change. For education to reap the full benefits of ICTs in learning, it is essential that pre-essential that pre-service and in-service teachers have basic ICT skills and competencies.

Teacher Education in India

In India, there are nearly 3.5 million teachers in the formal school system. Primary school teachers are required to have 10 -12 years of general schooling and 2 years of professional education. Secondary teachers must have a graduate degree from a university along with one year of professional education. There are several institutions and systems for in-service education for teachers, ranging from school complexes at decentralized levels to programs designed and executed at the central level, but coordination among various agencies is yet to be obtained.

Enhancement in Learning

ICT makes interesting in learning. Lot of information is available in the internet which enhances the vision of the students. It provides flexible opportunity for the learning is possible. The students can learn at their own speed. Internet supports the
interactive, exploiter, individualized and collaborative learning mode. Perceptual learning is made through it that enhances the learning.

**Effective Teaching**

"Success in ensuring that teachers acquire the skills and knowledge they need to use technology effectively opens the doors to all kinds of new educational opportunities for teacher and students". Technological based teaching is creative one ICT eradicate geographical dispersion, jurisdiction and time constraints.

**Conclusion**

Took the positive effort for each problem of ICT brings optimum level qualities in higher education. It produced well equipped citizens. Undoubtedly it brings India’s position into super power in 21st century. Technological empowerments and implementation supports to attain global standard of education and glorious life style. For this ICT should be incorporated into the entire curriculum. Research has also shown, however, that success in the use of ICT in education depends largely on teachers and their level of skill in integrating ICT into the teaching process and in utilizing ICT to provide learner – centred, interactive education

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ICT in Teacher Education

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Introduction
ICT has become a part of everyday life. The National Curriculum framework 2005 has highlighted the importance of ICT in School Education.

ICT in Schools
This is the age of information and technology, an age that requires that teachers facilities the gathering of this information. In India, ICT is largely associated with the use of Computer and Internet what one uses ICT for and how one uses, it is not addressed sufficiently, schools and colleges, LCD Projectors and then send their teachers for crash courses. They supposedly teach them to use technology. Unless teachers are made to realize the need of ICT, no amount of computerization can help.

What an the uses of ICT in the class?
Training a teacher in using ICT is none crucial than acquiring a large number of computers. Teachers have to be trained to facilities the learning process, make a processor real, achievable, challenging yet exciting and not intimidating reducing talk and encouraging students discussion is very important. All most all teacher think the computer is used only to make the content look attractive. They must know that in 21st century, information is not difficult access, instead organizing sharing, and collaborating become essential skills. So that ICT is not merely to portray information but to interact, share, and thus learn. ICT provides meaningful, absorbing media that makes teaching learning move productive.

The teacher enhance teaching
The teacher can ask himself or herself, will ICT enhance my teaching? How can I improve by teaching? What is this most effective way of teaching? How many students will be benefited from my teaching? How will ICT help me?

Helping the Students
The information can become true knowledge only when the teacher makes it meaningful. So the teacher can use multimedia to make topics more comprehensible. The teacher may show large number of different flowers while reading but a poem on flowers. Or Teaching about the part of a flower and showing a clipping while teaching is different. Instead of briny the students with a decade old chart on the respiratory systems, showing a 1.5 minutes. Video during teaching takes the students to different level of understanding. Listening to the voice of Rabindranah Tagore while reading his stories, poems will help the students associate with the author. The entire teaching learning present gets a boost with the appropriate use of ICI.

Multimedia Generation
The present generation is a multimedia generations. It is not their fault, they are numerical by too much of information and easy access to that information. How can we expect our students to sit and listen to life less sermons in class. The information that is given in the class room is redundant and presented in boring manner.

Although ICT offers the opportunity to construct powerful learning experience. It is pedagogically neutral. That is, ICT can be used in support of traditional teaching methodologies like the large group lecture, student note taking, and examinations, teachers can use a computer and projector to show slides to illustrate a lecture students can use laptops to take notes during the lecture,. ICT has the potential to be used as a supportive educational tool enabling students learning by doing.

Conclusion
ICT can make it possible for teacher in self-paced, self-directed problems- based learning experienced and also test student learning in new, interactive and engaging ways that may better assess their understanding of the content.
ICT in Teacher Education

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Abstract

Information technology has made it possible to provide good and purposeful education to all areas in the country. Latest advancements in ICT foster the open, distance and e-learning and became popular through its cost effectiveness and accessibility the present paper encircles the role of ICT in teacher education and beyond. Also it denotes a through insight into the ways and means of using technology for ensuring excellence in teacher education;

The very essence of a teacher is known by the quality of teaching. It is because the quality of teaching has its impact on the behavior of the learners in one way or the other. The quality of teaching co-ordinates intelligence and emotions to generate new knowledge which makes man creative and humane. This is possible smoothly through ICT only. Now it has occupied Hugh window for learning process perennial quest for effective teaching learning process and strategies has attracted the attention of many probing minds since a long time through information technology.

Information technology has made it possible to provide best education to the several areas of the country. It has fostered distance, open and e-learning become popular to cost effectiveness and accessibility edusat channels.

Edusat : This channels has emerged as a champions in delivering educational issues to rural areas bringing the society to productive and development role for prosperity.

Edusat : Cuts the distance in education

Web based learning is a new trend developed and practiced in the modern world. Web based learning can be use at anytime to virtually any place. Education through Edusat providing IT enabled education to the students. it aims to empowering the school population with technological support and the teachers and students will become the user of Technology. Edusat for rural school, VICTERS (Virtual Classroom Technology on Edusat for rural schools) programme would have four Edusat channels for education in the state.

For the effective implementation of the programme a survey is to be conducted among the end-user of edusat- the student in the schools and colleges, teachers, administrators and among peoples to know their exact requirement and preference. There is also a need for debate over educational content that can be broadcast through Edusat and develop broadcast ready content based on the curriculum followed in the schools and colleges.

Open Distance & E-Learning: A Change With Changing Needs Of The Society

The National Open University, the state open universities and schools of Distance education are made significant contributions in the open distance learning. The IGNOU has been conferred with the awards of "Centre of Excellence" and "Excellence for Distance Education materials" by the common wealth of learning. They provide multi-channel and multiple media teaching-learning package for instruction in these open distance ad e-learning. IGNOU now introducing Video-Conferencing and web based interactios (on Edusat) all over India. Through its vast network of 58 regional centres. 6 sub regional centres, 1400 learner support centers and 32 overseas partners institutions helps to strengthen the internet based learning in their instructional strategy.

Web Resource Utilization

The web is at present a global information communication exchange tool. Its is giving a great dimension to internet. The web is like an on-line library at our finger tips, providing us constantly updated information relating to large number of subjects.
universities, organizations, companies and individuals. Websites of universities and academic institutions can be really useful to students and academic communities at large by providing ready access to services and current information. Updating the websites with current information and latest technology is also very important to enhance the web resource utilization.

**Students Participation In Quality Assurance**

The students are the major stake holders of quality in higher education. The activities focused on promoting the role of students in quality improvement in higher education. The participation of students at all level in the teaching-learning process in campus can be achieved by making the college the centers of action, to use 'electronic mode' to ensure participation of every student in quality related activities.

**CPE Status As A Measure Of Excellence**

UCG trying to identify colleges that are doing good work have the potential for excellence in teaching and research and award them with the CPE (College with potentials for Excellence) status and make the institution eligible for financial assistance from UGC. The institutions with CPE status aimed at creating 'Island of Excellence' in the higher education sector are expected to framing of curriculum, teaching methodologies and assessment system. Institutions having Infrastructure facilities with technological innovation and quality teaching-learning process ensure the proper placement of the students.

**Role of NAAC as Catalyst**

Quest for quality is now very important factor among institutions of of higher learning. Getting 'A' Grade accreditation from NAAC acted as a catalyst for quality assurance. NAAC has been instrumental in stimulating quality culture at higher education institutions in the country. The major role of NAAC in quality assurance evolving a nationality agreed methodology for conducting the assessment and accreditation of higher education institutions, spreading quality awareness in higher education all over the all over the country and encouraging the accredited institutions to establish internal quality Assurance Cells for post - accreditation quality sustenance activities and facilitating them to internalize the the quality culture.

**Ensuring Quality And Excellence In Education**

A drive for ensuring necessary facilities for quality education for all the students is also essential. A policy framework for education is adopted to ensuring quality and excellence in education.

Setting up of an independence regulatory authority to access the quality of education, especially in the higher education sector. For quality enhancement ensure NAAC accreditation.

The electronic mode can be used to ensure the better student participation. The profile of students enriches the learning process. The calibre of fellow student add to the quality of institution and empower the learning process.

By providing the quality of education the student can participate in the teaching-learning process in the classroom as well as in the environment. With the use of high technology the teachers can generate 'perfect learners' with the capacity of creativity and innovation.

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Abstract
An observation of international trends in application of ICTs in schools indicates that it is directly related to the development of schools and the teaching and learning environment. High quality technologies are bringing in innovations in education and new skills for practitioners. Rich nations provide adequate technology in their schools. Interactive computer simulation, digital and open educational resources, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide previously unimaginable opportunities for conceptual understanding. The key skills of the future will include the ability to develop innovative ways of using technology to enhance the learning environment, and to encourage technology literacy, knowledge deepening and knowledge creation.

Introduction
Quality of education plays a vital role in the development of a nation. “There is no question that providing adequate levels of schooling inputs—whether these are school buildings, trained teachers, or textbooks—is crucial to a nation’s educational progress” (World Bank 2011, p. 5). Technology has been playing an effective role in the modern society. “An observation of international trends in application of ICTs in schools indicates that it is directly related to the development of schools and the teaching and learning environment.” (Vrasidas & McIsaac 2001, p. 8). High quality technologies are bringing in innovations in education and new skills for practitioners. Rich nations provide adequate technology in their schools. Most of the students of rich countries also use much technology outside the school. Info Dev (2012) reported that, “Students are more sophisticated in their use of technology than teachers. In developing countries, students coming from high socio economic and educated families get trained in use of technology by their parents. Schools only supplement the learning. As developed countries are now recruiting teachers from India, Indian teacher education institutions need to develop high quality technology integrated teacher education programmes. Many States have now come forward to improve the material resources necessary to provide technology integrated school education. Many private English medium schools also have been providing technology integrated education for their students, coming from economically developed families. Hence, there is a need to have special teacher education courses in India which can deliver high quality technology integrated teacher education programmes.

Innovations in Technology
“Today's classroom teachers need to be prepared to provide technology-supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning have become integral skills in every teacher's professional repertoire. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills. Interactive computer simulation, digital and open educational resources, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide previously unimaginable opportunities for conceptual understanding”. Technology integration is an essential component of high quality teacher preparation programme. “Technology integration typically follow similar patterns no matter what “technology” is being introduced.” (Berrett, Murphy & Sullivan 2012, p. 200). According to Russell (1996), the learning of use of technology takes place at six stages: i. Awareness, ii. Learning the process, iii. Understanding and application of the process, iv. Familiarity and confidence, v. Adaptation to other context, and vi. Creative application to new context. Toledo (2005) suggested a five-stage model of...
computer technology integration into teacher education curriculum consisting of pre-
integration, Transition, Development, Expansion and System wide Integration.

Alexander and Hammond (2012) reported on the five picture charades training
teachers for technical and pedagogical uses of digital images in the classroom. Hosseini
and Tee (2012) pointed out three conditions which influenced the development of
teachers’ knowledge. Individual conditions of teacher motivation needs and also their
prior knowledge and experiences in different areas. Socio-cultural conditions:
constitution of the group and cultural behavior of the participants and iii. Situations
conditions: quality of computers and resources in the computer lab.

**Technology Integrated Teacher Education**

All high quality teacher training programmes provide are technology integrated.
Bynes (2007) reported about Swiss International Teachers’ Program that offers
participants access to current computer technology tools that enhance learning and
teaching through experiential activities using software applications and presentations.
Technology integrated teacher education enables teacher trainees to get equipped with
skills to utilize strategies such as Open Course Ware, Open Source Software, Open
Content, Webinar, e-teaching, e-learning, digital lesson designs and e-portfolios and e-
testing and utilizing tools such as Wi-Fi, iPad, e-Book, e-Reader and e-Newsletter. A
large number of resources are available in the Internet describing best practices of
technology integration in the schools.

There is wide spread belief that ICTs can and will empower teachers and learners,
transforming teaching and learning processes from being highly teacher dominated to
student centered, and that this transformation will result in increased learning gains for
students, creating and allowing for opportunities for learners to develop their creativity,
problem solving abilities, informational reasoning skills, communication skills and other
higher order thinking skills old and new technologies need to be used in a balanced way.
On – the – air and offline video assisted technologies are still considered valid and cost
effective moles of education delivery, as important as more interactive
computer/internet-based virtual education or online distance learning.

**Conclusion**

High quality training of teachers may not result in high quality teaching by
teachers. In case of availability of computers in schools, there is much gap among
countries. “the successful integration of ICT into the classroom will depend on the ability
teachers to structure the learning environment in non-traditional ways, to merge new
technology with new pedagogy, to develop socially active classrooms, encouraging
cooporative interaction, collaborative learning, and group work. This requires a different
set of classroom management skills to be develope
do. The key skills of the future will
include the ability to develop innovative ways of using technology to enhance the learning
environment, and to encourage technology literacy, knowledge deepening and knowledge
creation.”

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The Innovative Methods of Teaching

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Abstract

This Article tries to implies the three innovative new methods of teaching. As teachers, it’s necessary to be able to teach and remain engaging. It puts a greater level of responsibility on creating lesson plans that truly work. Here are three teaching methods that are making an impact. First method is spaced learning, second one is flexible Fridays and third one is engagement.

Key words: Innovation, Methods, Teaching, Spaced learning, Flexible Fridays and Engagement.

Introduction

To achieve the goal of teaching, the teacher must adopt effective teaching methods in education. The teacher has many options to choose from different teaching techniques designed specifically for teaching and learning. Innovative methods of teaching are a goal of many teacher educators. Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge. A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. The traditional “chalk and talk” method of teaching that’s persisted for hundreds of years is now acquiring inferior results when compared with the more modern and revolutionary teaching methods that are available for use in schools today. Greater student interaction is encouraged, the boundaries of authority are being broken down, and a focus on enjoyment over grades is emphasised. Newer teaching methods may incorporate television, radio, computer, and other modern devices. Some educators believe that the use of technology, while facilitating learning to some degree, is not a substitute for educational methods that encourage critical thinking and a desire to learn. Inquiry learning is another modern teaching method.

Spaced Learning

Teachers have reported amazing results when it came to spaced learning. Spaced Learning is a learning method in which the condensed learning content is repeated three times, with two 10-minute breaks during which activities such as physical activities are performed by the students. Spaced learning involves encouraging students to quickly switch through activities. For example, providing ten minutes of knowledge on the nervous system with a PowerPoint presentation and then having 15 minutes of basketball would be the way to get the better grades. They claim that it’s more effective than simply teaching students by utilising traditional methods for four hours. The key is in the brain cells. It helps them to create the connections that they need to actually remember the knowledge. Furthermore, it has the additional benefit of allowing people to relax. If they are compressing sections of the syllabus into such small sections then there’s no time to worry. It’s all about the learning before moving on to another session of activity.

Flexible Fridays

Sometimes conventional lesson blocks just don’t work as every student is different and they all have their problematic subjects. The concept of Flexible Fridays is that an in-depth session of a subject can be acquired by simply having a whole day of mathematics or some other subject. At Flexible Fridays lessons a teacher try to help each student to study and learn what is the most difficult for him/her personally. Somebody repeats, somebody learns. It makes it more convenient for students as now they can focus on one thing while in school. It means that students don’t have a breaking point by spending hours struggling with a subject along at home.
Teachers also find it easier as they can keep their lesson plans and simply go over them again with a more personal touch. Flexible Friday lessons are more in-touch with students and gives focused study time that can help students grasp difficult concepts. Teachers are also able to aid students by simply having fast-track weeks. Having a whole week of mathematics or English can help students to get through the subjects in a shorter amount of time.

It’s good news for teachers and students alike because even though a lesson lasts an hour it could actually lose up to 25 percent of its designated time. There’s the preparing for class and packing away to take into account, and students are not always the quickest at performing these tasks. Teacher should choose what method is more appropriate for his/her students: Spaced learning or Flexible Fridays.

**Engagement**

Under a new teaching method called “engagement” students are urged to engage with the real world, analyse everything that happens in different life spheres (not only internship but also economical, business, social spheres, etc.). Instead of conventional teaching methods, students were taken to visit local businesses where they were able to witness how the knowledge that they were learning applied to the real world. Multiple days were set aside for this practice and all students were required to wear business suits in order to attend. The idea is to get students engaged and to connect their learning to the real world. If teachers can show them how what they are teaching connects to the real world then their own brain cells are going to connect them and associate them.

The results are there for all to see because before this new method was introduced only 40 percent of students achieved grades of A-C across both years 10 and 11. Under the new teaching method the institution reported that the numbers had shot up to a massive 91 percent of students achieving grade A-Cs in years 10 and year 11.

**Conclusion**

Innovative methods of teaching can be of great help in aiding school students in getting the most out of their education. New methods of teaching are more effective for both teachers and students. New methods of teaching have the purpose to improve the quality of education and involve students in educational process. Innovations mean a progress and development.

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Innovations in Teacher Education

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Abstract

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. It is one of the significant areas where a lot of innovative ideas can be tried out and practiced. The Present paper discusses about the need of teacher education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses the basic features of some of these innovative teacher education programs and approaches and at the end suggests some innovative features of teacher education programs.

Introduction

Where the ideas spring, feelings flow, motor creates, nature blooms, self with environ resonates, the spirit reins, there, we innovate, construct and create. The soul of a gardener resides in the seeds, the soul of a philosopher resides in the mind, the soul of a piper resides in the pipe, the soul of a singer resides in the voice, the soul of a dancer resides in each and every body cell, the soul of a poet wanders in the nature, the soul of a sculptor resides in the stone, the soul of a teacher wanders with the learners. Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, immersing verses, speaking sculptures, and enlightened learners are the wonderful springs of nature. 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.

Culture of Innovations

Every innovation has a unique culture, created by the innovators. novel ideas, personal dedication, institutional and social support, persistent struggle are some of the features of innovations. It is evident through each one of the following innovative approaches.

- Integration of Micro-Teaching Skills
- Integration of Life-Skills
- Integration of Techno-Pedagogic Skills
- Problem Solving Through Participatory Approach
- Personalized Teacher Education
- Integrated Teacher Education
- Specialized Teacher Education
- ICT Mediated Education
- Bridging the gaps between Teaching Styles & Learning Styles
- Developing Integrated Thinking Styles
- Training Thinking
- Electronic Distribution of Examination Papers (EDEP)
- Double Valuation
- Total internal Continuous Comprehensive Evaluation
- Constructivist Approach
- Research through novel approaches
- Wholistic Approach

Wholistic Teacher Education (CASE, 2008)

The Centre for Advanced Studies in Education( CASE ), Vadodara has been
strengthening Wholistic Teacher Education through seminars, research and publications. A Research Study has been conducted on rehabilitation of Street Children through Wholistic Approach. Some Research Studies are being conducted on Wholistic Science Education Program and Wholistic Development through Leisure Time Activities. The wholistic teacher education program is quite promising. Some of the features of the program are: Subject Knowledge, Inter-disciplinary, Environmental Attitude, Health development, Emotional development, Spiritual development and Integrated development.

**Development of Creative Writing Ability amongst Students through Participatory Approach (CASE, 2010)**

- Recitation of Model Poems by the Teacher in Class situation
- Appreciation of the poem by the class and identification of the various components of creative composition
- Composition of a variety of poems by the students individually, and in groups
- Recitation of the self composed poems by the classmates and appreciation by rest of the class
- Participatory approach of creative writing facilitates expression of the latent creative faculties in terms of original production.

**Technology Integrated Teacher Education**

There is technological revolution in Teacher Education. There is a shift from Bachelor of Teaching to Bachelor of Learning, that too, Bachelor of e-Learning. There is a shift from e-Learning 1.0 (Online learning) to e-Learning 2.0 (Twitters, Face-book) to e-Learning 3.0 (Semantic Web), that is, from content to community to Artificial Intelligence. There is a quick shift from web-1 to web-2 to web-3. We have initiated into Open Education, Open Course Ware, Open Source Software, Open Content and Open Research. There are proposals for e-Teacher Education. Smart Classrooms are emerging, wherein; we have e-learning and e-testing. Terms like Wi-Fi, iPad, e-Book, e-Reader, e-News Letter, Webinar are widely used. Digital Lesson Designs and e-Portfolios have become common features. There are compendiums of e-abstracts and Surveys of Educational Research in India on the World Wide Web. The NCTE is expediting Teacher Education on e-Technologies through an MOU with the Intel. There is wide scope for transformation of Teacher Education through Technology.

**Innovative Teacher Education : Some Features**

**Innovative Teacher Education**

- Constructivist
- Technology Pedagogic’s
- Humanists
- Life Skills
- Meeting Development Challenges
- Multi-Lingual
- Integrated
- Research Based
- Technology Integrated

**Suggested Innovative Courses, Programs and Actions in Teacher Education Certificate/Diploma Courses**


**Programs**

- e-Teacher Education, Modular Teacher Education, Integrated Teacher Education, Specialized Teacher Education, Personalized Teacher Education
**Actions**

There is largely scarcity of Professors in the M.Ed. Program offered all over India. The services of the retired Professors could be sought, more so, through Distance Mode through State and National Open Universities to strengthen the M.Ed. Program. To qualify the entrance test for induction into the Ph.D. Programs has become mandatory throughout India as per the UGC guidelines. Various Universities are designing their own entrance tests. An online test may be conducted by the UGC. Identification of the innovative research could be done if all the Departments of Education Countrywide contribute in this area. They may periodically produce the Research Abstracts of the Studies conducted in their respective Departments, which may be made available on the World Wide Web. Every Teacher Educator may be given Unique Identification Number. It will facilitate Manpower Planning in Teacher Education.

There should be networking amongst all the Teacher Education Institutions to learn from the innovative practices of each other. Efforts should be made to realize wholistic Teacher Education by integrating various skills, such as, micro-teaching, info-savvy, techno-pedagogic, life skills in the various Teacher Education Programs. Along with cognitive development there should be adequate focus on emotional maturity, psycho-motor development, health and environment, and inter-disciplinary development.

**Conclusion**

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But, it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness. Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create. Research rather than stereotyped, should have problem based agenda. The researchers should be respected and paid differentially, simply because of the extremely added stress due to unquenched quest for exploration. Innovations breed in a peaceful environment, a unique, dedicated and humanistic culture. Growing complexities of the society and emerging challenges of life demand a self renewing innovative Teacher Education which is essential for survival.

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Smart Curriculum: Emergence Of Modern Trends In Education

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Abstract

Major influences have impacted upon education for students in primary and secondary schools world-wide Two. Firstly, the rapid development of information and communication technologies and secondly, the deep questioning taking place regarding what a student will be required to know and be able to do to succeed in the twenty-first century. School responses to each of these influences have inevitably brought about changes: changes in the curriculum, in the way teachers redesign and present the curriculum, in the uses made of resources and the way current classrooms and buildings are being reconfigured. Scarcity of resources, both physical and financial, make it imperative that best practice guide decision-making in schools regarding both planning for the advanced use of ICT and the way in which buildings are changing to meet identified needs of students that is smart curriculum. Often school strategic plans are based on extensions of what is currently known rather than on best practice models and ideas.

Introduction

Smart School Systems offers innovative, easy-to-use technology products for science, math, and other STEM classrooms to engage students with a hands-on approach to learning. Smart Scope hand held digital microscope is powerful and easy to use. Explore cells, salt crystals, rocks, soil, fingerprints, and more with this exciting new digital microscope from Smart School Systems. Easy enough for a preschooler, but powerful enough for advanced sciences.

Smart Class

Smart class is a digital initiative of Educomp, which is rapidly transforming the way teachers teach and students learn in schools with innovative and meaningful use of technology. Powered by the world’s largest repository of digital content mapped to Indian School Curriculum, smart class brings in technology right next to the blackboard for teachers in the classrooms. Students learn difficult and abstract curriculum concepts watching highly engaging visuals and animations. This makes learning an enjoyable experience for students while improving their overall academic performance in school. Smart class also enables teachers to instantly assess and evaluate the learning achieved by their students in class with an innovative assessment technology - smart assessment system - designed by Educomp.

Delivery Model

Smart class has a unique delivery model for schools. A knowledge center is created inside the school equipped with the entire library of smart class digital content. The knowledge center is connected to the classrooms through Intranet. Teachers get the relevant digital resources such as animations and videos, interactive virtual labs tools etc. and use them as a part of their lesson plans in every classroom period. The classrooms are equipped with state of the art infrastructure complete with custom designed electronic interactive white boards, projection systems, PCs and UPS. The smart class program is implemented in schools by Educomp completely on a turnkey basis for a nominal fee paid by schools on a per student, per month basis, for an agreed contract duration.

India’s Largest Content Library

Smart class is powered by a vast repository of digital instruction materials exactly mapped to meet the specific objectives laid out by different state learning standards. This repository is continuously populated through the ongoing development at Educomp’s Digital Products and Solutions group.
The content repository consists of thousands of highly animated, lesson specific, 3D and 2D multimedia modules. These modules are built with an Instructor-led design that allows the teacher to effectively transact the lesson in a typical classroom of diverse set of learners. Educomp has also entered into partnerships with Discovery Education, Deisgnmate Eureka and Crocodile Clips adding world-class digital content resources 3D Educational videos and perhaps the world’s best interactive virtual Lab software to its repository of content for teachers to use in the classroom.

The modules are embedded in a template that allows the teachers to teach a chosen lesson in class, frame by frame, with engaging and instructionally sound animated set of visuals while retaining complete control on the pace of delivery. The curriculum reach unfolds from kindergarten to grade twelve covering subjects like Mathematics, Science, English, EVS, Social Studies, Physics, Chemistry, Biology, History, Geography, Economics and Business Studies.

Teachers can also create their own smart tests and use them in the class for assessment. For this purpose, a Test Authoring Tool has been added to the smart class assessment application. Students are equipped with a hand held remote answering device that now forms a part of their Pencil Box in the school bag. At home, the smart class system works as a virtual school, where parents, teachers and students can communicate with each other. Teachers can upload assignments for students to download, and make important information available for parents to view.

Smart class is a digitized classroom, which is rapidly transforming the way teachers teach and students learn in schools with innovative and meaningful use of technology. Powered by the world’s largest repository of digital content mapped to Indian School Curriculum, smart class brings in technology right next to the blackboard for teachers in the classrooms. A smart classroom contains an instructor station equipped with computer with Internet facility also containing CD/DVD along with audio and visual equipments example speakers and LCD projector.

Indian Education Scenario

Smart class was conceived and developed around the ideology that for technology to become an integral part of day to day teaching and learning practices in schools, it needs to move right in to the classrooms where students and teachers spend over 80% of their teaching learning time. But the introduction of smart class facilities in schools sometime sets the scholars to think about the traditional values of the country.

Do smart schools turn out smarter children?

Schools are changing, becoming smarter. The days of lugging huge school bags, religiously making notes and mugging from textbooks have given way to smart classrooms with white boards on which content can be saved, stored and viewed online. Till recently, schools were dabbling with basic technology: a few PCs here, a Microsoft PPT there. No longer. Class notes are now emailed to students; there are graphic calculators and Microsoft Excel spreadsheets. Homework assignments are posted online. All of this is designed to make teaching more interactive with videoconferencing and live broadcasting. As for chalcks and dusters, forget it.

Significances of Smart Curriculum

Creating a dedicated, flexible classroom space

Keeping one, fully equipped classroom space to be shared by a block of six or so classrooms has enabled teachers at Caulfield Grammar in Melbourne access to computers for a whole class. The room can be configured to suit an individual teacher's needs with 16+ network outlets, PC’s on trolleys that can be placed to suit and a set of laptops permanently available.

Creating virtual classrooms and campuses

Creating a virtual classroom space where students can log in and find course notes, resources, worksheets and teaching tips enables students who are home-bound, out of school for sport or cultural activities or on fieldtrips, to maintain contact with their coursework and teacher.
Schools linked to share classrooms and teachers

Each room was equipped with a bank of monitors at the front and rear of the room, each monitor showing a different participating class. A roving video camera in each classroom automatically focused on the person speaking. Each student in each participating classroom had a microphone mounted on their desk and when he or she asked a question, the camera moved in to film the speaker and the image was displayed on the screen. One classroom led proceedings and the teacher had a document camera, video, data-show and other presentation equipment to use in the course of a lesson.

Ask the Experts

Students submit questions; research teams of high school students try to answer: if they cannot, university personnel work on the question. Each month there is a special focus.

Global Village

Students and teachers from schools from different countries form this. Schools from England, Scotland, Canada, Germany, Sweden, and New Zealand connect at night to discuss issues.

Classroom redesign for maximum flexibility

The advent of ICT has allowed – many would say, demanded – the classroom teacher to develop more individualized approaches to the learning needs of students. The immediacy brought to classroom experiences by contact with on-line experts, the world’s best libraries and encyclopedias via the Internet means that curious students can learn far beyond the planned lesson.

Conclusion

Once ICT becomes an integral part of student learning, teaching styles and classroom organization cannot remain unchanged. Technology has affected us in every aspect of our lives from communication to education. The days of gurukul far behind us it is time now for students to learn the tech way. Students are thrilled at this concept of innovative and interactive learning process and are hoping it will make education not only fun for them but also enhance their performance. It is true that we learn by experiencing visually. In smart classes, teachers use the visuals to elaborate different topics to the children. There is a deeper internalizing of abstract concepts that results in better recall and therefore directly impacting children’s academic grades. Hence, teacher should use the technology in well manner.

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Role of Computers in Education

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Introduction

The major impact of the proliferation of computers in just about all walks of life has been on the content of education and training, rather than on the methods. As more and more people use computers in their work, it has become necessary to include instruction about computers and computing in more and more courses. Recent reforms in various content areas, such as science and mathematics, explicitly require teachers to make full use of computer resources for student learning-integrating computers into the curriculum.

CMI (Computer Management Instruction) was one of the first applications of computing to the instructional process. Note that CMI can be an integral feature of a computer-assigned or administered instructional system, or it can be a ‘stand-alone’ application of computer-based management of more or less conventional classroom instruction. As such, it may use an existing computer, installed for other data processing purposes, to assist the classroom teachers in the management of their courses.

Almost all serious CAI (Computer Assisted Instruction) systems do have a built-in CMI component. However, in many microcomputer-based systems or recent years this is quite rudimentary, restricted perhaps to the scoring of a student’s success on the questions in a given lesson and summarizing this in a final report. As soon as the student switches the computer off, these data may be lost. Other micro-based systems are a little more sophisticated, in that they store these student records on the diskette, allowing more sophisticated analyses of results by the instructor/author. Computer-based CAI systems, designed for use by large numbers of students at distributed terminals, are much stronger on CMI.

Computer-assisted testing

Computer-based testing may be part of a CAI system, or may be a stand-alone facility. Some computer-based testing facilities are no more than an item bank, which can be used to generate two or more tests of equivalent content and difficulty, to be used at different moments in conventional classroom teaching/testing. Such systems are no more than a specialist application of databases-each test item is classified according to several parameters. The instructor may request the print-out of a test of X items, of Y difficulty level, with Z content-type on a given set of objectives.

The item bank contains a sufficient number of test items in each of these categories to enable random selection of items to generate several quite different test-papers which are, however, equivalent. Such an application is stand-alone, does not require the student to interact with the computer and does not score the test or analyse the results. As it stands, such an application would not be considered by anyone as an example of computer-assisted-instruction. It is ‘computer-assisted-test construction’.

When, however, the student takes the test on-line at a computer terminal, when the test is automatically scored and the results analysed, and when that analysis results in some final guidance message to the student then we have a level of assistance in testing that takes on part of the instructional function. For example, in the case of the 20-module remedial maths course mentioned earlier, early versions of the CMI system were based on a 20-part diagnostic paper-based test, that all students took on entry. This was scored by a monitor who then entered the test results into the computer for analysis, prescription of an individual study plan and control of student progress. In later versions, however, the students would take the diagnostic test on-line. This offered one immediate benefit.
The ‘global library’

One potential growth area for the application of the computer in education is, no doubt, the creation of computer-based libraries, computer-based information banks on specific subjects, etc. One such application already in use in UK is Prestel. Other videotext systems, available to the public in general and devoted to educational and cultural purposes, as opposed to advertising and new casting, will no doubt appear in increasing numbers, throughout the world.

The organization of information for retrieval, to become a functioning reality, will need a lot of work on the organization of the information of these ‘great libraries’ in such a manner that the not-too-skilled potential user can find his way about, locate what he wants, or what he might want if he only knew that it existed. The task of organizing such immense databases is not all that well understood. Many people are now interested in the topic and much research is under way.

In relation to educational, scientific and other specialist use of such systems, the need is felt for a technology of subject matter analysis and organization that can produce a database on a given subject that is as helpful to the learner/researcher, as a human expert on the subject would be, if available for a personal interview. This has led to the concept of Expert Systems—computer-based information banks which emulate a human expert in a given subject area.

A database on a specialist subject is, however, little more than a well organized and cross-referenced library. It is an important and useful tool in the hands of an expert. However, it does not take over the role of the expert. The important aspect of a true expert system is that it takes on at least part of the problem-organization and problem-solving roles on the human expert. It is capable not only furnishing the information solicited, but should be able to interrogate the user for relevant input information, prompt the user in the steps to be followed in solving a problem, or even take over the problem-solving process as a whole. The special-purpose scientific software that solves a set of pre-determined equations has been with us for a long time any computer programme is a ‘problem solver’ in this sense.

The solution of complex problems that require one to weigh various factors in relation to each other and make a decision on incomplete data—that is, heuristic problem solving—has only recently been successfully computerized. The ‘expert system’ is one form of a computerized heuristic problem solver.

Taylor’s classification of the computer in education as ‘Tutor, Tool and Tutee’ emphasizes that one major way in which computes are used by learners is to learn how to programme them. The computer is Tutee, in the sense that it is the learner who takes on the role of ‘tutor’ or rather, programmer. There are two justifications for such an approach, one related to the development of specific programming skills, the other related to the development of general problem-solving skills and ‘powerful ideas’.

Conclusion

The use of computers today is not restricted to only office desktops or laptops. In a matter of fact computers are used in our daily lives ranging from appliances to car engines and video games thereby making. If one of the most important asset in lives with the Education System not an exception when it comes to computer. Many schools are now equipped with computers for educating their students thereby making computers an integral part of education system.

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Innovative Approaches For Teacher Education

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Introduction

While thinking about innovative approaches for teacher education, one cannot help realize the stark fact that teacher education, by and large, still clings to the conventional and age old approaches and hesitates to adopt the innovative mechanism that can address to the demands of knowledge – driven and information age society. The pedagogy taught in most of the teachers college is largely behaviour in approach and highly memory oriented. The reflective role of the teacher education and the constructivist role of the student-teacher are still to emerge in many teacher education institutions.

Information society and knowledge driven economy has created the world that is complex and uncertain. The social, cultural and technological environment is in flux. In such an uncertain and ever changing social environmental, educational institutional cannot offer same sort of educational programme. Educational and teacher education programmes need to respect to changes in the society. Thus they have to have the element of ‘variety’.

UNESCO (1996 p. 85) observes “Education must as it were, simultaneously provide maps of complex world in constant turmoil and the compass that will enable people to find their way in it”. I think we miss that compass. The 21 ‘Century has all the advantages of science and technology and yet suffers from social exclusion, mutual suspicion and occasional bursts of violence, crime and terrorism. One cannot help recall the same statement of Learning, the treasure within, “The importance of the role of the teacher, as an agent of change, promoting understanding and tolerance has never been more obvious than to day” (UNESCO 1996, p.141). Teacher education has to make aware student-teachers the need to ‘live together’ the obligations of living in a global village and the need to develop tolerance, understanding and respect to otherness.

Teacher education has to evolve methodologies that encourage alternative hypothesis designing and generate attitude of questioning. Such an effort would demand a substantial review of teacher education curriculum and training methodologies. For the purpose of illustration I would pick up two issues that need attention. Social Inclusion Using Culture Oriented Pedagogy and Comprehensive response to globalization.

Social Inclusion using culture oriented pedagogy

Many changes are needed in teacher education to enable it to empress social inclusion. The point has been strongly stressed in the Report of the world summit for social development (1995) New York, Un. The report stresses the role of culture in social development and social integration. Social exclusion is a kind of poverty that needs to be eliminated. Wagle (2002) talks about three types of poverty, i.e. income poverty capability poverty, and social exclusion poverty. Income poverty in well know. But the other two are not well known the concept of capability and functioning has been given by Amritya Sen (1992, 1999). Without education and training people cannot develop those skills that would help them functionally more fully and better their levels of living.

In teacher education programmes, the role of culture and social inclusion and raising social consciousness are still at the periphery. Educating teachers about plurality of cultures, its need and importance and its role in sustainable development cannot be over-emphasized. Knowing about other cultures not only helps in develop a catholicity of outlook, it also helps one to understand ones culture fully. Transactional processes and interactive methodologies and dialogical discourse advocated in teacher education methodologies and dialogical discourse advocated in teacher education courses are yet to take into view cultural background of the learners. Their aspirations, their motivations and the knowledge that they bring into the classrooms. It hardly builds the argument that teaching must be built on the knowledge a student’s brings in the classroom.
It may also mean teaching about plurality of cultures. One can use historical and chronological frame - ancient culture, medieval culture, modern culture. Or, one can use ethnic frame – Rajput culture, Jain Culture, Folk Culture, Tribal Culture or one could use the religious frame – Hindu culture, Islamic culture, Sikh culture, etc. This could lead to teaching of cultures and teaching about cultures. Such teaching may lead to genuine understanding about other cultures, which may lead to deeper understanding about one’s culture. This aspect needs to be treated with full care and caution and must avoid destructive comparisons.

ICT and specially video lectures can contribute a lot in promoting social learning, thus promoting social connectivity and social capital. Online courses on social and historical significance of cultural festivals could be offered. This may be one of the ways to promote skills of learning to live together in harmony.

Globalization

We react to the term globalization in different ways; we understand globalization as a concept that has emerged due to fast communication, information revolution, global village, knowledge based economy, open market policies etc. We also react to it as to how education needs to respond to the trend of globalization - In this case we may think of following strategies that need to be launched:

It the age of globalization, a country’s education standards have to match with international standards. This means that controller of examination of State School Boards and that of Universities have to have knowledge about the international standard and put in efforts so that content, processes and evaluation procedures meet those standards. This also applies to teacher education, its curriculum, its standard and its processes.

Another implication is to provide awareness of global issues to student, in the age of globalization; students need to broaden their outlook and must be fully aware of global issues.

Still another interpretation could be to provide knowledge, skills and competencies to students so that they can successfully compete in the world’s open market. Students have to sharpen their communication skills as well as content competencies to succeed in the world market.

Still another view of globalization is to adjust to the flow of foreign students in Indian educational institutes. They will have to upgrade themselves to receive the flow of foreign students. Thus the education institutions will have to re-look at their quality of infrastructural facilities.

With growing globalization Indian educational, cultural and art institutions will have to show-case themselves, and market themselves appropriately to offer those programmes that have the Indian touch. These could be on Indian music, Indian dance, Jains philosophy, Rajasthani history etc.

ICT and Globalization

Teacher education should visualize that globalization and the digital divide would make some institutions knowledge rich and some knowledge poor institutions. The reality is that the greater and faster the globalization, the greater and the faster would be knowledge gap. Institutions should have to see how this knowledge gap could be minimized in teacher education institutions. This could be done in the following way (World Development Report, 1999 pp. 145 – 148)

- Tap global knowledge and create local knowledge.
- Increase peoples capacity to absorb knowledge by making education accessible to all.
- Build capacity of the people to communicate among themselves.

ICT could be and should be used extensively to tap global knowledge and also to preserve Indian’s tacit, informal and non-codified knowledge. ICT could be used to increase peoples capacity to absorb and help teacher educators to communicate among themselves.

Bilateral or international institutions can do a lot to improve teacher education using ICT. Some of steps could include:
Develop an on-line knowledge base of pedagogical innovations.

Build a directory of innovative courses in teacher education, and prepare database.

Provide a website and space for professional conversation and for organizing virtual conferences.

Promote sharing of experiences, Ideas and long rungs reforms spread when people share experiences through face to face and distance mode.

Briefly we may mention that knowledge at one time was considered as ‘given’ as ‘out there’ and objective and pre-determined. Now the shift in thinking is that knowledge evolves, knowledge gets constructed, knowledge is not given and out there but is to be consciously joyfully and continuously be designed and constructed.

Finally, teacher is not an instructor. He combines multiple roles he is researcher, facilitator, a guide and a counselors, a curriculum designer, a role model. His activities go beyond classroom. He is a social activities. He should (Zeichner and Liston, 1996, p 11) “Critically evaluate purpose of education and it social context”. A teacher must develop students cognitive competence (Peter, 1973) he should help them develop emotional intelligence (Goleman, 1995) and spiritual intelligence (Zohar & Marshall, 2000)

**Conclusion**

These are the new frontiers to which teacher education has to respond. It would demand review and medication of curriculum, revamping of Methodologies refining of evaluation process and developing local capacity for policy analysis and findings of policy research. The task to promote human synergy, to ensure inclusive education, and to make pedagogy culture responsive calls for imaginative approaches. There is also a need to undertake joint research projects to promote social inclusion and culture of peace, and exchange information about how other countries are taking these issues and moving on their fronts. These and many more have to be done today. Tomorrow could be too late.

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Innovations and Challenges In Teacher Education

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Abstract

This paper discusses about the need of teacher education program to be innovative, and also the scenario of innovative teacher education program in various universities and institutes of the country. The paper also discusses the basic features of some of these innovative teacher education programs and approaches and at the end suggests some innovative features of teacher education programs.

Introduction

Where the ideas spring, feelings flow, motor creates, nature blooms, self with environ resonates, the spirit reins, there, we innovate, construct and create. The soul of a gardener resides in the seeds, the soul of a philosopher resides in the mind, the soul of a piper resides in the pipe, the soul of a singer resides in the voice, the soul of a dancer resides in each and every body cell, the soul of a poet wanders in the nature, the soul of a sculptor resides in the stone, the soul of a teacher wanders with the learners. Dancing crops, flowing wisdom, enchanting music, touching songs, resonating dance, immersing verses, speaking sculptures, and enlightened learners are the wonderful springs of nature. 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.

Human And Professional Teacher

Teacher Education for preparing humane and professional teachers needs to be wholistic. Along with content and methodology there is also a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. It is also essential 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 with teaching and learning.

We need to integrate info-savvy skills, such as, asking, accessing, analyzing, applying and assessing. It is needed 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.

It is required to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration. There is a need to integrate spiritual intelligence dimensions, such as, knowledge of God, religiosity, soul or inner being, self awareness, quest for life values, convention, commitment and character, happiness and distress, brotherhood, equality of caste, creed, colour and gender, inter-personal relations, acceptance and empathy, love and compassion, flexibility, leadership, life and death. The Teacher Education programs need to integrate in numerous skills & competencies.

It is necessary to shift to more powerful learning paradigms, such as, linear to hypermedia learning, instruction to discovery and construction, teacher centered to learner centered education, absorbing material to learning how to navigate and learn, learning as taxing to learning as fun, teacher as transmitter to teacher as facilitator. We need to bridge the gaps between to have and to be. There is a need to bridge the gaps between Teaching Styles and Learning Styles providing differentiated differential learning experiences to learners of all the learning styles- audio, video and kinesthetic; cognitivistic, behaviouristic and constructivist; accommodators, diverges, converges and assimilators.
Every institution should make efforts for inculcating the basic values, such as, cleanliness, punctuality, equality, truthfulness, duty fulness, national identity, perseverance, sense of responsibility, and cooperation. Teacher Education Institutions should help realize the sensitivity towards cultural values, such as, honesty, loyalty to self and others, Love and affection for family and home, absolute norms, work hard ethics, compassion, peace, inoffensive speech, politeness, and personal responsibility. Education should be value added. Character building should be on of the primary aims of education.

**Identity Of Teacher Education**

Every teacher Education institution ought to have valid identity. Valid identity means valid institutional land & plant, valid setting, valid inputs, valid processes and valid products. Each and every Teacher and Teacher Educator ought to have a Unique Identification Number. The Self- Disclosure exercise Identity of Teacher Education and being done by the Teacher Education Institutions is likely to present the reality. 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 to be innovative.

**Pathways Of Innovative Approaches**

There is wide scope for transformation of Teacher Education through Technology.

1. Healthy organizational Culture Climate for birth of ideas.
2. Congenial conditions for incubation of germinated seeds.
3. Institutional, administrative and social support for development of ideas.
4. Differential treatment to the innovators for formulating innovative programs.
5. Individual and Institutional readiness for tolerance and absorption of failure.
6. Due appreciation of success and openness for deployment.
7. Standards of innovative programs as guides for replication.
8. Readiness of apex agencies to view and review innovations.

**Green Teacher: Providing Continuous Learning Opportunity**

Centre for Environment Education (CEE) was established in August 1984 and has since been conducting in-service training programmes in environment, development education and communication to educators, communicators, teachers, teacher-trainers, forest officers, industries, communities, etc. in partnership with a number of national and international agencies. With increasing concern for mainstreaming EE in India it was decided to make it EE compulsory at all levels of education. This led to a demand for enemas teacher training in EE. In response CEE initiated the “Green Teacher” as one-year distance mode ‘Diploma in Environmental Education’ in partnership with the COL. The course designed as a continuing learning opportunity in EE for practicing teachers is aimed to train teacher’s to effectively take up environmental concerns and issues in the classroom, and engage their students in practical, action-oriented Environmental Education (EE) activities and projects. As the curriculum of Green Teacher was required to be:

- **Skills-based:** Designing a curriculum which is skill-based and which can be effectively transacted and supported over distance mode of learning is challenging. Multidisciplinary/pluralistic perspective: Since EE is multidisciplinary and open to all teachers/educators irrespective of teaching subjects, the course curriculum needed to have in-built multi disciplinarily in the content as well as the writing style. Flexible and adaptable: Since EE is dynamic and contextual; teaching-learning in EE needs to be real-life base it needs to be flexible to suit a variety of contexts and situations across the nation. Responsive: The course curriculum was required to be responsive to individual specific needs of teachers and allow the learning experience not only to be learner-centred, but also learner-controlled enabling learners bring in individual-specific inputs, enriching the learning process.
Conclusion

Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But; it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness. Teacher Education rather than considered a system, a discipline, a culture, is unfortunately being considered as an attachment. Sensing the complex challenges of the emerging society, Teacher Education has to realize its identity to innovate, construct and create. Research rather than stereotyped, should have problem based agenda.

There is nothing to get disheartened. Indian Education is a state of flux. It is highly a state of flux in Indian Education. The national vision mission will definitely nurture innovations as evident through the emergence of National Curriculum for Teacher Education (NCTE, 2009) and Teacher Education: Reflections Towards Policy Formulation (NCTE, 2009). There are proposals for Integrated Innovative Teacher Education Programs

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Innovative Instructional strategies and Method in Education

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Abstract

Since the world is travelling with amazed technology, the 21st century has posed so many challenges to the teachers’ community for using the innovative instructional strategies in education. Technological strategies need of the hour. When a man started experiencing his/her education is leads to invention and invention lead to innovation in the field of education. Absolutely no doubt, that our pre-primary children are operating mobile technology without any prior experience. And our primary children are well versed in using all the options available in a mobile phone. It is high time for the teachers to equip themselves with innovative teaching practices. In general teachers are known as ‘knowledge Bank’ but students need and expectations requires more than a bank, the innovative minds of student community ultimately wanted a “ATM”-Any Trend and Technology Managers with innovative approach.

Introduction

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but also rational thinking, knowledgeably and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

Importance of Education

Education is an engine for the growth and progress for any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation strategies and economic growth. In today’s era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looming at education simply as a means of achieving social upliftment, the society must to view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

Innovative Instructional Strategies and Method in Education

The imparting innovative instructional strategies were needed a number of materials. Our senses eyes, ears, tongue, nose and skin are the gateways to knowledge. Most of our experiences are gained through hearing and seeing. It is said that about 85% of the total experiences/knowledge are gained through eyes and ears. The materials that are used for imparting are audio-visual aids or materials.

Different innovative strategies and Methods

Innovative instructional strategy many stand for plans, means and specific ways especially devised and employed by the teachers for guiding, directing and showing path to the learners for the realization of the set instructional objectives. All form of teaching and learning cannot be provided through single source or teacher should draw form a variety of learning resources either independently or in combination. With this analysis and understanding background, the following strategies and techniques may be suggested.

- Classroom learning activities - (classroom reading, listening, discussion etc.)
- Practical activities - (yoga, meditation, classroom maintains activities etc.)
- Socialized techniques and activities - (social forestry, community development activities etc.)
- Incidental learning activities - (AIDS prevention awareness etc)
- Co-curricular activities – (prayer, storytelling, group activities and group singing etc.)
The each school shall integrated educational technology into its school-band plan that co-ordinates with the District educational technology plan. Leadership and co-ordination shall come from the principal and designated educational technology resources persons. The technology commonly used within the learning strategies includes:

- Blackboard
- Whiteboard
- OHP
- Video
- Laser Disc
- Audio
- Computer
- Computer Projection
- Video conferencing

While some of these are used solely by the tutor, video, laser disc, audio, and computers are also used by students on their own. Within the context of these student-base learning technologies, the learning environment can take six broad forms:

- Proprietary CAL, CBL, CBI, CAI etc.,
- Home-made CAL, CBL, CBI, CAI etc.,
- Objective test authoring packages
- Students knowledge engineering
- World Wide Web
- Electronic mail

Of these, the first three have been in use for many years. The last three are much more recent developments.

**Conclusion**

The above description of innovational instructional process is eclectic in implication and offers a satisfactory guideline for the effective learning. The instructional innovative process will be effective and efficacious only through multipronged instructional strategies and approaches. Instead of theoretical value, practical aspects like cleanliness, punctuality, self-discipline, learning to live together, self-respect, patriotism and democratic values like human rights, peace and co-curricular activities like prayer, storytelling, group activities and group singing, silent sitting may be inculcated.

**References**

Innovative Challenges In Teachers And Society

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Abstract

With the changed scenario of 21st century, the challenges and opportunities in the field of education are rapidly molding. As compare to the ancient education system, tremendous changes have been taken place in the society, hence it has become essential to modify the structure, of educational system and to think over the challenges of how can teacher education maintain its identity and status? The imperative is that the breath-taking changes have been taking place in science, technology and even social engineering which call for drastic changes in curriculum both content and method as well as examinations. Multinationals are knocking at the doors to enter the field of education. The dawn of the 21st century is heralding the slogan of ‘excel or exit’ warning the impending doom of substandard colleges as well as courses in the oncoming competition for quality for survival and growth. We must take the time by the forelock and radically transform the system of teacher education before we are howled out. It has become essential for the teachers to develop themselves with the professional requirements of the modern society as it has been cleared that teaching is accepted as a profession. Knowledge in every field is changing with great speed and the new generation is actively grasping it for this purpose the teacher of 21st century should be acquainted with these requirements and should make himself or herself to be capable of fulfilling the expectations of 21st century should be acquainted with these requirements and should make himself or herself to be capable of fulfilling the expectations in the field of education of 21st century.

Introduction

Techniques and severe competitions in the field of education have made the parents and the pupils so conscious that their attitude towards the teacher has changed completely which results into their excessive expectations from the teacher. It has become the responsibility of today’s teachers to be aware of these changes and to develop themselves to be capable of accepting and fulfilling the challenges and expectations of the society of 21st century. From this point of view the researcher has decided to study the expectations requirements, needs and the exact position of teacher training institutions.

Teacher Education

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education, etc. call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed.

When India attained freedom, the then existing educational system was accepted as such because it was thought that an abrupt departure from the same would be disturbing and destabilizing. Thus a predisposition to retain the system acquired preponderance and all that was envisaged by way of changes was its rearrangement. Consequently, education including teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows:

- To build a national system of teacher education based on India’s cultural ethos, its unity and diversity synchronizing with change and continuity.
- To facilitate the realization of the constitutional goals and emergence of the new social order.
- To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
- To upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

Need Of Curriculum Changes In Teacher Education

India has thousand years of tradition and culture. Educational institutions were called as Ashramam and teacher was called as Guru. A tremendous change was occurred in our daily life. Due to globalization now the educational system is affected totally. Now the educational institutions give importance for technical education. Teacher is a national builder. He has a capacity to change the society. By knowing the importance of technology, communication skills, National Council of Teacher Education (NCTE) introduced a separate subject on technology known as 'Educational Technology' at both B.Ed., and M.Ed., levels. Computer Education, Communicative English, Personality Development are also introduced at B.Ed. level. Now we are facing so many problems like terrorism, poverty and high-population. We want such type of curriculum which improves peace, non-violence, positive attitude and values in the society. By inculcating these things in teacher education curriculum, we will get positive change in the society. Our National Education Policy (1986) and other Education Committees and Commissions were also given importance for quality teacher education. But it is our duty that to follow such type of curriculum. By conducting national seminars, workshops and conferences it is important to collect eminent scholars attitude towards importance of curricular change in the present scenario. There are many recommendations about curriculum change, but they are not in practice.

Challenges And Opportunities

In the country like India, it is a fact that majority of the tribes live in forest and hilly areas away from so called civilized world. There are no proper transportation and communication facilities to these areas and thus they are inaccessible. Education plays major role in bringing social change economic development and political development of any society or nation. "Education is beyond repair, What is need is radical form. Today, the alternative to reform is teaching often this goal is interpreted as exposition. Even with curriculum many teachers prime performers are still the prime performers in their classrooms. Yet the teacher can assume new roles-motivator, evaluator, researcher, coordinator, supervisor, scholars and so on. Assuming each roles would require changes, some drastic in scheduling and changed concept of school, of educator. However, from these tasks, one can see that the teacher would no longer 'just teach'.

To improve the quality of teaching, the efforts right from the root cause right from the selection of the candidates for teacher education program should be based on a separate attitude test which includes not only the aptitude test which includes not only the aptitude for teaching but also the aptitude in learning their life in teaching field. Teacher education today is an integral part of any educational system. Teaching being both skill and art was found amenable to transmission in the early years of the 19th century. The teacher's role is not simply the product of external pressures and expectations on atomic result of social circumstances. When we focus on the challenges of teachers the first priority and important aspect is the teachers quality is important and to discuss on the major problems of teachers evaluation as it is not only technical in nature but also include the human social and political context of evaluation activity sociological problems concern the group dynamics of evaluation activity, These include expectations, roles, relations, rewards, recognition and sanctions in the social group in which teachers work. Sociological forces are subtle but crucial determinants in educational programs including evaluation of teacher quality.

In India, previously summer courses, workshops were occasionally organized for experienced teachers of higher education to upgrade and enrich their content knowledge. But no provisions were there for teachers to give them the tricks of the trade and were left for themselves. The Education Commission 1964-66 for the first time strongly pleaded for training and orientation of teachers at higher education level so as meet the expectations and challenges of the modern society.
While accepting these requirements it has become strongly essential to be provided with the modern technology and to accept the required challenges of this modern society, the teacher has to play the role of a teacher, guide, friend, facilitators, and to certain extent a teacher should have emotional attachment with the students. Due to the dynamic changes in the society the expectations and the challenges of the modern 21st century are also changing. “Human history is becoming more and more a race between education and catastrophe”- by H.G. Wells Education can be viewed as the transmission of the values and accumulate knowledge of a society. In this sense, it is equivalent to what social scientist term socialization or enculturation. It is designed to guide children in learning culture, molding their behavior in this way of adulthood and guiding them toward their eventual role in the society. A number of factors have influenced educational changes in the 21st century.

1) The extent and rapidity of technological change
2) The rate of Population growth
3) The growth in confirm of equity
4) The expansion of leisure
5) The increasing popularity long range, comprehensive planning.

Futurist Alwin Toffler and management consultant Peter Drucker have predicted that knowledge will be the currency of the future economy of the society characterized by rapid changes in knowledge, technology and management. It is a sad note that there is a very little relation today between education and work. Our graduates are not capable of responding to job expectations. Graduates of our universities are not able to adjust in the society and there is no co-relation between the graduates and job markets.

**Conclusion**

The Society at large at present is faced with new assumptions, new context and new meanings in the context of scientific and technological changes. Higher education as it is said should be for life making character building and fulfilling social obligations and not for information mongering. And learning is a process of changing through experiences. People through the cognitive and affective proves offering acquire relatively permanent changes in knowledge, skill, Beliefs, attitudes and feelings which give new meanings to experience and lead to an awareness of the surroundings and the strength to cope with the challenges as and when they arise.

In modern complex societies, with their continually changing base, an enormous amount of learning occurs not only in institutions but also outside. And it remains obligatory in the light of changes taking place that attention is forecast to improving of university teaching. And the vital component is the teacher who is required not only to refashion his behavior and role but also to retool the program of instructions with losing sight of that fact that industry and business have started retooling themselves. A detailed analysis of the present scenario gives us an idea that liberal, humanistic and critical education has received severe blows and this may lead to catastrophic situation in not so distant a future.

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Innovations And Challenges In Teacher Education

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Abstract

Teachers who are able to consistently assist their students in making significant academic progress. Teachers must have a command of their subject matter, understand how students learn, and have broad repertoire of teaching methods to meet diverse needs of students. Teachers of quality should have, at a minimum, full certification in their main teaching field. Teacher quality and strong school leadership have a positive impact on students. Programs are in place to improve the quality of teachers, including professional standards for teachers, collection of teacher workforce information, awards for quality teaching and school leadership and recruitment of professionals to teaching careers. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education'. Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But, it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness.

Introduction

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages Which is below

- initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
- induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner). New teachers bring energy and enthusiasm to their classrooms, but also a specific set of needs.

A teacher's first year on the job is often difficult. According to research, student achievement tends to be significantly worse in the classrooms of first-year teachers before rising in teachers' second and third years (Rivkin, Hanushek, & Kain, 2005).
What is quality teaching?
This is a question higher education institutions are going to be forced to ask themselves more often given the new climate the sector is entering. In my view, the people best placed to answer that question are those on its receiving end.

Characteristics of great teachers
- Great teachers set high expectations for all students.
- Great teachers have clear, written-out objectives.
- Great teachers are prepared and organized.
- Great teachers engage students and get them to look at issues in a variety of ways.
- Great teachers form strong relationships with their students and show that they care about them as people.
- Great teachers are masters of their subject matter.
- Great teachers communicate frequently with parents.

Innovative Programs for Teacher Educators
- Healthy organizational Culture Climate for birth of ideas.
- Congenial conditions for incubation of germinated seeds.
- Institutional, administrative and social support for development of ideas.
- Differential treatment to the innovators for formulating innovative programs.
- Individual and Institutional readiness for tolerance and absorption of failure.
- Due appreciation of success and openness for deployment.
- Standards of innovative programs as guides for replication.
- Readiness of apex agencies to view and review innovations.

Suggested Innovative Courses, Programs and Actions in Teacher Education
- Certificate/Diploma Courses
- There can be innovations in Teacher Education through open Sourcing in many areas, such as:
  1. Personality Development
  2. Human Rights Education
  3. Life Skills Education
  4. Techno-Pedagogic Skills
  5. Management of Learning Systems
  6. Media Program Appreciation
  7. Multi-cultural Education
  8. Environmental Education
  9. Adolescence Education
  10. Adult Education
  11. Old Age Education
  12. Technology Integrated Education
  13. Instructional Design
  14. e-Content Development
  15. e-Communication
  16. Non-Verbal Skills
  17. Vocational Education
  18. Psychological Appraisal

Conclusion
Innovativeness by virtue of its nature is essential feature of Teacher Education. Teacher Education prepares the teachers to help learners meet the challenges of life, fully & confidently. There should be open investment in Teacher Education for capacity building and development of creative faculties. Innovations should be all pervasive right from conception to delivery of Teacher Education. Teacher Education Curriculum Framework by virtue of its nature has to be suggestive, not prescriptive. Deciding the body of the curriculum, modes of transaction, and evaluation should be left to the discretion of teacher Educators and Teacher Education Institutions. But, it is a social reality that the society likes conformists and not heretics. Expected return on investment is in terms of reaping the benefits rather than nurturing the innovativeness. Attempts are being made for enhancement of professional competencies of teachers through ICT mediated Constructivist Approach. India is committed to compatible education for all, which is being realized through the various dedicated programs, essentially innovative in nature.

References
Innovation aspect of student teachers in Relation to Teacher effectiveness Teaching aptitude Brain Hemispheric dominance

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Abstract

Mata Pita Guru Theivam (Mother, Father, Teacher, God) The teachers were given the equal status with God “Teachers are the back bone of any country, the pillar upon which the aspiration of students are reconverted into realities. The teachers must be perceptual seekers of intellectual integrity and universal compassion”. “I believe there is no other profession in the world that is more important to society than of a teacher” – Dr. Abdul Kalam. The teacher performs multifaceted function She/he guide, understand , inspires, clears, facilitates, shares as role model , touches and transforms the life of a student with care and compassion. According to Crow and Crow (1973) “A good teacher and the quality of his teaching has always been of paramount to a free man and to a free society”. For being a good teacher, one must first be a learner. A learner should have an urge to keep on learning and wants to access the best study material from various sources such as senior teachers, library, internet, participation in seminars, conferences, group discussions and so on. For being an effective teacher, one has to be alive in the field by constant reading to update the subject knowledge and pedagogical issues. The subject mastery of a teacher is an inevitable quality in teaching effectiveness. Teacher should continuously enhance his own quality of teaching.

Pedagogical content knowledge

Pedagogical content knowledge also includes understanding of what makes the learning of specific topics easy or difficult, including knowledge about conceptions and misconception that students bring to the subject. The assumption is that “deep knowledge” about the content and structure of a subject matter area is the crucial precondition for teachers’ reliance on pedagogical content knowledge in their teaching. Additional components sometimes included in the concept are knowledge of the appropriate use of teaching materials and media, as well as strategic knowledge on the application of teaching strategies.

Krauss et al. (2008) define three main components of pedagogical content knowledge:

- Knowledge of tasks
- Knowledge of students’ prior knowledge
- Knowledge of instructional methods

These authors measured pedagogical content knowledge by means of an assessment centre type of approach, in which teachers rated real-life teaching scenarios in mathematics classes. Their results gave a basis for the hypothesis that teachers with more pedagogical content knowledge display a broader repertoire of teaching strategies for creating cognitively stimulating learning situations.

In two interpretations of pedagogical content knowledge Gess-Newsome and Lederman (1999) make an analytical distinction that seems to have implications for teacher training. In the first interpretation, which they call “the integration model”, pedagogical content knowledge is seen as the integrative results of three independent components: subject matter mastery, pedagogical knowledge and knowledge of the teaching context. The implication of this interpretation would be that training for these three components could be done separately, with integration taking place as a creative synthesis by a teaching teacher. According to the second interpretation, which they refer to as “transformational”, pedagogical content knowledge is seen as a new kind of knowledge developed on the basis of subject matter mastery, pedagogical knowledge and contextual knowledge. For the first interpretation, course work in each of the components would be the most likely form of training, whereas the second would call for training in situ, practice simulations and observation in real-life teaching situations. The two interpretations are depicted in Figure...
Two interpretations of pedagogical content knowledge

The integration model

The transformational model

Layers of analysis in identifying contents and forms of teachers' professional development

Characteristics of national education system
School effects of teachers as members of Professional learning
Teaching effectiveness
Teacher effectiveness

Teacher effectiveness is a first layer in which teachers’ characteristics, including their beliefs and competencies, could be enhanced by training and professional development. Next, in the area of teaching effectiveness, the state of the art in instructional effectiveness research is discussed in order to identify components of effective teaching repertoires. A further layer covers teachers co-operating in work teams in the school context. At this level teachers’ impact appears in their contribution to effective structures and climates of schooling. Finally, in characteristics of national educational systems that may influence professional development arrangements, such as the degree of autonomy and the operation of accountability and evaluation mechanisms, are considered.

Relationship between ‘effectiveness’ ‘successfulness’ and ‘popularity’ as concepts of teaching

The tree concepts of effectiveness, successfulness and popularity are inter-related and as such they are often confused. We have noted that effectiveness is basically a judgmental quality. The concept of ‘successfulness’ is goal linked. Whether a teacher is successful or not, may be seen in terms of the results achieved by him in respect of either short term or long term or both types of pupil learning and pupil growth. The concept of ‘popularity’ or that of a popular teacher is a vexed one. Popularity is an impressionistic matter and arises from the specific consideration of a particular group in respect of a specific individual.

Teaching aptitude

Aptitude refers to “quality of being fit for a purpose or position” (Douglas, 2007). So, Teacher Aptitude is the quality of being fit for teaching profession. A teacher with teaching aptitude encourages students to use active techniques to create more
knowledge and then to reflect on and talk about ;what they are doing and how their understandings are changing. Effective teaching requires a large repertoire of skills and the ability to put these skills to use in different situations.

The right brain / left brain Theory has it that the brain has two hemispheres (commonly called the right brain and the left brain) which think in different ways. The right brain is visual and processes information by looking first at the whole picture then the detail. The left brain is verbal and processes information by looking at the pieces then putting them together to get the whole. The right brain is more intuitive; the left is analytical and sequential (Evans, 2010). Hemisphericity may be defined as the tendency of individual to rely more on one cerebral hemisphere for information processing than the other. Many other researchers have also tried to explain the duality of human brain but in their own ways. The two halves of the brain out Wardle appear to be the mirror images of each other. But certain asymmetries can be noticed in a closer examination. Bogen (1977) concludes on the basis of a review that there are lots of evidence to prove that one half of the cerebrum can sub serve the functions of a mind and that the split brain phenomena show than an individual with two hemispheres can at times have two minds Torrance (1980) lists the following characteristics of left and right brain dominance.

<table>
<thead>
<tr>
<th>Left Brain Dominance</th>
<th>Right Brain Dominance</th>
</tr>
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<tbody>
<tr>
<td>Intellectual</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Remembers name</td>
<td>Remembers faces</td>
</tr>
<tr>
<td>Responds to verbal instructions and explanations</td>
<td>Responds to demonstrated, illustrated or symbolic instruction</td>
</tr>
<tr>
<td>Experiments systematically and with control</td>
<td>Experiments randomly and with less restraint</td>
</tr>
<tr>
<td>Makes objective judgements</td>
<td>Makes subjective judgement</td>
</tr>
<tr>
<td>Planned and structured</td>
<td>Fluid and spontaneous</td>
</tr>
<tr>
<td>Prefers established certain information</td>
<td>Prefers elusive uncertain information</td>
</tr>
<tr>
<td>Analytic reader</td>
<td>Synthesizing reader</td>
</tr>
<tr>
<td>Relies on images in thinking</td>
<td>Relies on languages in thinking and remembering</td>
</tr>
<tr>
<td>Prefers talking and writing</td>
<td>Prefers drawing and manipulating objects</td>
</tr>
<tr>
<td>Prefers multiple choice tests</td>
<td>Prefers open ended questions</td>
</tr>
<tr>
<td>Controls feeling</td>
<td>More free with feeling</td>
</tr>
<tr>
<td>Not good at interpreting body language</td>
<td>Frequently uses metaphors</td>
</tr>
<tr>
<td>Favourites logical problem solving</td>
<td>Favourites intuitive problem solving</td>
</tr>
</tbody>
</table>

**Conclusion**

Teaching aptitude; Williams Cooley and Paul argued that ‘Yesterday achievement is today ability and tomorrow’s aptitude. Teaching need three qualities, knowledge is the first, communication skill is second, aptitude is the third (the Hindu 2002 sep.3)

A poor teacher tells,
A good teacher teaches;
An excellent teacher demonstrates
An outstanding teacher motivated

A teacher with good teacher aptitude must be aware of the following essential of teaching viz; plan a lesson, motivate student, curricular statement related, Teaching – learning strategies, learning material, essential of the content, consolidation multi-gratin, group activities, continuous and comprehensive evaluation. Discipline, multi-level and multi-grade activities effective communication and interaction.

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Problems of Teacher Education In India

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Abstract

Over the last half a century and particularly, in the recent decades, teaching learning has been undergoing drastic changes. There has been a shift towards student centred classrooms with teacher's role more as facilitator of learning rather than an autocratic master. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to a passive audience of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approaches. Many teachers are not properly trained in implementing the concepts behind the new curriculum and many are not equipped to properly implement the curriculum.

Introduction

There has been a great expansion of higher education politico-economics background, the principles that over the years. Today, there are more than 200 universities and 8000 colleges - guide construction of curriculum etc. Kothari commission remarks preparation towards a good. Orientation is impossible “The destiny of India is being shaped in its class-in a short duration. Following steps may be taken in rooms.” No doubt education plays a significant role in this connection: nation's development, but the quality of education is (i) allowing more time to learners for good reading greatly determined by the quality of teachers, there-and sound build-up of the intellect and attitude, (ii) great efforts were made and still are being made pruning the existing course (iii) arranging for exchange to improve the quality of teacher education of experience than merely attending lectures, (iv) Some of the problems concerning teacher education changing the mode of testing inputs.

Deficiencies of Small Time Period Provided for Teacher's Training

In India, this period is of one year after the graduation - the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.

Incompetency of Students and Teachers

The existing training programme does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher's training programme are not aware of the existing problems of schools. Therefore there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

Defects Concerning Papers

A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum etc. But a proper preparation towards a good Orientation is impossible in a short duration. Following steps may be taken in this connection: (i) allowing more time to learners for good reading and sound build-up of the intellect and attitude, (ii) pruning the existing course (iii) arranging for exchange of experience than merely attending lectures, (iv) changing the mode of testing inputs (v) the content must have direct implications in the daily school teaching.

Problems of Practice Teaching

Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

Problem of Supervision of Teaching
The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situations. This is done through following types of supervision: It aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills. At present the lesson plans are checked superficially and no discussion is made by the subject method specialist.

**Lack of Subject Knowledge**

The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole teaching practice remains indifferent with regard to the subject knowledge of the student teacher.

**Poor Academic Background of Student-Teachers**

Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.

**Lack of Proper Facilities**

In India, the teacher education programme is being given a step-motherly treatment. About 20 percent of the teacher education institutions are being run in rented buildings without any facility for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.

**Isolation of Teacher’s Education Department**

As has been observed by education commission, the teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for the professional development of school teacher. These departments only observe the formality of finishing the prescribed number of lessons no caring for the sounders of pedagogy involved in the procedure.

**Poor Academic Background of Student-Teachers**

Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.

**Lack of Regulations in Demand and Supply**

The State Education Department have no data be to regulate the demand and supply of teachers at on the basis of which they may work out the desired various levels of schools. This unit can also be given intake for their institutions. There is a considerable responsibility of projecting future requirements of lag between the demand and supply of teachers.

**Inadequate Empirical Research**

In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.

**Lack of Facilities for Professional Development**

Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

**Reference**


Awareness of Social Networking Websites among Academia in Tirunelveli District

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Abstract
Protecting personal information privacy has become a controversial issue among online social network providers and users. Most social network providers have developed several techniques to decrease threats and risks to the users’ privacy. These risks include the misuse of personal information which may lead to illegal acts such as identity theft. This study aims to measure the awareness of social networking websites among academia. The survey method it was used to collect the data through questionnaire. The result of the study shows that there is no significant difference male and female college students, research scholar and professors in their awareness of social networking websites. Locality of Residence There is significance difference rural and urban area college students and professors awareness of social networking websites.

Key words: Awareness, Social Networking Websites, Academia.

Introduction
Information and Communication Technology (ICT) plays a significant role in today’s networked society. It has affected the online interaction between users, who are aware of security applications and their implications on personal privacy. There is a need to develop more security mechanisms for different communication technologies, particularly online social networks. Privacy is essential to the design of security mechanisms. When used properly, social media can be a valuable addition to a department’s communication strategy. Because many employees have expressed an interest in developing and maintaining a social media presence in personal and professional capacities, the Office of University Communications and Marketing has crafted the introduction to social media.

Objectives of the study
1. To find the level of awareness of social networking websites among academia
2. To find whether there is any significant difference in the awareness of social networking websites among academia with respect to select demographic variables.

Hypotheses of the study
1. There is no significant difference in the awareness of social networking websites among academia with respect to gender.
2. There is no significant difference in the awareness of social networking websites among academia with respect to locality of residence.

Method of the study
The method adopted in the present study is survey method.

Population
The population for the present study is all the professors, research scholars and students of arts and science colleges in Tirunelveli district.

Sample
The researcher has selected the sample using simple random sampling technique. The sample, size is 50 professors, 50 research scholars, and 100 students from the colleges of arts and science in Tirunelveli district.
Level of awareness in social networking websites among academia

Table: 1
Level of awareness in social networking websites among college students with respect to demographic variables

<table>
<thead>
<tr>
<th>Demographic variables</th>
<th>Awareness of Social Networking Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
</tr>
<tr>
<td>Locality of residence</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>42</td>
</tr>
<tr>
<td>Urban</td>
<td>8</td>
</tr>
</tbody>
</table>

N-Number of Sample

It inferred from the above table that 37.3% of the male students and 52% of female students from the colleges of arts and science have average level of awareness of social networking websites.

With respect to locality of residence 36.8% of the students from rural areas and 58.4% of the students from urban areas have average level of awareness of social networking websites.

Table: 2
Level of awareness in social networking websites among professors with respect to selected demographic variables

<table>
<thead>
<tr>
<th>Demographic variables</th>
<th>Awareness of Social Networking Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
</tr>
<tr>
<td>Locality of residence</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>4</td>
</tr>
<tr>
<td>Urban</td>
<td>12</td>
</tr>
</tbody>
</table>

N-Number of Sample

It inferred from the above table that 58.1% of the male professors and 47.4% of the female professors have average level of awareness of social networking websites.

With respect to locality of residence 63% of the professors from rural areas and 58.4% of the professors from urban areas have average level of awareness of social networking websites.

Table: 3
Level of awareness in social networking websites among research scholars with respect to demographic variables

<table>
<thead>
<tr>
<th>Demographic variables</th>
<th>Awareness of Social Networking Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
</tr>
<tr>
<td>Locality of residence</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>7</td>
</tr>
<tr>
<td>Urban</td>
<td>16</td>
</tr>
</tbody>
</table>

N-Number of Sample

It inferred from the above table that 46.7% of the male research scholars and 35% of the female research scholars have average level of awareness of social networking websites.

With respect to locality of residence 51.4% of the research scholars from rural areas and 53.3% of the research scholars from the urban areas have average level of awareness of social networking websites.

Hypothesis-1 There is no significant difference in the awareness of social networking websites among academia with respect to gender.
It is inferred from the above table that the calculated 't' values (0.622, 0.457, 1.266) are less than the table value of 't' (1.96) at 5% level of significance, for 148 degrees of freedom. Hence the null hypothesis is accepted. It shows that there is no significant difference in awareness of social networking websites among research scholars respect to locality of residence.

Thus, it can be interpreted that research from scholars rural areas and urban areas did not differ significantly.

Findings of the study
1. 37.3% of the male and 52% of the female college students have average level of awareness of social networking websites.
2. 36.8% of the students from rural areas and 58.4% of the students from urban areas have average level of awareness of social networking websites.
3. 58.1% of the male and 47.4% of the female professors have average level of awareness of social networking websites.

4. 63% of the professors from rural areas and 58.4% of the professors from urban areas have average level of awareness of social networking websites.

5. 46.7% of the male and 35% of the female research scholars have average level of awareness of social networking websites.

6. 51.4% of the research scholars from rural areas and 53.3% of the research scholars from the urban areas have average level of awareness of social networking websites.

7. There is no significant difference between male and female the college students, research scholar and professors in their awareness of social networking websites.

8. There is significant difference from rural areas and urban areas students and professors in their awareness of social networking websites.

9. There no significance difference between research scholar from rural areas and urban areas in their awareness of social is networking websites.

Suggestion of the study

The following suggestions are made based on the findings of the study.

- The results of the study suggest that online social networking can significantly improve students’ awareness and practice of laboratory safety. This positive effect can be influenced by following factors characterized by and can be offered to users by online social networking.

- To give the awareness of rural area students for accessing e-mails and Face book, accounts educational websites.

- Professional educators may use social networking websites to improve their teaching and make keep in touch with expacts.

- A space to explore new technologies, to play if you will, with likeminded educators, to share idea, ask questions, test drive the technology in a friendly environmental.

Conclusion

Web based social network services make it possible to connect people who share interests and activities across political, economic and geographic borders. Through e-mail and instant messaging, online communities are created where a gift economy reciprocal altruism are encouraged through co-operation. Information is particularly suited to gift economy as information is a non rival good and can be gifted at practically no cost.

Face book and other social networking tools is increasingly the object of scholarly research. Scholar in many field have begun to investigate the impact of social networking websites, investigating how such sites may play into issues of identity, privacy, social copied, youth culture and education.

References


Abstract

A nation is built by its citizens. Citizens are modulated by teachers and teachers are made by teacher education. The national Policy on education(1986) has rightly stated,” no people can rise above the level of its teachers.” So far the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a food system of teacher education and dedicated and efficient teachers educators. So teacher education has to support the efforts for the solution of problems of education of the country. These problems can be divided in to two categories. Problems of education as a whole with to school education and problems of teacher education itself. The country has to fulfill its constitutional commitment of providing universal elementary education to all and achieve the obliteration of illiteracy. To meet this obligation many programmers’ have been initiated.

Key words: Innovation and challenges in teacher education

Introduction

Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system. It is the quality and extents 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 programmed of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programmed 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 there in” 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. So teacher 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.

Innovations in teacher education

- Replanting and reorganizing curriculum to meet the new trends of modern education system Innovation in pre-service teacher education curriculum.
- Development of national professional standards.
- Strengthen workshops and partnership between universities and schools to prepare teachers.
- Development of a system of on-going professional development for teachers.
- Establish learning communities and networks among teachers.
- Teacher evaluation seems to place more emphasis on professional duties of responsibilities than on actual classroom teaching.
- Teacher centered strategies and pedagogy still dominate in the classroom.
- Mentoring inexperienced teachers.
- Many teachers are not properly trained in implementing the concepts being the new curriculum and many are not equipped to properly implement curriculum.
- Lake of up-do-date books and materials on teacher education.
- The academic isolation of teacher educators coupled with their poor salary and working condition itself reflects the neglect of the administration on the teacher education.
• Professional learning for educational leaders.
• A greater transparency in the funding of teacher education.
• Staff appraisal systems and the use of peer observation in schools are still in the development.
• There is a relatively large variation among schools in the area of instruction, particularly convening independent student practice, questioning skills and teacher expectations for student achievement.
• All teacher education institutions need to be collaborate national and international level.

Challenges
Curriculum structure should revise periodically as per the need of the hour.

Evaluation Strategy
The present evaluation strategy is not adequate to judge the right person for the teaching progression. Hence evaluation method needs to be changed. Because technology is greatly increasing student’s ability to understand and learn complex material in fact it is revolutionary changes classrooms, schools and entire school system. If Students are shown to have increase skills, Abilities, performance of thought process associated abilities, Performance or thought process associated with future success, the innovative educational practice will be hedged successfully. So evaluation only the direct examination of work quality through project based learning, observation performance in a structural setting or presentation etc.,

Teaching Methodology
For improving instruction, instead of traditional methods like, ‘chalk and chalk’, delivery system should be aid-oriented. Concepts of learning by doing’, quiz, interactions between teacher and students, use of ICT relevant to the syllabus, seminars, symposia, debates, projects whichever is applicable to the syllabus to be used to improve the learning deficiency with a view to consolidate ether knowledge in the mind of the trained-teacher.

Management
The nest way to classroom management is by enriching the teachers to provide activities that incorporate all types of learning styles a context, culture, value system and democratic goals. Strategies to reactivating the child for effective classroom management use the ICT for improved classroom management time and resource management maximize learning expirates us of community resources and norms of the teacher educators as per NCTE.

Conclusion
Now days the world is in process through the globalization requiring economic, political, social and educational changes the new innovation methods for developing countries. For the changes of the teacher education. Now day’s democratization of knowledge of the student and the teacher role is teacher changing to that facilitator. It is likely to become even more critical in the twenty-first century. The need for change entry point criterion, curriculum, value education, technology and management etc., so good quality teacher education programmed at the first instance would produce high quality would influence the quality of education in the schools. Further school education feeds higher professional education. Without quality school education higher and professional education cannot get quality. Hence, a serious and immediate transformation is needed in the field of teacher education to bring up our in the field of teacher education to bring up our nation from darkness to brightness.

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Tool For Innovative Technologies Facilitate The Teaching Learning Process

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Introduction
The innovative kinds of pedagogy empowered by these emerging media and experiences promoted the opportunities of distance education and at present virtual education and eliminated the barriers of distance and time. New and innovative learning experiences would be enhanced and encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through global network of computers round the clock. The global sharing of experiences would make possible the group presentation form of instruction in distance education. Distance education encompasses and relies on the use of information technologies to make learning more productive and more individualized, to give instruction a more scientific base and make it appropriate & more effective, learning more immediate and access to resources more equal. These remarkable aspects can expand the quality and quantity of instructional resources. They can serve learners at their ease in terms of time and place.

Innovative Technologies
Information technologies can promote the opportunities of restructuring the teaching learning process. These can transform teaching and learning by offering alternatives to the teacher provided information, access to virtually unlimited resources and opportunities for real world communication, collaboration and competition. The phases of this process as explained by Marriam et al (1997, p.34) are, “ developing awareness – recognizing that something is wrong or different; exploring alternative–researching for new ideas from other institutions and acknowledging that change is needed; making a transition–leaving the old approaches behind (or dramatically changed); achieving integration–putting the pieces from the transition phase back together; and taking action–putting new ideas into operation”.

The process can work at instructional programme or institutional level and one or more phases work simultaneously. Traditional lectures and demonstrations can become web-based multimedia learning experiences for distance learners. Web can enrich the learning resources and institutions refocus from teaching to learning, from teacher to learner. It can create learning environment throughout the world by networked learning communities. Networks may create educative environments embedded in democratic philosophy of instruction and helping learners learn. The characteristics of which are:

- respect for personality
- participation in decision-making
- freedom of expression and availability of information
- mutuality of responsibility in defining goals, planning and conducting activities and evaluating (Knowles 1980, p.85).

Learning may take place more effectively and dynamically in educative environments where teacher and learners are open to each other to interact and exchange information and experiences in a friendly way. Educative environments can enhance and shape the teaching learning process to achieve the desired goals. There is a natural tendency for students to learn and learning can accelerate, in interactive and encouraging environments. Accelerating the encouraging environments may be psychological climates and students’ interactions can create them. Interactions of students can make learning environment more effective and meaningful and ’much of learning takes place in a meaningful environment’. Learners may get immediate feedback and reinforcement through web-based learning.

The psychological fashion of such reinforcement and expectancy also influences the potential for any given behaviour and/or learning to occur. Desired learning always
requires access to qualitative and latest information resources and web confirms the increased access to such resources at students’ pace. Moreover, According to Aggarwal (2000, p.11) “there is no denying that web-based courses open new educational access to the non-traditional and geographically dispersed students. The on-line setting provides a level of flexibility and convenience not provided by traditional classroom courses”.

Information technologies affect the teaching learning process in different ways. These helps the teachers in preparing lecture notes for interesting presentation, on the one hand and facilitates the students on the other hand. Different technologies help the teachers and students according to their respective nature and capabilities of storage and presentation. For example computers are used in education for various purposes as they can store and retrieve a huge amount of information.

Information technologies provide the opportunities of global interactions. Students can learn from interactions with the information, interface, teachers and co-learners using global networks. They can interact at their own and get rid of their routine work. They may review and explore the qualitative as well as quantitative data trough computer networks. They can work on group projects participating in peer learning and knowledge building activities. Under the influence of information technologies, teaching and learning occurs in a changed situation. There seems a shift from teacher centered teaching to student centered learning. Menges (1994) stated that the eight “shifts” are reflect the effects of information technologies on teaching and learning process. These shifts put greater emphasis on the activity of the students than on that of the teacher’s.

**New Demands of Technology**

In the age of information technology, effective and efficient learning is potentially possible at all levels for all round the clock. Content-centered presentation by teachers to large groups of students cannot have any justification to be dominant method of instruction. In the era of information technology teachers will be spending more time in facilitating students rather delivering lectures in the classrooms. They would be working in groups; preparing and evaluating instructional materials and organizing data into meaningful information and accessible forms. They will be spending their time in coaching students; helping them to learn through reviewing the huge information. They will be offering group presentations. Presentations will not be used to provide new information instead, presentation will be carefully constructed to model and answer existing questions and solve current problems in certain disciplines. They will also be demonstrating the potential of skill development in students by using information in problematic situations. Menges (1994. pp 188-190) considers the changed role of teachers of great importance.

**Present Scenario of Information Technology**

The skills capabilities of using different information technologies are necessary for students as well as teachers. Therefore, gradual encounters with the technologies are necessary to prepare themselves for the age of information technology. They will anticipate in the age of information technology as:

- Requiring students to use electronic databases in their searches. Encouraging students to use electronic mail to ask questions, and for submitting assignments.
- Becoming familiar with the advantages and disadvantages of the technologies and exploring the capabilities of compact-disc read-only memory (CD-ROM), teleconferencing or videoconferencing etc.
- Surveying students about their familiarity with the information technologies and asking if they will share their knowledge and skills with the class.
- Using a word processor to develop class notes and editing a version to use as students’ handouts and a version for overhead transparencies.

**Conclusion**

Information technologies are the result of knowledge explosion. These include hardware & software technologies and facilitate teaching learning process. Using Information Technologies learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They may learn collaboratively, share information,
exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technologies facilitate teaching learning process in more productive fashion. Similarly, the role of teacher is also different in new settings than in the conventional system. Teacher facilitates and guides the learners in their study playing the role of a coach or mentor. Now teacher is not at the center of the instruction and sole source of information as in conventional classrooms. He/she decides contents/experiences and/or activities, locates the resources and guides learners how to have access and utilize the information for required outcomes. In nutshell, information technologies are restructuring teaching learning process to meet the International standards.

References


Teachers Education for the Teachers of Distance Education and Open Learning Systems

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Introduction
Open learning systems and distance learning modes are emerging as alternatives to the formal system of education. The need for their emergence and necessity and their good and bad points need not be discussed here as they have been accepted as an integral component of the educational system and the policy of the state. They have proved effective not only for spreading education, but also in dissemination of ideas, removing educational obsolescence’s, and inequality, upgradation of knowledge, professional and vocational skills and helping in the process of lifelong learning. Over main concern here is to develop a meaningful programme for teachers who are engaged in open learning system where the opportunities of face to face contact and personal interaction are far less than the formal system. The teachers in this system have to deal with students:

- Who are not present before them and if they are present their presence is not of a substantial duration.
- Whose psychological and sociological backgrounds are not fully known to the teachers.
- Whose out of school climate and educational factors and forces and the constraints of facilitations are not known to the teachers. Who should know that school is only one of the medium of education.

Inspite of these facts, in addition to imparting knowledge and skills, the teachers help in the development of character. They have to develop self learning and self evaluating material and promote the desire and capacity for independent learning self study and lifelong learning or what Delores Commission describes as ‘Learning to Learn’. Preparation of teachers for open learning system is a difficult and challenging task. In addition to many common objectives of the formal system, it has to develop many other competencies and performance skills among the teachers. In addition to the general objectives of teacher education it has to achieve the following specific objectives.

- To empower the teachers to develop self- learning materials for the students of distance education system without diluting the standards.
- To promote the capacity of independent learning, critical thinking reasoning, problems solving, self- evaluation, self- expression and communication skills.
- To enable the teachers organize short term contact programmes, plan their educational activities and make their proper use.
- To develop self respect and confidence among the students and take proper precaution against the development of inferiority complex.
- To transform the nature of evaluation and make it flexible and also to recue its importance.
- To promote among the students reading habits and expression of idea.
- To foster among the students love for Indian cultural heritage, and values.
- To develop ability to take quick decision and develop critical awareness about Indian social reality.
- To make the students capable of shouldering their own educational responsibility- progress and self-improvement.
- To develop among teachers the competencies required for the selection and use of appropriate educational and information and communication technology.
- To maintain the quality of education imparted through distance mode.
• To train them for preparing radio, TV computer assisted learning programmes and teleconferencing.
• To empower the teachers to establish healthy linkage and relationship with the formal system and exchanges of ideas between the teachers and students.
• To promote among them the desire to join the formal system.

Curriculum: Theoretical Component

The curriculum for the teachers in distance or open learning systems would not be substantially different from the curriculum of teacher education for the formal systems although it will be more rich, and would develop additional competencies for the realization of the objectives mentioned earlier. The philosophy, nature, purpose of open learning systems, its place in the educational system with special reference to India, distance education and lifelong learning (learning to learn and learning to do), and upgradation of knowledge and skills, preparation and evaluation of self-learning materials development of assignments and their evolution, guidance and counseling, preparation of radio and T.V. talks, teleconferencing, use of information and communication technology, emerging trends in international community, culture specific pedagogy, characteristics and needs of distance learners and their educational and personality development, planning and execution of contact programme etc will be the main component of theoretical aspects of distance education.

Practice of teaching during the contact programme preparation of self-learning materials, assignments and their evaluation, organization of contact programme, practical use of information and communication technology, preparation of self-evaluation sheet, maintenance of records of students, organization of games, sports and supplementary educational activities and community games and programmes would be the integral part of the practical activities.

Evaluation

Evaluation of the performance of teachers in this stream will not be substantially different. The common component of both the systems and the additional components shall be evaluated together on a seven-point scale. But additional emphasis will be laid on the practical like the preparation of self-learning materials, curriculum development, assignments and evaluation etc to ensure the quality of these materials.
Teaching Competency and Professional Attributes

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Introduction

Education is the ability to meet life’s situation, it is a character building process, enhancing one’s personality and making him/her rational, capable, responsive and intelligent. Twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain. Since, education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. In this context, the schools and the teachers have more responsibilities in moulding the character of the students. Thus, the role of the teacher in the society is vital for its improvement.

Teaching Competency

The term competency standard refers to “a combination of attributes underlying some aspect of successful professional performance” (Gonczi et al., 1990). Competency standards are concerned with application of professional knowledge and skills within the workplace and are underpinned by teachers’ professional values. Each competency standard is a statement of the level of competency a teacher exhibits for that dimension.

Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher’s professional competence and pupil performance. There are two distinct meanings of competence in education. From a theoretical point of view, competence is understood as a cognitive structure that facilitates specified behaviours. From an operational point of view, competence seems to cover a broad range of higher order skills and behaviours that represent the ability to deal with complex, unpredictable situations. This operational definition includes knowledge, skills, attitudes, meta cognition and strategic thinking, and presupposes conscious and intentional decision making. The general concept of operational competence, according to Westera (2001), can be explained as follows:

“An individual’s cognitive structures contain considerable theoretical and practical knowledge. This knowledge can be made available to the outside world by way of reproductive skills (i.e., speech, writing, pointing, etc.), or can become supportive to skills and the associated skilled behaviour”

Elements of Teaching Competency

Many factors contribute to the quality of teaching, such as the professional competence of the teacher, which includes subject matter knowledge, pedagogical content knowledge, knowledge of teaching and learning, curricular knowledge, teaching experience, and certification status.

Writing Instructional Objectives

Clarity, relevance to the content, adequacy with reference to the domains and levels of objectives, attainability in terms of pupils outcomes.

Organizing the Content

It deals with logical organization according to content and psychological organization as per needs of the pupils.

Creating set for Introducing the Lesson

It is highly connected with greeting, accepting greeting, securing attention and giving instructions, establishing rapport, ensuring facilities like chalk, duster, aids, apparatus etc.

Introducing the Lesson

It relates with linking with past experiences, link between introduction and main parts, use of appropriate devices / techniques like questioning, examples, exhibits etc.
Structuring Classroom Questions
Structuring questions at different levels which should be grammatically correct, precise and relevant to the content.

Questions Delivery and Distribution
The questions to be delivered should be with appropriate speed, with proper intonation and pitch, allowing pause for thinking and questions should be well-distributed covering even non-volunteers.

Students' Response management
Management of student’s responses using techniques like prompting, eliciting further information, refocusing and asking critical awareness questions accepting, reflecting and redirection.

Apart from all the elements other important elements of teaching competency are the Explaining, Illustrating with examples, Using teaching aids, Stimulus variation, Pacing of the lesson, Promoting pupil participation, Use of blackboard, Achieving closure of the lesson, Giving assignments, Evaluating the pupil's progress, Diagnosing pupil learning difficulties and taking remedial measures and the Management of class.

Professional Attributes
Professional attributes outline the characteristics that are readily identifiable as essential to effective teaching. These attributes ensure teachers are prepared for the challenges, demands and obligations of teaching. The Framework describes the way teachers work with students, parents/caregivers, colleagues and others. Professional attributes provide the underpinning values, beliefs and skills for the decisions and actions teachers make in their day-to-day work. They describe the attitudes and behaviours through which teachers demonstrate their ability to facilitate student learning. Effective teachers throughout their entire teaching career demonstrate the following professional attributes.

Collaborative
Teachers demonstrate good interpersonal skills by creating opportunities to communicate and share knowledge, ideas and experience with others. They seek assistance from colleagues and are keen to consider and act upon advice offered. Teachers acknowledge and encourage students, parents and caregivers as partners in learning.

Teachers Commitment
Teachers are dedicated to educating young people and act in the best interests of students. They enjoy meeting the challenges encountered in educating others and are inspired to make a difference. Teachers are devoted to the educational, personal, social, moral and cultural development of their students and aim to teach them how to be lifelong learners and active members of society.

Effective Communicator
Teachers have a presence that creates a positive influence on students’ behaviour. They can articulate their thoughts and ideas while modifying their language according to the context and audience. For good teachers are clear communicators and good communicators as effective teachers.

Ethics of the Teachers
Teachers respect the rights of others by acting with consistency and impartiality. They have an understanding of the principles of social justice and demonstrate this by making just and fair decisions.

Teacher with Innovative Ideas
Teachers are creative problem solvers who are willing to take risks in order to find new and enterprising solutions to educational issues and are inventive when developing educational programs. They provide learning experiences that engage student interest and enhance student learning.

Inclusiveness of the Teacher
Teachers treat students with care and sensitivity by identifying and addressing their educational, physical, emotional, social and cultural needs. They are astute in recognising and responding to barriers that inhibit student outcomes.
Positive aspects of Teacher

Teachers are supportive and constructive in their interaction with others. They show flexibility in an ever changing work environment and are willing to consider critically and implement change. Teachers are advocates of their profession.

Reflective Thinking of Teacher

Teachers are insightful in analyzing their professional practice and can demonstrate evidence-based decision making. Teachers draw upon their professional knowledge to plan a course of action and determine goals that improve their practice and student learning. They are informed professionals who avail themselves of professional learning opportunities in order to examine critically new and emerging educational trends.

Conclusion

Teachers who consider their job as a profession should not work with pecuniary motives, but with a sense of dedication for the cause of education. The development of the professional competency of a teacher is incomplete unless it follows certain professional ethics or code of conduct. Be an ideal teacher along with the above mentioned professional competencies, the teacher education should help the teacher to adopt the following professional ethics of teaching. It is highly related with students, parents, college, professional organization, union, own profession and responsibility of systems and management.

Teacher is a maker of man. He is the builder of a nation. He is foundation of all education. He is the light kindling other light. Hence it is the primary task of any nation that it should give highest importance and highest effort in producing a good teacher mass. In order to do so, it should provide ample opportunities to the teachers and teacher educators to be well equipped with the professional competences and adopting the professional ethics. Again in addition to these two aspects, they should be motivated to attain study group, study of professional, writings and conference for their professional development.

References


Emotional Intelligence among B.Ed Student Teachers in relation to Gender and Locality

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Abstract  
A better understanding of emotional intelligence can begin to address the gaps currently existing in the literature today and provide a more informed link between theory and practice. This consideration can also better inform the practitioners. This study finds out the difference in the emotional intelligence of male and female B.Ed student teachers and finds out the difference in the emotional intelligence of rural and urban B.Ed student teachers. As a result of findings that the B.Ed student teachers differ significantly in their emotional intelligence. The same trend is observed when the sample is classified with respect to sex and locality.

Key Words: Emotional Intelligence, Male, Female, Rural and Urban.

Introduction

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman’s 1995 Book called ‘Emotional Intelligence’. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John ‘Jack’ Mayer (New Hampshire). Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

Emotional Intelligence links strongly with concepts of love and spirituality: bringing compassion and humanity to work, and also to ‘Multiple Intelligence’ theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value. The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We've all met people who are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

Significance of the study

There are very practical reasons to promote social and emotional learning in schools, from kindergarten through college. According to Goleman, bullying, disciplinary problems, violence and drug abuse are reduced in schools with a high EQ. With a solid basis in emotional intelligence, academic performance as well as behavior improves. There is an obvious connection to Goleman’s third, motivational component: learning stimulates curiosity and promotes feelings of satisfaction, even joy, when students immerse themselves in the process of assimilating new information.

The EQ of children starts developing long before they ever enter a classroom. But EQ levels will vary widely, depending on each child’s home environment. Thus teachers must be able to recognize those children whose emotional literacy needs a boost. Teachers should be ready to talk about feelings in the classroom. The message is that no emotion is “wrong,” but certain ways of expressing those emotions or acting on them are indeed inappropriate. In 2002, UNESCO launched an international campaign to promote emotional learning in the classroom. The U.N. body sent a statement of 10 basic EQ principles to education ministries throughout the world. Those principles drew heavily from Goleman’s exposition of emotional intelligence. Education for promoting emotions
need to be recognized as an element of the education process in the classroom and therefore, developing emotional intelligence becomes a prime concern of challenges of education and curriculum of B.Ed course.

**Purpose of the study**

The purpose of this study is to specify the Emotional Intelligence among the B.Ed student teachers in Puducherry.

**Objectives of the study**

1) Find out the difference in the emotional intelligence of male and female B.Ed student teachers.
2) Find out the difference in the emotional intelligence of rural and urban B.Ed student teachers.

**Hypothesis of the study**

1) There is no significant difference between emotional intelligence of male and female B.Ed student teachers.
2) There is no significant difference between emotional intelligence and academic achievement of B.Ed student teachers.

**Methodology**

In the present study Descriptive Survey method was adopted.

**Sample & Sampling Procedure**

The sample consists of B.Ed student teachers studying in various B.Ed colleges in Puducherry region. These B.Ed colleges were selected by simple random sampling method.

**Tools**

To assess the Emotional Intelligence, scale of Emotional Intelligence developed and standardized by S.Balasubramaniyam (2003) has been used.

**Statistical techniques adopted in the present study**

The test of significance of difference between means was used for analysis and interpretation of the data.

**Analysis and Interpretation**

**Hypothesis 1**

There is no significant difference between emotional intelligence of male and female Primary school teachers.

**Table – 1 :** Means and Standard Deviations of the Emotional Intelligence scores of male and female student teachers and results of ‘t’ test.

<table>
<thead>
<tr>
<th>Group compared</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>124</td>
<td>61.15</td>
<td>2.83</td>
<td>7.34**</td>
</tr>
<tr>
<td>Female</td>
<td>76</td>
<td>67.34</td>
<td>2.58</td>
<td>3.01**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**

The calculated ‘t’ value(7.34) was found to be significant at or above 0.01 level of significance. Hence the hypothesis ‘there would be no significant difference between male and female student teachers’ towards emotional intelligence stands rejected. It means that there exists significant difference in the emotional intelligence of male and female student teachers. Again the mean scores of female student teachers(67.34) is greater than the male student teachers (61.15). So it can be interpreted that the female student teachers have more ‘emotional intelligence as compared to the male student teachers. It might be due to the reason that female teachers are more aware about the Emotional intelligence rather than their male counterparts.

**Hypothesis 2**

There is no significant difference between emotional intelligence of rural and urban Student teachers.

**Table – 2 :** Means and Standard Deviations of the Emotional Intelligence scores of rural and urban Student teachers and results of ‘t’ test.

<table>
<thead>
<tr>
<th>Group compared</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>137</td>
<td>64.11</td>
<td>2.59</td>
<td>3.01**</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td>66.68</td>
<td>2.84</td>
<td>**Significant at 0.01 level</td>
</tr>
</tbody>
</table>

The calculated ‘t’ value(3.01) was found to be significant at or above 0.01 level of significance. Hence the hypothesis ‘there would be no significant difference between rural and urban student teachers’ towards emotional intelligence stands rejected. It means that there exists significant difference in the emotional intelligence of rural and urban student teachers. Again the mean scores of urban student teachers(66.68) is greater than the rural student teachers (64.11). So it can be interpreted that the urban student teachers have more ‘emotional intelligence as compared to the rural student teachers. It might be due to the reason that urban teachers are more aware about the Emotional intelligence rather than their rural counterparts.
The table - 2 shows that calculated ‘t’ value(3.01) which is greater than the table value at 0.01 level of significance. Hence the hypothesis ‘there would be no significant difference between rural and urban student teachers’ towards emotional intelligence stands rejected. It means that there exists significant difference in the emotional intelligence of male and female student teachers. Again the mean scores of urban area student teachers (66.68) is greater than the rural student teachers emotional intelligence (64.11). So it can be interpreted that the urban student teachers have more ‘emotional intelligence as compared to the rural student teachers. It might be due to the reason that urban teachers are more aware about the Emotional intelligence rather than the rural student teachers.

**Conclusion**

It is concluded from the findings that the B.Ed student teachers differ significantly in their emotional intelligence. The same trend is observed when the sample is classified with respect to sex and locality. The present study reveals that the necessity to develop the emotional competencies of the student teachers of B.Ed., which in turn helps to develop the same among their students to face challenges of life.

**References**


Co-operative Learning: Its Pedagogical Rationale

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Abstract
This Article tries to examine the rationale or justification for the use of Cooperative Learning as a pedagogical practice which promotes socialization and help students to scaffold each other's learning in the classroom. In recent years, learning in groups has emerged as the leading approach to classroom instruction comparing to individualized learning. One important reason for its advocacy is that, pupils completing group tasks tend to have higher academic test scores, greater number of positive social skills and greater comprehension of content and skills they are studying. Furthermore, the perspective of pupils working as “academic loners” in classrooms is different from that of pupils working cooperatively and as “cooperative learning academic teams”. Under this approach a group of students, with responsibilities well defined, working systematically for a common goal creates an atmosphere conducive for everyone to involve in the classroom learning process. When students work cooperatively they develop social skills that promote group members’ success by helping, assisting, supporting, and praising each other’s efforts to achieve a common goal (Johnson & Johnson, 1998). Students aid each other in the process of learning thus assuring all members reach the desired outcome, maximize cooperation and minimizing competition among students. In addition, classes today have a wide range of students who needs special attention. Each of these students has unique attributes and can contribute to a cooperative learning classroom environment. Cooperative Learning shifts the focus in teaching from lecturing to interaction. The teacher serves as a facilitator and observer during all cooperative learning activities. Although the role of teacher is not so dominant, he/ she remains actively involved.

Key Words
Co-operative Learning, Pedagogical Rationale, Essential components of Cooperative Learning.

Introduction
Cooperative learning has been a popular topic in educational circles for more than a decade. Researchers and practitioners have found that students working in small cooperative groups can develop the type of intellectual exchange that fosters creative thinking and productive problem solving. Cooperative learning models are based on the premise that learning is best achieved interactively rather than through a one-way transmission process. To provide enhanced opportunity for interactive learning, students are generally encouraged to work in groups both in and out of class. Value is placed on cooperation among students rather than on competitiveness and an individual’s learning success or failure is linked with the learning success or failure of other group members.

Definitions of Cooperative Learning
Examining dictionary, we find that to cooperate means to work or act together for a common purpose. The educational meaning of cooperation is an approach to teaching and learning in which classrooms are organized so that students work together in small groups to achieve a common goal. According to Johnson et al, the CL is a structured form of small group work based on interdependence, accountability, social skills, and group processing where students work together to achieve a common goal: mastery of a concept, solution of a problem, or accomplishment of an academic task, and in doing so, they will “maximize their own and each other’s learning” (Johnson, Johnson & Smith, 1991). The CL requires cooperative interaction and negotiation of meaning among
heterogeneous members engaged in tasks in which each group member has both something to contribute to and learn from other members.

**Development of Cooperative Learning**

The origin of the Cooperative Learning dated back at least 100 years, but little research was done until the 1960s. Since then, it has aroused much attention and has constantly been a hot topic in education. In the mid 1960s Johnson & Johnson began training teachers to use the CL at the University of Minnesota. In the early 1970s David De Vries and Keith Edwards at Johns Hopkins University developed Teams-Games-Tournaments (TGT), and Sholmo and Yael Sharan in Israel developed the group investigation procedure for the CL groups. In the late 1970s Robert Slavin extended DeVries and Edwards’ work at Johns Hopkins University by modifying TGT into Student Teams-Achievement Divisions (STAD) and modifying computer-assisted instruction into Team-assisted Instruction (TAI). Some of the techniques used in cooperative learning include: Jigsaw, Student teams achievement divisions, Think-pair-share, Numbered heads together, Three-step interview, Round robin, Inside-outside circle, and Round table.

**Essential Components of Co-operative Learning**

The Cooperative Learning is more than just small group activities. It must be well structured. According to Johnson and Johnson, simply placing students in groups and telling them to work together does not produce a cooperative effect by itself (Johnson, Johnson & Smith 1991). Teachers must understand the nature of the CL and the essential components of a well-structured cooperative lesson in order to effectively use the CL, which contains five essential components in instructional activities: 1. Positive interdependence, 2. Face-to-face interaction 3. Individual accountability, 4. Social skills, and 5. Group processing (Johnson, Johnson, & Holubec, 1984/1993).

**Positive interdependence**

Students must believe that they are linked with others in a way that one cannot succeed unless the other members of the group succeed and vice versa. Students are working together to get the job done. In other words, students must perceive that they “sink or swim together” (Johnson & Johnson, 1987).

**Face-to-face interaction**

Once a teacher establishes positive interdependence, she must ensure that students interact to help each other accomplish the task and promote each other’s success (Johnson & Johnson, 1987)). Students are expected to explain orally to each other how to solve problems, discuss with each other the nature of the concepts and strategies being learned, teach their knowledge to classmates, explain to each other the connections between present and past learning, and help, encourage, and support each other’s efforts to learn.

**Individual accountability (Personal responsibility)**

The purpose of the CL groups is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform better as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. The performance of each individual student is assessed and the results given back to the individual and perhaps to the group (Johnson & Johnson, 1998).

**Interpersonal and small-group skills (Teamwork skills)**

Contributing to the success of a cooperative effort requires teamwork skills. Students must have and use the needed leadership, decision-making, trust-building, communication, and conflict-management skills. These skills have to be taught just as purposefully and precisely as academic skills. Many students have never worked cooperatively in learning situations and, therefore, lack the needed skills for doing teamwork effectively. So teachers must often introduce and emphasize teamwork skills through assigning differentiated roles to each group member.

**Group processing**

Teachers are to ensure that members of the each CL group discuss how well they are achieving their goals and maintaining effective working relationships (Johnson &
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Johnson). Groups need to describe what member actions are helpful and unhelpful and make decisions about what to continue or change. Such processing enables learning groups to focus on group maintenance, to facilitate the learning of cooperative skills, to ensure that members receive feedback on their participation, and to remind students to practice cooperative skills consistently.

**Pedagogical Rationale of Cooperative Learning**

“Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible. It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group”. (Ashley Montagu, 1965).

Pedagogical rationale is the articulation of the reasons or justifications for using a particular teaching method. Cooperative Learning is a pedagogical practice that promotes socialization and learning across different curriculum areas and classroom settings. Neurologists and Cognitive scientists agree that people quite literally “build” their own minds throughout life by actively constructing the mental structures that connect and organize isolated bits of information. It is clear that a teacher cannot “transfer” his knowledge ready-made into student minds. Instead, students must do the work of learning by actively making connections and organizing learning into meaningful concepts.(Cross, 1999).

The constructivist approach to learning sees the individual and the interactions he constructs with others as a crucial factor for learning. Constructivist learning would occur only when the learners are fully engaged in what they are doing. Such engagement reaches its peak when learners are given the opportunity to discuss topics together. Vygotsky used the term “Zone of Proximal Development” to indicate “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under collaboration with more capable peers” (Vygotsky, 1987). Cooperative learning has proved to boost academic achievement, improve behavior and attendance, and increase self-esteem and motivation. The method promotes the use of critical thinking skills and peer coaching.

**Merits of Cooperative Learning**

Having a very powerful and strategic underlying theory, cooperative learning has been the subject of hundreds of research studies. In cooperative Learning, students can engage in discussions in which they construct and extend conceptual understanding of what is being learned and develop shared mental models. Cooperative learning promotes creative thinking by increasing the number of ideas, quality of ideas, feelings of stimulation and enjoyment, and originality of expression in creative problem solving. Cooperation Learning produce higher levels of self-esteem than did competitive and individualistic efforts,(Johnson & R. Johnson, 1989). Positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds. This method of learning promotes team-work. Students recognize that all group members share a common fate. While independence and accountability are considered to be the major assets offered by this learning method, they are coupled with positive interdependence and cooperation. Cooperative learning is effective at achieving a wide range of positive outcomes related to quality of learning and skill development, attitudes toward the educational experience, and self-confidence,(Johnson, Johnson & Smith, 1991).

**Limitations of Cooperative Learning.**

Cooperative Learning is also not free from drawbacks. Teachers are sometimes reluctant to use cooperative learning as they have to give up part of their control. It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else. While the method is believed to be beneficial for gifted students, slow learners may feel intimidated. Quiet students may also feel uncomfortable in such a situation. It is an individual's motivation and interest on a particular subject that will determine how well they would learn. The teacher has to ensure balance of
power and prevent more dominant students from taking over the team. Psychologists also argue that this method can place greater burden on children by making them responsible for each other’s learning.

Conclusion

Co-operative Learning continues to attract interest because it addresses several major concerns related to improving student learning. The predominant conclusion from the research is that teachers cannot simply transfer knowledge to the students. Students must build their own understanding. The advantage of actively engaging students are clear when compared with more traditional methods in which a few students typically can, or do, participate. (Elizabeth. F. Barkley, 2005). More over our increasingly diverse society requires engaged citizens who can appreciate and benefit from different perspectives. Also institutions want to provide opportunities for a wider variety of students to develop lifelong learning.

References


Influence of Competencies and Professional Skills in Teaching

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Abstract

Today teaching is a very demanding and challenging one. Unlike in the past, teachers are expected to be all-rounder’s and technologically sound. Teaching profession has become more unique rather than just being a subject expert delivering lectures. Teachers are facing many challenges in their teaching. Many of the researches say that teachers are facing various problems in their teaching profession. For example, in many secondary schools and colleges, the majority of instruction is lecture-based (Sezer, 2010). Students can’t understand the concepts if teachers follow only one method of teaching for all lessons. Likewise we can list out the challenges exist at present in teaching. Teachers are pulled to manage these challenges for successful teaching carrier. For that purpose the teacher must possess the required competencies and professional skills. It leads teacher to think innovative ideas over teaching and also it will be helpful to mould and guide the students for proper development of their innate talents. In this context this paper attempts to discuss about the challenges in teaching, need for competencies and professional skills and gives suggestions to overcome the challenges through innovation in teaching.

Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. This is achieved by effective teaching. Every student is unique having their own background, needs, and learning styles. Therefore teachers have to adapt their instruction according to each individual student’s strength and weakness. Being adept at making these changes and adjustments is challenging to every teacher.

Emerging Challenges in Teaching

Teaching is a noble profession whereas there are many problems for teachers that make the profession more complicated than it has to be. This doesn’t mean that everyone should avoid becoming as a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. The teaching profession has its own shortcomings and setbacks in the society today. The following are some of the challenges that are to be resolved.

- Struggling With Classroom Management
- Change in Technology
- Cyber Bullying
- Communication with Parent
- Teaching Methods
- Improper Student Assessment

These challenges arise because of unresponsive students, increase in class sizes, lack of parent support and shortage of funds from the Government. The above said challenges being faced by the teachers in their teaching profession which require innovative solutions.

Need for Competencies

Competencies are nothing but the right way of conveying units of knowledge, application and skills to the students. The right way includes knowledge of contents as well as the processes, methods and means of conveying them in an interesting way, involving the activities of students. A competent teacher makes the teaching-learning process a joyous experience for students and also herself.
Subject Matter Knowledge, Communication Skills, Material development, Evaluation, Equity and Guidance are some of the teaching competencies that are required to overcome the challenges in teaching. The following are ten inter related competencies recognized by NCTE (1998): Contextual competencies, Conceptual competencies, Content competencies, Transactional competencies, Management competencies, Evaluation competencies, Competencies related to working with Parents and Community, Competencies related to other educational activities and Competencies to develop teaching learning materials. By using these competencies teachers can create various teaching strategies, efficiently handle new educational technology related instruments and make different evaluation methods for the students.

Need for Professional Skills

Each and every profession has its own professional skills. Professional skills are the skills which encompass the processes that teachers engage in to initially prepare and continuously update themselves and review and reflect on their own performance. The following are the professional skills expected from a good teacher,

- Establishing a productive classroom atmosphere.
  Creating specific kind of climate settings for different lessons.
  Creating excellent teacher - student relations.
- Using students’ ideas as much as possible.
  Praising students generously.
  Teaching in a relaxed manner without any stress.
  Exercising good class control and discipline.
  Including variety of student's activities in his lessons.
  Explaining concepts to students very clearly.
- Dealing with problems promptly.
  Using efficient system for dealing with routine administrative matters.
  Avoiding over-react to student’s misbehavior but using appropriate punishment.

These professional skills are base for the Professional development. It is a continuous improvement process lasting from the time an individual decides to enter education until retirement. From these professional skills the teachers may manage the challenges in teaching.

Overcome The Challenges Through Innovations

The world is changing, the students have different needs and expectations. As teachers of professional learning, we have a responsibility to guide students successfully through the transformation that innovation will support. Innovation is defined as “the process of making changes to something established by introducing something new”. Over the years there have been many changes in the way, education is designed and delivered in parts of the world. Today, technology is a significant driver behind change and sometimes plays an important role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for billions of people who remain under-served in a rapidly developing world.

Subject Matter Depth:

In Teaching profession only teachers are the life-long learners. Because updating their knowledge is very essential for learning of the students. In the modern world we can get the information about anything within a second by using the internet and e-learning sources. By these sources teachers can easily know beyond their subject and they can tell how the same can be utilized in our life.

Teaching Methodology:

The learning attitude of the students is changing day by day. They expect different teaching methods from the teachers. Teachers may use Voice Thread to Build Student Engagement, Wikipedia in the Classroom, Blogging to Improve Student Learning, Prezi: A Better Way of Doing Presentations, Using Polling and Smartphones to Keep Students Engaged.
Classroom Management:
Classroom management is a challenge which is being faced by teachers now-a-days. Implementing effective strategies such as building cordial relationship with students, to make teaching more student-based and maintaining consistent classroom expectations helps one to overcome this challenge.

Assessment:
The primary purpose of assessment is to improve students’ learning. The achievement of the students is not only assessed by the written exams, on the other hand teachers may assess them by group activities, project work, one-minute paper, muddiest point, role play and article writing etc.

Communication
Today most of the parents of the students are employed. They don't have time to meet the teachers in the school and get feedback about the performance of the students. In students learning, parent’s part is also very important. Therefore teachers can inform their students’ activities to their parents through e-mail. Parents may also be able to share their ideas with the teachers to improve their wards’ learning through skype, iChat etc.

Conclusion
Leading a successful teaching profession requires a high sense of adaptability, since a successful teacher in the 20th century is now an outdated teacher in the 21st century. Arise of challenges is nature but how we tackle them is a major concern. Today’s classroom requires that teachers have to possess competencies and professional skills for teaching the students. Recognizing the need to realize their competencies and teach the concepts with innovative ideas. This will lead teachers to easily overcome the challenges through innovations.

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Learning Traditions and Teachers Role
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Abstract
Mahatma Gandhi opined that “Illiteracy is a curse in our country”. Education has an accelerating role and refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of socialism, secularism and democracy enshrined in our constitution. In this paper, the author discusses about the different learning methods and trends and the role played by teachers in imparting education. In addition, there is urgent need to develop and enhance professional education in government institutions and universities in partnership with private sector to alleviate the unemployment problem among the restless Indian youth. This may be achieved by initiating and developing tailor made courses in interdisciplinary, interdisciplin ary, multidisciplinary and hybrid subject fields.

Introduction
Swami Vivekananda voiced “Education is the process of bringing out the potential that is latent in every human being.” He enlightened that the very essence of education is concentration of mind, not the collection of facts. Also, unless curiosity is recognized and given its due place, creativity will find a back seat in the educational process. Thus the ultimate aim of any teaching method should be to develop concentration of mind and awaken curiosity for independent and logical thinking which ultimately will reach the higher level of research which is also a part of education. Education is one of the important instruments for improving the quality of people, society and nation and it also helps in meeting the challenges of fast developments in the world. So, the responsibility comes on the shoulders of teachers, who are called the ‘Builders of the Nation’ to make the society capable of accommodating itself with the coming dangers and becoming strong enough to resist the unwelcome or undesired trends.

Learning Trends in Ancient India
In ancient India, the system of education was in the form of ‘Gurukula’ (the home of the teacher) in which students had to stay with the teacher under the same roof for the entire period of their secondary school life. This tradition was named as ‘Gurukulavasa’ (staying and learning at the abode of the master). In Gurukula, the teacher not only taught his pupil mandatory subjects but shaped his character and personality by instilling in him an awareness of the world around him, to lead a life useful to the society and face various challenges which comes across in life and turn these into opportunities. Further, the student was also introduced to different subjects of study connected with the four principal divisions of knowledge namely: (I) Angikshaki (i.e. sciences derived from subjective or metaphysical speculation involving keen introspection) (2) Trayi (the three vedas) (3) Varta (subjects relating to agriculture cattle rearing and trade) and (4) Dandaniti (science and art of government) under a competent teacher. During ancient times, education was totally free where besides imparting education, the teachers used to give food and clothes to their students unlike the modern system. After completing the course in ‘Gurukulas’, students used to go to some institutions in search of higher studies. There are various schools of thought of Indian education system like ‘Kautilya’ who has given statistics and records about all agricultural and other properties in the village. The essential features of this system were moral education and character building in addition to intellectual learning.

Another system was of Buddhists who had their own educational system and was entirely based on different principles. They never believed in caste distinctions, but in equality of all men and in equal status to women Higher education has also grown significantly during ancient times. In the 6th century BC, the first university came to be set up at Takshila followed by the establishment of two more universities namely Nalanda and Vikramshila in the 4th and 5th centuries AD. The modern higher education system was only 140 years old when the first three universities were set up in 1857.
under the British rule at Delhi, Calcutta and Bombay. The period 1857-1947 was the period of slow development of institutions of higher education in India.

**Recent Learning Trends in India**

Learning has shifted from monologue to dialogue i.e. participative learning took a lead and education is seen as a right and as a mechanism for self actualization. The goals of learning have transformed from acquisition of facts and information to higher levels of cognition, acquisition of the psychomotor skills and effective qualities of values, attitudes, emotions, etc.

**Impact of Educational Technology**

Educational technology prescribes a multichannel learning to suit learning needs of different people at different times to optimize human learning. It includes technologies like TV, radio, film projector, pictures and tables, internet, etc. There are various schools which are using educational technology like Delhi Public School (DPS) which has started NT LAN Lab (Local Area Network Lab) with the latest computing projection and audio visual support. Its activities at the Robotics Centre include building and programming individual robots to inculcate awareness in the field of automation. It has also introduced computer-aided learning and teaching at the primary school level. The tiny-tots are exposed to computers at a very early age.

Apart from software, CDs containing multimedia presentations like films on animal life, national heroes, mythology, scientific discoveries etc on the academic curriculum are used to make the learning process more effective. Parent-Teacher interaction has been enhanced through e-mails and online admissions and counselling have also been introduced. The Audio Visual education has been made an integral part of education to make Learning and fun go hand in hand. This marvellous experiment at this school has truly actualized the adage given by Rabindranath Tagore “Every child comes with the message that God is not yet discouraged of man” As time progressed, quite a few educational networks/Software/satellites have emerged.

**Edunet**

Edunet or Education network enables a teacher to interact with one and all of his students through network and allows the transmission of his screen to each and every student’s machine connected in the network. The teacher can also take control of the keyboard and mouse of student’s computer while demonstrating the science practical. Edunet is installed in schools of - Convent of Jesus and Mary, (Delhi), Doon School (Dehradun), Laxmipat Singhania Academy (Kolkata) and Presidency School (Bangalore).

**E-Campus**

E-Campus is complete campus management software for educational institutes. It helps the staff to handle students in better way and further the child’s profile and performance in the exams, etc. can be recalled at an instance. It is also used for online attendance, campus Dogra and Gulati 167 security, access control etc. Besides this, it also supports absenteeism notification, fee payment reminder, book return request, voice mail, School schedules and other routine chores. It is running in St Frances De Sales, Salwan Public School, Silverline School and GD Goenka in Delhi, Delhi Public School, Patna and Naval Public schools all over India.

**Edusat**

Edusat or Education Satellite was launched by Indian Space Research Organization (ISRO) on 20th Sept.2005 to provide education to all primarily children from remote areas of the country that cannot go to schools or colleges. The classes are beamed to predestined areas on TV and students ask questions to the teachers who conduct classes through SMS, email or other modes of communication. In addition, these classes are also recorded on a CD and converted into a computer file and made available on the net, later, they are available from the archives at any date in the future.

**Role of A Teacher**

In Indian tradition, the teacher is put on the highest pedestal along with one’s parents and even higher than the God one worships. The ancient saints sang “Guru Brahma Guru Vishnu Guru Devo Maheshwar” (teacher is Lord Brahma, lord Vishnu and lord Shiva). Kabir enunciated “Guru Govind Dou Khare Kake Laagu Paun, Balihari Guru
Aapne jin Govind Dio Milay” (If teacher and God both stands together then student should bow to teacher because it is the teacher who leads the student to meet the ultimate power i.e. God) and the noted scientist C.V. Raman said “Principal function of a teacher is to discover talent and genius in the younger generation and to provide ample opportunity for its free expansion and expression,” Rai (1999). Dronacharya was the teacher of Eklavya, he worshipped an idol of his teacher, learnt his lessons in archery in the teacher’s absence and mastered the art. He smilingly sacrificed the thumb of his right hand (thumb is the core part to be used for the art of archery) on teacher’s instruction. Due to long and continuous domination of religious and spiritual features of Indian life, the teacher has been playing the key role in Indian education, and even in the modern educational system, the teacher is considered as the most important component of the education system. ‘Guru’ (teacher) was revered as a guide and an imparter of knowledge. In the present context also, his role remains as critical as ever and plays a major role in implementing the policies and schemes formulated to achieve a breakthrough in the quantitative expansion and qualitative improvement of education.

In modern higher education trends, the teachers are using state-of-the-art methods to impart education. For example, in Guru Gobind Singh Indraprastha University; teachers impart information to students through classroom teaching, field visits as well as through guest lectures. To stimulate logical, coherent and systematic thinking, students are encouraged to make interaction with the teachers. Further, seminars and discussions are organized to build up self confidence among students and also to encourage them to analyze the concepts and issues in a much broader perspective. Further students are also encouraged to solve critical and new problems and carry out a project in the fields of their interest. Assignments, quizzes and seminars are organized to provide a first hand and latest information to the students related to their courses. Another example where teachers are proactively using technology is Indian Institute of Technology Kharagpur. This institute alone has produced more than 60 full semesters UG / PG courses which are recorded live in a specially equipped studiocum-classroom through on-line editing. The teacher during the lecture is required to sit at a table and do his “board work” on a blue-tinted paper with thick colour pens. The camera is positioned right above the paper to pick up the teacher’s “board work” and another camera is placed in front of the teacher to record the teacher’s face when he is speaking/explaining.

A third source of input is the PC, which the teacher may use to demonstrate slides/programmes, etc. On-line editing takes place through a switcher which is used to record the relevant camera/PC source at the proper time. Since lectures are recorded in the on-line editing mode, each lecture is ready for copying and dissemination, as soon as the class is over. The courses are converted to CDs and sold at a nominal (non-profit) price to other institutions. In institutions that have a LAN framework, these courses are often loaded onto an internal server and used in the “video-on-demand (VOD) mode”. In both, the use of CDs as well as in the VOD mode, control of learning pace remains with the learner, (i.e., the learner is able to “stop / start / pause / rewind” any portion of the course). The uses of these course materials in CDs or VOD mode have also been beneficial to students having a “language” problem or other learning disadvantages. Apart from educational institutions, the courses are also procured by R & D organizations and industry as training material for their staff.

**Conclusion**

No sustainability of existing technological infrastructure in educational institutions according to current demands, lack of political will and bureaucratic setup. Thus, we feel that there is urgent need to reframe educational policy and the committee for forming the policy should not only have the higher officials, Ministers or bureaucrats but also should comprise of primary school teachers, secondary school teachers, the teachers of higher education, youth/student representatives and also the leaders from local community. The outcome of this kind of arrangement would surely bring out a foolproof education system which will give equal rights to each and every one in a real sense.
Teaching Techniques In The Classroom

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Abstract

This Article tries to imply the six Teaching techniques in the classroom. Schools need to do more than just select students according to their cognitive abilities. They need to become places where diverse talents are recognized and nurtured, where every student is made to feel special, has an opportunity to realize his or her full potential and succeed on his or her own terms - in other words, they need to become "New Paradigm" schools.

Key words: Teaching, Techniques, Classroom

Introduction

Education, like almost every other area of our society, has evolved in leaps and bounds in recent years. Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education. Many of these teaching techniques are not actually new however! The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways. Outlined below are some popular teaching techniques that have arisen from the integration of technology in education.

1. Flipped Classroom (Inverting your class):

   The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity. Exam Time's free online learning tools can be integrated into the Flipped Classroom teaching model. Using Exam Time, you can easily share resources with a group, in this case a class, allowing students to study these resources from home and prepare for the next class.

2. Design Thinking (Case Method):

   This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters classes to analyze real cases experienced by companies in the past.

3. Self-learning:

   Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. The key is to let students focus on exploring an area which interests them and learn about it for themselves. A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other's Mind Maps and come to a more comprehensive understanding of the Human Body.

4. Gamification:

   Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games,
students learn without even realizing. Therefore, **learning through play** or ‘Gamification’ is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated. The teacher should design projects that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets a higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

5. Social Media:

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need **little motivation** to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities.

6. Free Online Learning Tools:

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student’s knowledge. If you haven’t used **Exam Time’s free online learning tools** yet, sign up now to create Mind Maps, Flashcards, Quizzes & Notes. Encourage your students to sign up to Exam Time too so you can create a Group and invite each of your students to become a member. This means you can share study resources directly with each student online and even apply the Flipped Classroom Model to your method of teaching.

**Conclusion**

These teaching techniques have very much useful to the students in classroom. This paper is most useful to the teachers in technology classroom for effective teaching. It is also a very useful to keep students motivated.

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Humanistic Approaches of Teaching and Learning

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Introduction

A good and comprehensive education system is expected to create the necessary human capital and knowledge workers. Who will bring the country to greater heights? Value education should help to eliminate obscurantism, religious fanatics, violence, superstition and fatalism. Education which inculcates universal and eternal values like compassion, courage, honesty, tolerance and truthfulness etc., will help in developing balanced individuals and in creating humane society.

Meaning of the term Values

A value stands for ideals men live for. Values are part and parcel of the philosophy of a nation and that of its educational system. They are the guiding principles of life which are conducive to all round development. In the words of John Dewey: “The value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it and also the act of passing judgments upon the nature and amounts of values as compared with something else.”

Classification of values

Values are of various kinds and named according to their specifications:
- Aesthetic values in accordance with arts, dancing, painting, dramatization, music etc.
- Spiritual values concerning spirit as opposed to matter.
- Moral values relating to ethics.
- Social values concerning society.

Education and Need for Inculcation of Values

“The expanding knowledge and the growing (science) it places power which it places at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values.” Inculcation of desirable values in the pupil is felt essential for meeting out the crisis of character. In the situation that is rapidly developing, it is equally important for us to give a proper value orientation to our educational systems.

Four most important Human Values to be developed in students
- Determination
- Devotion
- Discrimination
- Discipline

Content and Methods of Imparting Value Education

Some of the important ways of imparting value education are
- Examples should be taken from day-to-day life situations.
- Extracts from sayings of great men should be explained.
- Incidents and problems which develop value judgement should be taken up.
- Inspirational dialogues, dramas, poems and material from religious scriptures could form the major part of the content of value education.
- Biographies of great personalities should form an important source of value education.
- Personal, neighbourly and community values should be taught in the classroom and thoroughly discussed with the students.
- Yoga and other activities that develop self-discipline among students should be included.
Group activities like cleaning the school camps, visiting slums, visits to hospitals, visits to place of workshop of different faiths should form part of content in value education.

Discourses on the lives of national and spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.

Prayer, meditation and ‘shramadan’ should form an integral part of the content of value education. They can help the students cultivate inner poise and an attitudinal and develop the quality of ‘dignity of labour.’

Observing birthdays of great national and spiritual leaders can go a long in the inculcation of values in students.

A variety of learning resources can be used for value education. These may range from biographies, scriptures, proverbs, hymns and saying of great persons.

A spirit of cooperative work and mutual help should prevail in the entire functioning of the schools. In this regard, a major responsibility lies on the head of the school.

**Importance of being a Teacher**

The teacher has a vital role of play in our effort to relate education to national development and social changes. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline and to inculcate value, which are in consonance with our cultural heritage and social objectives. Of all the different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. The most important factor in education reconstruction is the teacher, his personal qualities, and his educational qualification. His personal training and the place that he occupies in the school or college as well as in the community is upheld. The reputation of a school or a college and its influence on the life of the community invariably depends on the kind of teachers working in it.

**Conclusion**

The values clearly play a central role in defining an active citizen. They provide a disposition upon which the individual is encouraged to act in accordance with his/her own individual conscience for the betterment of society at large. These aspirations are directly related to the outcomes of citizenship.

**Reference**


Abstract

The world changes day by day by due to the scientific development. The role of a teacher in society is both significant and valuable. Individual is molded by the society and there is survival of the fittest. If the role of a teacher is to teach to students and they involve in achieve learning. However, it has been agreed that learning is not only and builds up better human beings, but also helps to get better jobs. Now the students’ minds are only thinking about getting better jobs and dreams for higher social status. Automatically the students tend to consider their teacher as their servant, rather than their mentor or reformer. So there was a need for the teachers to inculcate morality and honesty among the students apart from teaching subjects to them. A teacher shapes future generations depending what they teach their students with moral values. In this paper, the teachers’ role in the school as well as the responsibility of teachers in the society is insisted.

Introduction

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society, and no other personality can have an influence more profound than that of a teacher. There are sectors within the society where the services of the teachers are needed. Teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and apart from parents, they are the main source of knowledge and values for children. It is rightly said that a teacher plays a key role in shaping the students’ future. Nowadays, being an engineer or a doctor is considered good, but they would not have been able to get where they are without teachers. Teachers share the information they have. On the contrary, doctors and engineers do not necessarily share theirs. Right from the age of four, a child finds himself in the hands of a teacher. Throughout students’ lives, the teachers inspire students and teach them about values. Teachers treat students like their own children and make students to learn from their experiences. They make their wards strong enough to stand on their own feet and face any challenge. No engineer or doctor can ever replace a teacher’s contribution in our lives.

Role of Teachers In The Society

Creating good citizens is the great role of teachers in the society. ‘The teacher, who is a valuable in the classroom context, is charged with the function of acting as an intermediary between the variables outside the classroom and the students to assist in their learning. Many articles reveal that a hard working teacher is often admired by students and members of the general society. Aside of the academics, students also try to learn their teachers’ mannerisms, modes of dressing, etiquettes, styles of conversation and others. For a student to grow up as a responsible citizen, the teacher is needed. A teacher should consider it as his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

Teachers provide children with the social, practical, and intellectual skills required to be an independent and self-sufficient member of society. Without teachers passing along a standardized set of skills and knowledge your world would develop into small pockets of like-minded individuals with specific values and abilities. Schools are one of the first places where the foundation of a good citizen is laid in the form of kid’s behaviour and qualities. Schools are important because kids learn the base of their
educational life here. Teachers almost become like parents for kids because of the time they spend together. Teachers give us lessons in morality and good habits. The world is what it is today, just because of them. Teachers clear our doubts and help touch the pinnacle of success. They support us during our exams; they are like relatives who understand our innermost feelings. Every student is equal in the eye of teacher. They teach us how to take inspiration from everything around us. They handle indiscipline students with a positive feeling, and change them. They spread knowledge without expecting anything in return. They also play a great role in shaping human beings.

**Contribution of Teachers**

Teachers pass on values to children, prepare them for further education, and are the main contributor to good education in a society. Students are deeply affected by teachers' love and affection, character, competence, and moral commitment. The role of a teacher in society is of immense importance to provide a promising future to the nation. He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self-control on mistakes his students may commit, and instead he should respect their feelings and ego, and should try to understand and resolve their difficulties with grace while keeping his cool.

Technical background they need to be able to use and handle effectively. Instead of following the chalk and talk method, they need to be an information technology expert, a technician or/and a photocopy master. One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, cooperate with colleagues and parents. A teacher has to generate that energy in oneself and handle it in one's work of educating children. A teacher has not only to instruct but also to inspire the students.

There is no more critical need in our society today than preparing teachers who know their subject matter well and who understand the social and emotional needs of students. After decades of classifying or transporting students, or changing the textbooks and the tests, it is understood that the most active ingredients in improving schools are the knowledge and skills of teachers. The main architect of the future of humanity is no one but the honorable teachers. They not only have to teach their subject to the pupils but even more important, the human values, positive attitude, emotional and psychological resilience, the courage of conviction, and fully equip their pupils to be able to face the future challenges in their lives peacefully and bravely.

**Conclusion**

The modern world is meeting full of competition. So it is necessary to survive in the society, school the miniature of society. This society generate the future generation for the well being of country. School is the place in which learner's behavior is moulded by teachers. Even though teachers play a very important role in the society, most of the students by to pursue other careers. While these professions are necessary for the development and well-being of the society, teachers are extremely important for the development of human resources itself. Teachers feed moral values into society, and double up as its educational foundation. They build the nation by shaping the people. It is not possible to imagine a society without teachers. So it is concluded that "The teacher is the real maker of society." Teachers, therefore, rightly hold a position higher than that held by the almighty in the Indian Society.

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Quality Management In Teacher Education

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Introduction

Everything can always be done better. Quality should be a part of our soul”. Quality is perceived differently by different people. Quality is not something that is bestowed by others; it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another because it does not serve the purpose. Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity. “Quality often is not measured at all, but is appreciated intuitively. One’s response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.”

Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programme. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions.

Need For The Study

Defining quality in education is a massive challenge since it deals with the most sensitive creation on earth – the human being. Industrial products are finished goods - take them or leave them. Nothing can be done once they are finished. Service is here and now. You can look for better quality only next time. Education has no such finished product, nor even the graduates. They are on the way “to be”. Education only charges the human propensities to evolve and unfold it till the last breath, a process that covers the human journey from ‘womb to tomb’. Human beings continue to learn, and evolve, ‘to be’. Education is goal-oriented. Accordingly, quality of education has been seen with reference to excellence in education, value addition in education, fitness of educational outcome and experience for use, conformance of education output to planned goals, specifications and requirements, defect avoidance in education process and meeting or exceeding customer’s expectation of education.

Characteristics Of Quality

Quality is a matter of perception, not logic.

It is the perception that resides outside the product, service or organization. Peter Drucker (1990) says “the results of an organization are always outside the organisation. Inside, there are only costs.

Quality is relative and not absolute:

It is a matter of degree. Theoretically, there are no maximum or minimum limits. Quality improvement, like pursuit of excellence, is a journey without a destination.

Quality is subjective:

The criteria for judging quality can be substantially different from people to people, based on experience, values and culture.

Quality is a contextual idea

Indicators of quality are institution specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional education programmes, but would not hold for humanities and liberal arts education. Each institution has a mission, a clear understanding of what it is, why it exists and what its primary obligation is. All functions and activities are informed by this mission. Assessment of performance and quality are valid only in terms of mission and goals.

Quality can be measured inferentially

Like intelligence, motivation, attitude and other educational outcomes indicators of quality are established that serve as a basis of measurement.
Quality is attainable

Quality is not something that is bestowed by others; it is attained and maintained as a result of ceaseless striving.

Quality is applicable to the system and its parts

Quality is applied to each component of a system, i.e., input-process-output.

Principles of Quality

Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:

- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

Quality in Education

Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy, and globalization are greatly influencing the "next society". Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense, quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution, including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

Quality Indicators for Teacher Education (NAAC)

Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organisation and Management

Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization, or entity. Quality is a matter of perception, it is relative, subjective, attainable, measured inferentially, and is applicable to the system and its parts. Providing quality education to large numbers at affordable costs is the primary concern of developing countries.

Improving Teaching Quality in an Individual Class

We may define good teaching as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution has set out to impart. The education literature presents a variety of good teaching strategies and research studies that validate them (Campbell and Smith 1997; Johnson et al. 1998; McKeachie 1999). In the sections that follow, we describe several strategies known to be particularly effective.

Write Instructional Objectives

Instructional objectives are statements of specific observable actions that students should be able to perform if they have mastered the content and skills the instructor has attempted to teach (Gronlund 1991; Brent and Felder 1997).

1. Knowledge (repeating verbatim): list [the first five books of the Old Testament]; state [the steps in the procedure for calibrating a gas chromatograph].
2. Comprehension (demonstrating understanding of terms and concepts): explain [in your own words the concept of phototropism]; paraphrase
3. Application (solving problems): calculate [the probability that two sample means will differ by more than 5%]; solve
4. Analysis (breaking things down into their elements, formulating theoretical explanations or mathematical or logical models for observed phenomena): *derive* [Poisueille’s law for laminar Newtonian flow from a force balance]; *simulate* [a sewage treatment plant for a city, given population demographics and waste emission data from local manufacturing plants].

5. Synthesis (creating something, combining elements in novel ways): *design* [an elementary school playground given demographic information about the school and budget constraints]; *make up* [a homework problem involving material covered in class this week].

6. Evaluation (choosing from among alternatives): *determine* [which of several versions of an essay is better, and explain your reasoning]; *select* [from among available options for expanding production capacity, and justify your choice].

**Improving Institutional teaching Programs**

The proper use of any of the instructional methods described in the preceding section improves the quality of learning that occurs in the classroom. If several of the methods are used in concert, the potential for improvement is all the greater. The quality of an institutional teaching program may therefore be improved by persuading as many faculty members as possible to use those methods in their classes and providing them with the training and support they will need to implement the methods successfully. It would be nice if we could stop right there, but the problem is more complex. The presumption in everything just said is that both faculty members and administrators at the institution in question generally agree on a definition of “quality of learning” and on the importance of improving it. Unfortunately, this presumption rarely has a basis in fact. Much therefore remains to be said about how to improve an institutional teaching program (as opposed to teaching in a single class), including the potential role of total quality management. However, undertaking the wholesale application of a paradigm developed for one culture industry to another culture higher education has pitfalls. Total quality management contains terms that are offensive to many faculty members, and their resentment of attempts to apply TQM language to their profession provokes fierce opposition to TQM-based strategies.

**Conclusion**

In all fields, especially education quality has an important matter. Total Quality Management as a necessary element always has a direct influence on the human improvement. It can be also led to high commitment and sprit in work environment. Our recommendations for improving teaching quality finally come down to this. Instructors who wish to improve teaching in a course should consult the literature, see which instructional methods have been shown to work, and implement those with which they feel most comfortable. Total quality management need not enter the picture at all. An administration wishing to improve the quality of its instructional program should first make the necessary commitment to provide the necessary resources and incentives for faculty participation. Always give importance to the quality as such female teachers in the present also study have better perception than male teachers about TQM in education. However, it can be suggested that, measures should be taken to see that, male teachers also have better perception of TQM and all the activities of the school to promote quality education. It is better for all the teachers of the institutions to be exposed to more quality in education which in turn would influence the perception of teaching. Teachers should be encouraged towards positive aspect of TQM and to take active participation to render quality education.

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QUALITATIVE AND QUANTITATIVE RESEARCH IN EDUCATION

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Abstract

This Article tries to imply the Qualitative and Quantitative research in Education. This paper also examines the five different types of Qualitative research and six different types of Quantitative research.

Key words: Qualitative, Quantitative, Research, Education

Introduction

Educational research refers to a variety of methods, in which individuals evaluate different aspects of education including: “student learning, teaching methods, teacher training and classroom dynamics”. Educational researchers have come to the consensus that, educational research must be conducted in a rigorous and systematic way, although what this implies is often debated. There are a variety of disciplines which are each present to some degree in educational research. These include psychology, sociology, anthropology, and philosophy. The overlap in disciplines creates a broad range from which methodology can be drawn. The findings of educational research also need to be interpreted within the context in which they were discovered as they may not be applicable in every time or place. The basis for educational research is the scientific method. The scientific method uses directed questions and manipulation of variables to systematically find information about the teaching and learning process. In this scenario questions are answered by the analysis of data that is collected specifically for the purpose of answering these questions. Hypotheses are written and subsequently proved or disproved by data which leads to the creation of new hypotheses. The two main types of data that are used under this method are qualitative and quantitative.

Qualitative research

Qualitative research uses data which is descriptive in nature. Tools that educational researchers use in collecting qualitative data include: observations, conducting interviews, conducting document analysis, and analyzing participant products such as journals, diaries, images or blogs.

Types of qualitative research

- Case study
- Ethnography
- Phenomenological Research
- Narrative Research
- Historical Research

1. Case study

In the social sciences and life sciences, a case study is a descriptive, exploratory or explanatory analysis of a person, group or event. An explanatory case study is used to explore causation in order to find underlying principles. Case studies may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study). Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates.

2. Ethnography

Ethnography, as the empirical data on human societies and cultures, was pioneered in the biological, social, and cultural branches of anthropology but has also become popular in the social sciences in general—sociology, communication studies, history—wherever people study ethnic groups, formations, compositions, resettlements, social
welfare characteristics, materiality, spirituality, and a people’s ethno genesis. The typical ethnography is a holistic study and so includes a brief history, and an analysis of the terrain, the climate, and the habitat. In all cases it should be reflexive, make a substantial contribution toward the understanding of the social life of humans, have an aesthetic impact on the reader, and express a credible reality. It observes the world (the study) from the point of view of the subject (not the participant ethnographer) and records all observed behavior and describes all symbol-meaning relations using concepts that avoid casual explanations.

3. Phenomenological Research

It is primarily concerned with the systematic reflection on and study of the structures of consciousness and the phenomena that appear in acts of consciousness. This ontology can be clearly differentiated from the Cartesian method of analysis which sees the world as objects, sets of objects, and objects acting and reacting upon one another.

4. Narrative Research

Narrative research inquiry is a group of approaches that rely on the written or spoken words or visual representation of individuals. These approaches emphasize the lives of individuals as told through stories. The emphasis in these approaches is on the story and often the epiphany Narrative can be both a method and the phenomenon under study. This is the basic linear approach, but in most cases one will be creating an aggregate of narratives each bearing on the others.

5. Historical Research

Historical research is a procedure supplementary to observation in which the researcher seeks to test the authenticity of the reports or observation made by others.

Quantitative research

Quantitative research uses data that is numerical and is based on the assumption that the numbers will describe a single reality. Statistics are often applied to find relationships between variables.

Types of quantitative research

- Descriptive Survey Research
- Experimental Research
- Single—Subject Research
- Causal—Comparative Research
- Correlational Research
- Meta-analysis

1. Descriptive Survey Research

Descriptive Research, is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (What are the characteristics of the population or situation being studied?) The characteristics used to describe the situation or populations are usually some kind of categorical scheme also known as descriptive categories.

2. Experimental Research

Experimental research is a phrase that refers to a kind of research that is guided by hypotheses (or several hypotheses) that states the anticipated relationship between two or more variables. This kind of research though demanding produces sound results.

3. Single—Subject Research

Single-subject research is a group of research methods that are used extensively in the experimental analysis of behavior and applied behavior analysis with both human and non-human participants. Principle methods in this type of research are: A-B-A-B designs, Multi-element designs, Multiple Baseline designs, Repeated Acquisition designs, Brief Experimental designs and Combined designs. These methods form the heart of the data collection and analytic code of behavior analysis. Behavior analysis is data driven, inductive, and disinclined to hypothetico-deductive methods. Statistical methods have been largely ignored.
4. **Causal — Comparative Research**

A casual comparative study is a form of study that tries to identify and determine the cause and effects of relationship between two or more groups. It is a common form of design in education researches.

5. **Correlational Research**

Correlational research tests for statistical relationships between variables. The researcher begins with the idea that there might be a relationship between two variables. She or he then measures both variables for each of a large number of cases and checks to see if they are in fact related.

6. **Meta-analysis**

In statistics, a meta-analysis refers to methods that focus on contrasting and combining results from different studies, in the hope of identifying patterns among study results, sources of disagreement among those results, or other interesting relationships that may come to light in the context of multiple studies. In its simplest form, meta-analysis is normally done by identification of a common measure of effect size. A weighted average of that common measure is the output of a meta-analysis. The weighting is related to sample sizes within the individual studies. More generally there are other differences between the studies that need to be allowed for, but the general aim of a meta-analysis is to more powerfully estimate the true effect size as opposed to a less precise effect size derived in a single study under a given single set of assumptions and conditions. Meta-analysis forms part of a framework called estimation statistics which relies on effect sizes, confidence intervals and precision planning to guide data analysis, and is an alternative to null hypothesis significance testing.

**Conclusion**

The Qualitative and Quantitative research has very much useful to research field in Education. This paper is most useful to the researcher in the field of Education and Social studies.

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Role of Teacher in Psychological Health Education

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Abstract

Health plays a vital role in human life. The development of a nation depends upon individual development of a nation is “Human Capital”. Therefore, it is the fundamental duty of country or a State to provide good health facilities to people. In this paper, some definition are given to explain the concept of education. Some objectives of health education also have been discussed in this paper. Psychological health education is very important and necessary to our students for their bright future.

Key words: Psychological Health, Human Capital.

Introduction

Health plays a vital role in human life. The development of a nation depends upon Individual Development of persons. The main source of development of a Nation is “human capital”. Therefore it is the fundamental duty of country or a state to provide good health facilities to their people. If a country fails to do this she cannot able to achieve her goals of development. The people in sound health can the pace of economic and social development. The capital formation is an important variable in determining the rate of grown of economy. Capital formation depends on the persons behind capital formation.

Objectives of Psychological Health Education

- To active the goal of psychological Health we to see objectives of psychological health education.
- To help students in getting basic knowledge related to psychological health.
- To help students in achieving certain competencies important for their future life.
- To create and maintain awareness about health environment and to promote them in keeping environment health and keeping environment health and as fresh.
- To in calculate the feeling that health is our fundamental.
- To develop good health habits desirable attitude in students and practices related to critical health issues.

Role of Teacher in Psychological Health Education

- It is the first duty of a teacher to keep him psychologically healthy and should promote others for the some with positive relationship.
- Teachers should have up to date knowledge about psychological health and related programme activities.
• Teachers should help medical officers during medical checkup and in keeping health records of children.
• Teachers should have work as a link between child and parents and also between management and child.
• Teachers must have make children not an examine but a Health twice.

Programs and activities related to psychological health education

Some programmes and activities have been given as follows

• Making various prospects by students related to psychological health.
• Arranging health competitions and programs in school like – problem saving, healthy eyes, bright skin, excellent physique, skill building programs, child and youth development program etc.
• Making and displaying charts, posters, on personal hygiene like yogasana, diet, good health attitudes etc.
• By organizing expiations scrapbook, settings, wallpapers and items related to psychological health education.
• Day celebrations like world mental health day, mental health interventions, at work. (e.g) Stress Intervention Programs.

Conclusion

In this way we can create psychological health awareness among students. If all the people in the society aware about psychological health than it will be better for well and good society and if well all so helpful for the healthy development of a country. Therefore psychological health education is very important and necessary to all students for their bright future.

References

Abstract

The primacy of teachers and teaching as the primary subjects of research has contributed to a rather limited understanding of what goes on in schools and classrooms. Teachers and teaching have examined the extent to which differences in teacher effectiveness are related to differences in teachers' subject matter knowledge, and there is still a tendency to discuss issues of teaching and learning in general terms separated from the content that has been taught. In this article the author argues for the need to bridge studies of teaching and learning with studies of the subject involved, to establish a conversation between didactics and classroom studies. An analytical design and framework able to bridge the teaching-learning gap needs to be developed. Emerging technologies in video/audio documentation provide one chain of investigations for bridging how different thematic patterns are linked to instructional activities and interaction formats in classrooms.

Introduction

A lot of events, targeting modifying the traditional educational system, have been observed recently. The educational process should be so organized, to make possible to the student the obtainment of necessary information and also abilities by the active activity. Therefore, there are introduced new, traditional, progressive strategies to schools and colleges systems which are up to the mark the present days. The effective teaching and learning demands the acquaintance of many methods of teaching. They are more meaningful, if the student is to acquaint a huge part of new material, and at the same time wants to gain the time on learning other, school-subjects. It demands the active attitude from the teacher and the students. The most essential in the process of teaching and learning is applying the new technology. The educational reform extorts the change of methods of the teacher's work that is from giving information, on activating directed on the activity of students. In this new situation, an active site is the schoolchild, while the teacher is the organizer of the whole didactic process. The teacher is responsible for the organization of the didactic situation.

Current Trends in Teaching and Learning

Computers and Internet connections are becoming widely available in schools and classrooms. Worldwide, many countries are making the creation and diffusion of information and communications technology (ICT) an important priority. Even in developing countries, usage is increasing dramatically. As ICT becomes more widely available, teachers and policymakers are turning their attention to the difficult task of understanding how best to integrate this technology into learning environments.

ICT can be used in many different ways, and how it is integrated into educational settings depends largely on teachers' instructional goals and strategies. Changes in the goals of education during the latter part of the twentieth century, coupled with increases in the amount and type of available technology, has created changes in teachers' use of technology. Instruction was teacher-led and dominated by lectures, followed by practice using worksheets and short-answer tests. Students worked alone to complete assignments, and when help was needed they consulted parents, teachers, or textbooks for assistance. If computers are available in classrooms during class time period, their use mirrored this dominant mode of instruction; that is, they are primarily used to present passages of text and test students' comprehension and memory for information contained in the passages.

Instead of listening to lectures and memorizing facts and procedures, educational reforms suggest that students learn best in the context of solving complex, realistic problems.
problems. Traditional computer-assisted instruction (CAI) and many integrated learning systems (ILSs) deliver precisely this form of instruction in a range of subject-matter areas. Typically computers dedicated to ILSs are clustered in computer laboratory settings, rather than being located in individual teacher's classrooms. Students who acquire new information as they solve problems are able to understand its usefulness, remember it, and use it to solve problems in the future. Solving interesting problems is more likely to stimulate a student's interest than memorizing isolated facts, and this interest has been shown to positively affect learning.

**Technology and new forms in Teaching and Learning**

Using technology to find and represent educational problems. One major challenge for teachers interested in problem-based learning is locating problems that are appropriate for their students and for the topics that they need to learn. Problems must be complex enough to support sustained exploration and encourage collaboration, and they should have multiple interrelated parts to develop students' ability to break problems down and organize their solutions. Unlike problems that occur in the real world, technology can incorporate graphics, video, animation, and other tools to create problems that can be explored repeatedly. Using technology that can be easily searched and paused for inspection, students search the video looking for clues to help them understand and solve the problem. Internet and videoconferencing technology allow students to participate in projects sponsored by researchers around the world.

**Using Technology in Teaching and Learning**

A second function of technology in problem-based learning environments is locating information needed to solve problems. Use of the Internet to gather information for solving problems sometimes resembles a modern version of library research, in which students gather and synthesize information from published reports. In addition to its function as a source of information, the Internet's capability for communication and interaction provides many innovative educational opportunities. Many times students are unable to find or understand the available resources. In such cases, teachers are also turning to ICT to link their students with mentors and subject-matter experts. Using two-way audio and video connecting the school and the university, scientists guided the students in using an electron microscope to examine their specimens. Students also use technology to collect data in their schools and communities.

**Using Technology for Collaboration and Distance Education.**

There are many opportunities for individual students to use technology to enhance their learning. These include online courses that provide students in remote locations with opportunities for customized curriculum and advanced placement courses. These courses are conducted entirely online and offer asynchronous interaction among faculty and students. Because they allow students to participate anytime and from anywhere, online courses are becoming increasingly popular among postsecondary students whose job and personal commitments do not allow them to meet a regular class schedule. Opportunities for interaction with peers from other countries can also contribute to knowledge and understanding of other cultures. ICT makes this type of communication possible for anyone with Internet access.

**Teacher's Integration of Technology in Instruction**

Although ICT is creating opportunities for fundamental changes in the way teachers teach and the way students learn, a recent survey indicated that only one-third of teachers feel prepared to use it effectively. This includes being able to use word processing, spreadsheet, presentation, and Internet browsing software. Such tools help teachers increase their productivity by preparing reports or lesson plans, taking notes, and communicating with colleagues and parents. These basic skills are necessary, but not sufficient, for creating changes in instruction. Changes require that teachers are familiar with ICT tools and materials in the subjects they teach. They must also be able to incorporate these resources into classroom activities that accomplish important learning goals. Then, after observing changes in their students—including improvements in behaviour, absenteeism, collaboration, and independent learning—teachers gradually begin to experiment and use technology to teach in new ways. Successful programs must
devote a substantial portion of their budget to extensive professional development and technical support; they must encourage a culture of collaboration in which teachers work together to explore more effective uses of technology; and they must modify their assessment systems to measure changes, such as deeper understanding and improved problem solving, that result from effective technology use.

**Future Trends in teaching and learning**

Advances in hardware and software have the potential to bring about fundamental changes in how technology is integrated and even in education itself. Computers formerly tethered to desktops by cables are being rapidly replaced by wireless laptop and palmtop models that free students to move about the school; collect, share, and graph data on field trips; and communicate their whereabouts and progress to teachers and parents. Monitoring students’ independent learning in these flexible environments will be supported by sophisticated new assessment technologies that will help teachers collect and analyze student data and make instructional decisions. These tools will continually assess students’ work and provide feedback to them and their teachers. Such assessment has the potential to make time-consuming standardized testing unnecessary and to personalize the curriculum for every student. Ubiquitous, well-integrated technology tools will bring educators closer to redefining the educational enterprise and providing customized, just-in-time solutions for the learning needs of adults and children.

**Conclusion**

The current scenario needs for our nation to change the educational systems, at both schools and colleges, appreciate the value of technology within a 21st century education. As our national discussion continues about how to effectively prepare today’s students for changing dynamics of the 21st century workplace and society, the voices and ideas of students, teachers, parents and school leaders shared through new technology for betterment of future education.

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Quality Management through Moral Education

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Abstract

We trust that it is uncontroversial to say that schooling is unavoidably a moral enterprise. Indeed, schools teach morality in a number of ways, both implicit and explicit. Schools have a moral ethos embodied in rules, rewards and punishments, dress codes, honour codes, student government, relationships, styles of teaching, extracurricular emphases, art, and in the kinds of respect accorded to students and teachers. Schools convey to children what is expected of them, what is normal, what is right and wrong. It is often claimed that values are caught rather than taught; through their ethos, schools socialize children into patterns of moral behavior.

Introduction

Textbooks and courses often address moral questions and take moral positions. Literature inevitably explores moral issues, and writers take positions on those issues as do publishers who decide which literature goes in the anthologies. In teaching history we initiate students into particular cultural traditions and identities. Although economics courses and texts typically avoid overt moral language and claim to be “value free,” their accounts of human nature, decision making, and the economic world have moral implications, as we have seen.

The overall shape of the curriculum is morally loaded by virtue of what it requires, what it makes available as electives, and what it ignores. For example, for more than a century (but especially since A Nation at Risk and the reform reports of the 1980s), there has been a powerful movement to make schooling and the curriculum serve economic purposes. Religion and art, by contrast, have been largely ignored (and are not even elective possibilities in many schools). As a result, schooling encourages a rather more materialistic and less spiritual culture—a matter of some moral significance.

Education and Moral Values

Students are the future of our Nation. We are taught moral lessons at home and in school such as love fellow human beings, respect elders, no wrong things should be done, never speak lies, love your country, don’t be jealous etc. But nowadays everywhere crime flourishes. We see corruption; old people are sent out of home and treated badly. People are unaware of the truth. Jealousy has become the overall base of life. The importance of life should not be taught, but should be trained. We want to have the training through which we develop the feelings of Nationalism and cultivate moral values in our lives. Besides Education, we should be deeply involved in such works through which we develop feelings of love and brotherhood. It is the responsibility of our parents and teachers to make future builders of the Nation. Everyone has to prepare individually in the present for their future. They have to be mentally, physically, morally and emotionally fit for the betterment of the society. It will be a great achievement if every person can establish himself or herself as a worthy person.

Education includes all-round development of a person, so I think social, ethical and moral values should be included in our school’s programme. Physical Education, sports and some other extracurricular activities should also be incorporated in our school developmental programme. We should always try to understand the rich culture and heritage of our country. We can be called as “Educated” then and not as “Literates”. Well Educated people can build a good society and a healthy Nation. We can remove the present evils of our society by constantly helping each other. Then our Country will become a dream land and a dream destination.

Need and Importance of Moral Education in Schools

It is a big question for the schools to manipulate moral values among the students. How and when moral values should be teaching the students? It is going to be a big question for the schools when schools have been facing different types of behavioral
problems among the students. Sometimes we can say that it is the influence of modern
time or it may be an effect of improper care by parents or it may be an effect of change in
the society and changing family environment.

Need of Moral Education

However it is a big problem for many schools that students are morally not perfect
and they behave irresponsibly. It became a big problem for schools to deal such
students. The lack in moral values and the unhealthy attitudes of students is a main
reason of many problems in several schools. It is a very good reason about teaching
moral education. They have been realizing the importance of moral education in school.
Now many schools need improvement in student’s moral education.

Advantages of Moral Education

What are the advantages of good moral values in education? Why moral education
should be taught in the schools? Why school teachers should have to teach moral
lessons to the students? Actually man is a social animal and he have to live and react
within the society. He has to learn different social habits like helping the people,
gentleness, respect the elders and teachers and so many. These good habits make
him/her a good social creature and he/she is known as a good person for others. When a
student attains these qualities he becomes a responsible and a good student and he is
able to behave gently within the society. When he learns these qualities within the school
time, his homework and preparation become good.

Conclusion

One purpose of moral education is to help make children virtuous—honest,
responsible, and compassionate. Another is to make mature students informed and
reflective about important and controversial moral issues. Both purposes are embedded
in a yet larger project-making sense of life. On most accounts, morality isn’t intellectually
free-floating, a matter of personal choices and subjective values. Moralities are embedded
in traditions, in conceptions of what it means to be human, in worldviews.

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Distance Education a boon to Teacher Education

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Abstract

The work at hand on ‘Distance Education a boon to Teacher Education’ dwells to address some of the basic issues related to both the modes of programme. Distance Education has, over the years, established itself as a powerful alternative to the conventional face-to-face mode involving full-time study. Each mode has its own distinctive features that are best suited for specific learning situations and target groups. There are several examples of distance learners excelling in a wide variety of fields and competitive examinations where learners from both the modes are placed alongside each other. It is unfair to conclude that either mode has more worth or is better than the other.”

Introduction

“Distance learning is a knowledge dissemination programme for those who, for some or other reason, fail to be a regular student. So academic ethics and commitment works there. Unlike regular full-time courses, distance mode is a liberal and convenient study programme.” Here arises a question whether Distance education gives same practical exposure like regular programmes to students.

Distance Education programme offers a multitude of benefits for the students, making this mode of study an interesting prospect for learning equally to regular mode of learning. But still certain factors deteriorate the quality of education in certain areas like teacher education programmes, ICT courses and other skilled-based programmes which require content, presentation and communication awareness and the practice for teaching skill are the main components, through correspondence is inferior in many of the institutions. If practice teaching and other face-to-face components are to be the parts of programme they must be and are included without any hesitations.

Zero and Hero factors in Distance Learning course

Enrolment

The main advantage to Distance Learning’s credit such as there is no need to worry about getting admissions since the number of seats is not a constraint (in most of the cases). The major reasons for the deterioration of quality are lack of restrictions on the size of the enrolment and inferior organization of the practice teaching component of the programmes. This could be overcome by admitting the students based on their credentials which promote and maintain standards in distance education that cater to cognitive, psychomotor and affective domain of education successfully.

Contact classes

‘Training once-in-a-life-time’ is an obsolete concept in the present changing world. System and sub systems in education undergo changes corresponding to the progressive upward mobility in the career prospects of a trainee. As communication technology is changing rapidly, educational concepts and learning theories are breaking new grounds. Similar to full-time course, good universities in their Distance Learning mode always prescribe ICT, teacher education and other skill-based compulsory contact programmes of 15-21 days duration. When these contact classes are utilized properly, the quality is maintained as the discussions in distance classes is most of the time richer than full-time classes because students are very experienced and they ask practical questions. Hence learning in distance classes during discussions is much better than learning in full-time classes.

Mode of Learning

Both online and offline mode of learning have their own advantages and disadvantages. “In majority of cases in the Indian context, offline preparations supported by online (as supplement) would be better and rewarding; however, it also depends on the nature of the course. Both online and offline mode of learning will provide the
education that the candidate needs to excel in his/her field. Offline mode is better than online mode for Indian students because they are not used to the online mode. In countries like the US and the UK there is practically no difference between offline and online mode. In India offline is more popular because it provides opportunity to interact with the teachers in counselling sessions.

**Technology Bridge the gap**

With the amazing growth in technology, it is now possible for institutions to have one faculty member address students in multiple locations in real-time and answer some of their queries as well. The face-to-face interaction that some of these high-end platforms provide is almost seamless and close to what a real life experience would provide. Moreover, learning management systems like Blackboard provide very good content-sharing and learning-sharing facility.

**Pedagogy in Distance learning programmes**

In addition, the teaching of Distance learning programmes have the latest pedagogy including case study method, role playing, video lectures, pre-recorded CDs, project works and so on. These methods help in getting similar level of knowledge as it happens in full-time learning.

**Availability of Print based study materials and e - materials**

It is a welcoming one that the self instructional study materials for both theory and practical components of the programmes are supplied in the tuition fees package, but still distance learners find sufficient time for web browsing which is necessary for learning as the universe of knowledge is on Internet. So it’s the responsibility of the distance tutors to provide relevant websites to access the online course material of leading national and international universities. If it is done, then no major difference crops between distance learning and regular learning.

**Conclusion**

There are claims that distance mode degree is equivalent to regular one, but the actual picture is not that rosy. Employability actually depends on the course and demand of the field and also on the training provided by the institutions. As India is the hub of education, the students of teacher education programmes find placement in campus and out of campus easier compared to other professionals. When all these factors are duly considered by both the mode of programmes, then there is no doubt that the Indian standard of Education can be improved, maintained and escalated on par with the standard of International education.

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Total Quality Management in Teacher Education

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Abstract

The purpose of the paper is to analyzing thoughts of the modern management paradigm “Total Quality Management” (TQM), and its application in the field of teacher education. TQM is a dynamic concept that insists on continuous development. The assessment of the teacher education institution is not as difficult as accepting the outcome of the assessment. The teacher education institution brings to surface many known but not articulated realities as much as it unveils many unknown elements of the institution. The total quality of teacher education institution is deteriorating and there are significant potentialities that TQM can offer to teacher education. This paper attempt to look into the TQM in the teacher education institution assumes significance in the context.

Introduction

The proper use of any of the instructional methods described in the preceding section improves the quality of learning that occurs in the classroom. If several of the methods are used in concert, the potential for improvement is all the greater. The quality of an institutional teaching program may therefore be improved by persuading as many faculty members as possible to use those methods in their classes and providing them with the training and support they will need to implement the methods successfully. It would be nice if we could stop right there, but the problem is more complex. The presumption in everything just said is that both faculty members and administrators at the institution in question generally agree on a definition of "quality of learning" and on the importance of improving it. Unfortunately, this presumption rarely has a basis in fact. Much therefore remains to be said about how to improve an institutional teaching program (as opposed to teaching in a single class), including the potential role of total quality management.

Total Quality Management

According to Saylor (1992) TQM can be explained as follows,” the TQM philosophy provides an overall concept that fosters continues improvement in an organization. This philosophy stresses a systematic, integrated consistent, Organization wide perspectives involving everyone and everything. It focuses primary emphasis on total satisfaction for both internal and external customer within a management environment that seeks continuous improvement of all process and system”. TQM is an approach to doing business that attempts to maximize the competitiveness of an organization through the continual improvement of the quality of its products, services, people, process and environments.

Objectives of TQM

- TQM helps teacher education institution to improve its overall performance.
- TQM can help teacher education institution to provide better service to its primary customer- students and employees
- TQM is a fundamental way of fulfilling the accountability requirement common to educational reform
- TQM improves the climate of learning
- TQM helps the teacher education institution to identify the strength and weakness and then new measures can be adopted for improvement.
- TQM provides opportunities for upgrading standards for self-improvement
- TQM results in the effective and harmonious working of the institution

Application of TQM in Teacher Education

TQM has become essential in academic organization. Some of the most commonly contribution of TQM in teacher educations are as follows.
To adopt a new philosophy

The quality vision focuses on meeting the needs of the customers providing for total community involvement in the program, the added value of education support system that the staff and students need to manage change, and continuous improvement always striving to make the product of education better.

Total involvement – Top management commitment

Everyone must be involved in the transformation of quality. The staff and students should be provided by full support by the school or college administrative management team to bring the change with commitment to achieved quality program.

Measurement

An adequate measurement system should be developed by every quality organization that can be used to priorities quality improvement action appropriate.

Continuous improvement

The heart of TQM is Continuous improvement. The basic concept of quality is that everything can be improved. Quality is based on the concept that every process can be improved and that no process is perfect. These strategies must be supported by plans, objectives and working methods.

Elements of TQM in Teacher Education

The most important elements that must be taken into account in the application of TQM in teacher education are as follows: teachers, students, the plan of study, university buildings, university administration, university textbooks, scientific research, and spending Funds on education, and evaluating educational performance.

TQM Theory and Principles

Philosophy, Vision, Strategy, Skills, Resources, Rewards and Organization are the principles of total quality management in teacher education. Teachers should design Quality Instruction Planning Programme to optimize learning situations. They have to define, design and deliver educational experiences in the context of quality provided the instruction is innovative and will be useful for the target learner.

Philosophy: Inspiration

The presence of sound philosophy leads to inspiration but in the absence of philosophy, there are no followers. Application of TQM principles to classroom teaching will inspire the learners, which will lead them to adopt a similar methodology in their future assignments.

Vision: Life-Long Learning

Lifelong learning is an important aspect in one’s life. Any course or degree should not be considered an end to learning. The teacher should be a visionary in inculcating a passion for lifelong learning in the learners.

Strategy: Learning Skills

Developing learning skills are very important not only to accomplish the immediate course or degree requirement but also to imbibe the quality to learn.

Skills: Holistic Approach

A holistic approach to learning ensures quality in education and makes learning a pleasure and joy. The attachment to learning should be healthy. It requires dedication and commitment to facilitate self-directed learning.

Resources: Maximum Usage of Available Resources and Facilities

The availability of appropriate resources leads to optimum usage of available resources and facilities. Instead of wasting precious time, money and energy, a teacher should use the available resources.

Rewards: Desired Learning Outcomes

The presence of suitable rewards leads to desired learning outcomes. In the absence of rewards, there is bitterness. Rewards and recognition for innovative teaching lead to the desired learning outcomes.

Organization: Cooperation of Support Services

For any innovative experiment to be successful, the cooperation of both the teaching and the non-teaching staff of the educational institution are necessary. In the
absence of organization, there is no co-operation of support services which hinders organized learning.

**Stages of Implementation of TQM**

The main stages of implementation of TQM are installation, trial, adoption, evaluation, and interpretation. Installation signifies the first implementation of the idea in the mind of potential individual adopter or an adopting organization. Trial is the mental exercise for assessing feasibility, planning for adoption and also assessing adverse consequences. Adoption is the actual translation of the idea at the field used. Evaluation is the assessment of the process of efficiency of implementation. The main intention is to connect it properly. Internalization is the mechanism of subsuming an innovation into the system.

**Quality Development of Teacher Education**

Teacher education comes under higher education. Higher education plays a vital role in human capital formation. In any educational programme, the teacher is the most important element. The following recommendations are made in order to ensure the quality in teacher education programme.

- All teacher education institutions should ensure that quality management is implemented at all levels. These institutions should be subjected to periodical assessment and accreditation from the national assessment bodies like NAAC and ISO.
- Internal and external periodical assessment cells should be formed to monitor and promote quality in teacher education programmes as per the guidelines of national agencies like National Council for Teacher Education (NCTE), NAAC etc.
- Establishment of teacher education institutions should be according to the demand and supply policy. Quality of teacher education should be ensured when there is quantitative expansion.

**Conclusion**

Application of Total Quality Management in teacher education will give better results in all fields of the process of teacher education as a good technique of management used and proved giving excellent results in other industrial and business organizations. TQM philosophy encourages the students, teachers and the employees for extraordinary performance. To promote Total quality in Teacher Education it’s necessary to analyze in advance some of the potential pitfalls and obstacles. Without training Total Quality can’t be achieved. Therefore, Teacher Education institution must invest resources in training by educators who can build bridges of linguistic and conceptual understanding between business and education.

**References**

Competencies and Professional Skills

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Introduction

Teachers play an extraordinary part in the lives of children for the formative years of their development. The importance of teachers is something that cannot be understated. The teacher as role model, Teacher as facilitator, the teacher as resource developer, the teacher as planner, the teacher as information provider. Teacher have the solution to offer a good environments for the students. The benefits of having pleasing environment are for the teacher and students. But before it happens a teacher needs to be well prepared in order that the students receive the best treat. It is essential and crucial for teachers to be prepared because the first years of school are very important for the students.

Teaching is a highly skilled job and therefore requires adequate training and preparation on the part of the teachers. As an art teaching emphasizes the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. All levels of students should engage in critical thinking. Language deficiencies and limited knowledge of subject matter should not restrict students from this important work. Critical thinking is a vital component to 21st century skills. In order to ready all students for college and careers, the teacher has to teach them how to think on their own:

- To best prepare the students for modern literacy's, the teacher must teach students the use of technology for more than entertainment and socializing. Students are most familiar with social media which has its place to be sure. But very few students have used technology in an academic setting. The students need to learn how the academic and professional worlds use technology to communicate, collaborate, and create new knowledge.
- Teachers must be able to solve problem and have the ability to informally assess the skills a student needs
- Teachers must be able to set high but alternative expectations and assessments which are
- suitable for the students
- Teachers must be able to modify assignments and include all students in the lesson

Skill Based Instructional Process

Teachers need to learn how to value all kinds of skills, not just academic ones, and provide daily success for all students

Modifying & Adapting Curriculum

Size: Teachers should modify how many items the student is expected to learn or finish.

Time: Students should be given more time for learning, completing a task, or taking a test.

Level of support given: Amount of personal assistance increased for students with special needs

Teaching method: Teachers must change the way that instruction is delivered to the students.

Level of difficulty: Skill levels, problem types, and rules on how to approach the work should be modified to fit needs.

Assessment: Modify how the student can respond to the instruction given, whether through hands-on materials, verbal responses, or communication books.
The basic skills of any discipline include the thinking skills such as analyzing, evaluating, and synthesizing. Skill portion encourages the students to think like the professionals who use the knowledge and skill daily as a matter of how they do business. This is what it means to be like a doctor, a scientist, a writer or an artist. Instructional strategies are the techniques used by the teachers to help students become independent, strategic learners. Motivate students and help them focus attention, organize information for understanding and remembering, and monitor and assess learning.

Skill Based Instructional Process

To become successful strategic learners students need:
- step-by-step strategy instruction
- a variety of instructional approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas, and real-life situations

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. It is usually associated with the imparting of 3 Rs—reading, writing, arithmetic. The teachers play a vital role in imparting knowledge to the learners.

Instructional Skills

Instructional skills are the most specific category of teaching behaviors. They are necessary for procedural purposes and for structuring appropriate learning experiences for students. A variety of instructional skills and processes exist.

Explaining

Among the instructional skills, questioning holds a place of prominence in many classrooms.
When questioning is used well:
1. a high degree of student participation occurs as questions are widely distribute
2. an appropriate mix of low and high level cognitive questions is used;
3. student understanding is increased;
4. student thinking is stimulated, directed, and extended;
5. feedback and appropriate reinforcement occur;
6. students' critical thinking abilities are honed; and,
7. Student creativity is fostered.

**Level of Question**

Good questions should be carefully planned, clearly stated, and to the point in order to achieve specific objectives. Teacher understanding of questioning technique, wait time, and levels of questions is essential. Teachers should also understand that asking and responding to questions is viewed differently by different cultures. The teacher must be sensitive to the cultural needs of the students and aware of the effects of his or her own cultural perspective in questioning. In addition, teachers should realize that direct questioning might not be an appropriate technique for all students.

**Questioning Technique**

The teacher should begin by obtaining the attention of the students before the question is asked. The question should be addressed to the entire class before a specific student is asked to respond. Calls for responses should be distributed among volunteers and non-volunteers, and the teacher should encourage students to speak to the whole class when responding. However, the teacher must be sensitive to each student's willingness to speak publically and never put a student on the spot. Teacher probes or requests for clarification may be required to move students to higher levels of thinking and deeper levels of understanding.

**Wait Time**

Wait time is defined as the pause between asking the question and soliciting a response. Providing additional wait time after a student response also allows all students to reflect on the response prior to further discussion. Increased wait time results in longer student responses, more appropriate unsolicited responses, more student questions, and increased higher order responses.

**Conclusion**

Despite the huge value of the skills of teaching to the future, there is still little opportunity to develop vital skills within the curricular constraints at many schools. However, without basic training in teaching skills at undergraduate level, it cannot realistically be expected that, students without a natural flair will spontaneously be able to show the necessary skills, attitudes, and practices required of a competent teacher. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. To finalize, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teachers.

**References**


Philosophical Education

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Abstract

The role of philosophy of education has become seriously blurred with constant cries for practical and immediate answers. The nature of discipline is such that when “practical” solutions are demanded of it, it loses its vitality. Philosophy is an intellectual and contemplative exercise; it is a true activity of leisure, one which needs to be enjoyed for its own sake. This intellectual and contemplative activity is of service to the practical concerns of education because choice, action, and judgment – the concerns of the practical realm – depend upon intellectual knowledge. Philosophy of education is, therefore, an essential discipline in the education of the student-teacher.

Introduction

Philosophy is a search for a general understanding of values and reality by chiefly speculative rather than observational means. It signifies a natural and necessary urge in human beings to know themselves and the world in which they live and move and have their being. Western philosophy remained more or less true to the etymological meaning of philosophy in being essentially an intellectual quest for truth. Hindu philosophy is intensely spiritual and has always emphasized the need for practical realization of Truth. Philosophy is a comprehensive system of ideas about human nature and the nature of the reality we live in. It is a guide for living, because the issues it addresses are basic and pervasive, determining the course we take in life and how we treat other people. Hence we can say that all the aspects of human life are influenced and governed by the philosophical consideration. As a field of study philosophy is one of the oldest disciplines. It is considered as a mother of all the sciences. In fact it is at the root of all knowledge. Education has also drawn its material from different philosophical bases.

Meaning of Philosophy & Education

Meaning of Philosophy

The word philosophy literally means love of wisdom; It is derived from two Greek words i.e. ‘phileo’ (love) and ‘Sophia’ (wisdom). This tells us something about the nature of philosophy, but not much, because many disciplines seek wisdom. Since times immemorial there have been various pursuits for unfolding the mystery of the universe, birth and death, sorrow and joy. Various ages have produced different thoughts throwing light upon the mystic region. The ultimate truth is yet to be found out. This eternal quest for truth lends the origin of philosophy. A love of wisdom is the essence for any philosophy investigation.

Meaning of Education

Etymologically, the word education is derived from educare (Latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and educere, "to lead". Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Webster defines education as the process of educating or teaching (now that's really useful, isn’t it?). Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Concept of Philosophy of Education

All human societies, past and present, have had a vested interest in education; and some wits have claimed that teaching (at its best an educational activity) is the second oldest profession. While not all societies channel sufficient resources into support for educational activities and institutions, all at the very least acknowledge their
centrality and for good reasons. For one thing, it is obvious that children are born illiterate and innumerate, and ignorant of the norms and cultural achievements of the community or society into which they have been thrust; but with the help of professional teachers and the dedicated amateurs in their families and immediate environs (and with the aid, too, of educational resources made available through the media and nowadays the internet), within a few years they can read, write, calculate, and act (at least often) in culturally - appropriate ways. Some learn these skills with more facility than others, and so education also serves as a social sorting mechanism and undoubtedly has enormous impact on the economic fate of the individual. Put more abstractly, at its best education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full -fledged, autonomous citizens. Equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens. But this is to cast matters in very individualistic terms, and it is fruitful also to take a societal perspective, where the picture changes somewhat.

Philosophy of education is essentially a method of approaching educational experience rather than a body of conclusions. It is the specific method which makes it philosophical. Philosophical method is critical, comprehensive and synthetic. Therefore,

1) Philosophy of education is the criticism of the general theory of education.
2) It consists of critical evaluation and systematic reflection upon general theories.
3) It is a synthesis of educational facts with educational values.

In brief, it is a philosophical process of solving educational problems through philosophical method, from a philosophical attitude to arrive at philosophical conclusions and results. Thus, it aims at achieving general as well as comprehensive results.

Functions of Philosophy of Education

Philosophy of education performs various functions. They are discussed below:

a] Determining the aims of education

Philosophy of education provides original ideas regarding all aspects of education particularly educational aims. It is said that educational philosophy gives different views, but this situation is not harmful, rather it helps in providing education according to the need of society. The difference in view of philosophy of education reflects the multiplicity and diversities of human life. Philosophy of education guides the process of education by suggesting suitable aims from the diversities of life and selecting the means accordingly.

b] Harmonizing old and new traditions in the field of education

In the process of social development the old traditions become outdated for the people. They are replaced by the new traditions. But this process of replacement is not always smooth. It is faced with lots of opposition from certain orthodox sections of the society. At the same time it must be kept in mind that every 'old' is not outdated and every 'new' is not perfect Therefore, there is a need of co-coordinating the two in order to maintain the harmony between both. This function can be performed by philosophy of education.

c] Providing the educational planners, administrators and educators with the progressive vision to achieve educational development:

Spencer has rightly pointed that only a true philosopher can give a practical shape to education. Philosophy of education provides the educational planners, administrators and educators with the right vision which guides them to attain the educational goals efficiently.

d] Preparing the young generation to face the challenges of the modern time:

Social commentators have given many labels to the present period of history for some it is the information age and for others it is post modernity, later modernity, high modernity or even the age of uncertainty. One more addition to this list may be that 'present age is an age of Globalization as a phenomenon arrived on the economic scene in the 1990 in India. This watchword has had its implications in the social political,
economic fabric of the country of which education is a part. Philosophy of education is a
guiding, steering and liberating force that helps young people to and society at large to
face the challenges of the modern time.

**Relationship Between Philosophy of Teaching and Teaching Styles**

Philosophy guides the process of education in different ways.

A teacher approaching education philosophically needs to answer four basic
questions that guide the teaching learning process. They are:

- What is the nature of the learner?
- What is the nature of subject matter?

The answers to these questions only will help the teacher to identify a series of
preferences, as opposed to a set of behavior that belong to mutually exclusive categories
for the following questions. An attempt to answer these questions is nothing but
philosophy of teaching. Philosophy and various philosophical viewpoints inform us that
each of these questions have different philosophical perspectives that can be considered
as extremes in a continuum.

**Nature of the Learner**

For the question about the nature of Learner, it will be defined in terms of
extremes of the continuum by using the terms —Lockean (passive) and —Platonic (active)
—Lockean is a position because it was John Locke, in his Essay Concerning Human
Understanding, who first wrote about mind, is a *tabula rasa*. He envisioned
the operation of the mind as similar to a blank wax tablet on which data taken in through the senses
would make —impressions. Sensory data which a learner absorbed formed the true
source of knowledge. Any complex mental operations involving association,
interpretation, or evaluation of secondary data led to the formulation of increasingly
complex knowledge.

Platonic Image is that of a teacher who has so much respect for what the learner
can contribute to the learning environment, that he or she definitely does not want them
to absorb prescribed subject matter, as the teacher sees the subject matter. Under such
circumstances learners are viewed as the most important ingredient of the classroom
environment because they teach each other and their teacher about problems which are
meaningful to them. It is almost that learners have the knowledge which is locked inside
them which is released through interaction. Platonic concept believes in the doctrine of
Reminiscence.

**Nature of Subject Matter**

The terms Amorphous or Structured are used to delineate extremes on the
continuum of teacher’s view on the nature of subject matter. The term =amorphous label
has been reserved for rote learning, which emphasizes that each item to be learned is
equal in importance to every other item to be learned; hence youngsters are not
encouraged to find relationships among items to be learned and no item is seen to be
more important than the other. The other extreme —structured we may expect to find a
position represented by those who have a quite realistic view of what the subject matter
can never accomplish. The term —Structure as used in this context, is from Bruner’s
understanding that any subject matter should be viewed as having a natural structure
which can help to explain relationships among its components and which can be used to
find new information.

**Conclusion**

Teacher need to be aware of the Philosophical Positions’ that they take and have
taken while they enter into classrooms or plan to enter into classrooms Philosophical
positions affect the way they interact with students and facilitate learning in learners
individually or collectively. Thus we see that the way we answer the questions of nature
of learner, subject matter etc. definitely affects our teaching style. Whether a teacher is
authoritative or non authoritarian, whether teaching methods are constructivist or
lecture method are influenced based on the philosophical position that they hold.
Background for approaching the educational problems effectively. Therefore, it is
essential for the educators to have the deep insight into the philosophy of education.
Role and Importance of Total Quality Management in Education

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Abstract

This paper aims to present the Total Quality Management (TQM) in education. There is still no harmony on how best to measure and manage quality in education. The role of TQM is to stimulate national economic growth and to increase the value of the student that exacerbates the need to ensure quality in education. The demand for the quality assurance are both rigorous and transparent, and that quality enhancement initiatives are firmly embedded in any quality management programme.

Keywords: Total Quality Management, Education, Quality Assurance, Quality Enhancement.

Introduction

In many countries and many cultures the issue of quality management has been firmly on the agenda of educational institutions for quite some time. Education for the masses and a growing climate of increased accountability are frequently cited as rationales for a greater emphasis on quality (Eriksen, 1995; Oldfield and Baron, 1998; Becket and Brookes, 2006). Other environmental forces include the greater expectations and diversity of students as consumers, their demand for increased flexibility in provision, and increasing levels of competition within and across national borders (Brookes and Becket, 2007). The importance of education is to stimulate national economic growth and the value of students to national economies exacerbates the need to ensure quality within education. These forces demand that quality assurance processes are both rigorous and transparent, and that quality enhancement initiatives are firmly embedded in any quality management programme. This paper therefore draws on quality management research undertaken within education, on well-recognised contributions from all corners of the globe. There is still no universal consensus on how best to manage quality within education. This paper provides an analytical review of the different approaches to quality management adopted or tested.

Role of Total Quality Management in Education

Quality has been the goal of an eternal through the corridors of human history. It has been the driving force for all human endeavours. Quality is the inspiration for transcendence from the mundane to the higher realms of life. It is the source of craving behind the unfolding human civilization through ages immemorial. Yet it has successfully eluded the dragnet of definitions proving the inadequacy of human intelligence. Quality stares at you. You recognise it. But you cannot define it. Any length of description of the anatomical details of a fragrant and beautiful flower - its petals, colour, shape, size, fragrance, softness, all put together - falls short of conveying its beautifully.

There are a number of researchers who have formulated frameworks for quality improvements (Johnson 1993; Susan 1995). These frameworks are entitled as Continuous Quality Improvement (CQI), Strategic Quality Management (SQM) or Total Quality Management (TQM). Even though there might be some differences among these approaches, the term TQM is considered to be more general to capture the essence of quality improvement. TQM has been defined as a strategic architecture requiring evaluation and refinement of continuous improvement practices in all areas of usefulness.

The TQM framework should be built upon a set of core values and concepts. These values and concepts provide foundation for integrating the key performance requirements within the quality framework. A set of fundamental core values forming the building blocks of the proposed TQM framework is: Leadership and quality culture;
continuous improvement and innovation in educational processes; employee participation and development; fast response and management of information; customer-driven quality and partnership development, both internally and externally. A quality circle consists of small groups of people that meet on a regular basis to discuss problems, to seek solution, and to cooperate with management in the implementation of those solutions (Juran and Gryna 1980). Quality circles utilise organised approaches to problem solving and operate on the principle that employee participation in decision-making and problem solving improves the quality of work. In education, quality deals with monitoring and identifying the areas that affect the levels of teaching.

**Importance of Education**

The importance of education in the development of a nation cannot be underestimated. It is education that develops expertise, excellence and knowledge that lead to the overall development of any economy. This has created a necessity to develop the strategies for the development of Education in almost all the countries of the world (Ali et al., 2010). Thus the success of educational institutions depends on how the educational leaders work to implement the strategies. Education, on one hand, can effectively provide the qualified human resource in the form of committed professionals to develop the economy of a country and on the other hand good citizens with great values to balance the economic and cultural development of the nation. The quality measures play a vital role in the education Therefore it becomes important to assure quality with sustainable improvement in Education. The theory of ‘Total Quality Management’ (TQM) is well adopted by educational leaders in Educational sectors to achieve the aim of quality education. Universities and higher educational institutions in India are also adopting quality measures to improve the quality of education. India has the third largest Educational sector in the world. This paper discusses the role and importance of quality in Education.

**Measuring and Managing Quality in Education**

Managing quality in education has proved to be a challenging task. The literature suggests that there are two main reasons for this. First, ‘quality’ has different meanings for different stakeholders. Within education there are both internal and external stakeholders who are likely to have disparate or even contradictory definitions of quality. Cheng and Tam (1997:23) suggest therefore that ‘education quality is a rather vague and controversial concept’. Similarly, Pounder (1999:156) argues that quality is a ‘notoriously ambiguous term’ given that it has different meanings to different stakeholders. As a result of the difficulty in defining quality, its measurement and management has unsurprisingly proved to be contentious.

The outputs of the education system can be tangible, intangible or value addition through, for example, examination results, employment, earnings and satisfaction. Harvey (1995) argues, however, that there is no discernible end product of HE as the transformative process continues to make an impact after the completion of HE. Hewitt and Clayton (1999:852) suggest that if the desired output of education is viewed as ‘increased capabilities and knowledge as embodied within the transformed student, including an enhanced capability for further learning’ then the system model is appropriate provided there is recognition of the role of the student within all three system components.

Despite their support for viewing education as a system, Sahney et al. (2004) suggest that this creates further difficulty in conceptualising quality because the different component parts of the system have different requirements. The literature suggests that there have been a number of different attempts to articulate the dimensions of quality in education as Garvin (1987) did for services. One of the most clearly defined sets of dimensions of quality for education has been identified by Harvey and Knight (1996), who argue that quality can be broken down into five different but related dimensions:

- quality as exceptional (for example, high standards)
- quality as consistency (for example, zero defects)
- quality as fitness for purpose (fitting customer specifications)
• quality as value for money (as efficiency and effectiveness)
• quality as transformative (an ongoing process that includes empowerment to take action and enhancement of customer satisfaction).

Conclusion
The preceding discussion illustrates that quality in education is a multi-dimensional construct which is interpreted in different ways by diverse stakeholders. This, in turn, creates complexity in its measurement and management. There has been a wide range of approaches adopted to manage quality in education. However, efforts to undertake a consolidated review of current practice have been relatively limited. The paper draws on a review conducted by the authors to investigate current environmental forces and their impact on education and quality management practices in different national contexts.

References


Competencies and Professional Skills
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Abstract
Globally, Educational systems are under great pressure to adopt innovative methodologies in the teaching and learning process. The professional skill of teacher has been acknowledged as the Effectiveness of Teacher’s Talent in teaching. Teachers must develop their academic competency based on rigorous content that addresses a global perspective, an occupational competency that drives and informs the career aspirations; a civic competency reflected as the capacity to participate in the local and global community and a sense of responsibility to take part; and above all, personal competency to include an understanding of one’s own capabilities and value as a human being. Thinking, Using Language, symbols and text, Managing Self, Relating to others, Participating and Value oriented education comprises all types of values- Aesthetic, Ethical, Health, Intellectual, Scientific and Spiritual. Hence, everyone must be conscious of the existing value pattern among students so as to develop and implement the relevant measures for value attainment. Education the 21st Century stresses the need for the four pillars of education namely, learning to know, learning to do, learning to live together and learning to be. The objectives of 21st Century education can be achieved only if the teacher educators are mentally healthy and adjustable in their challenging work environment. So, a teacher should be emotionally intelligent and professionally competitive, skilled and valuable person in the Kist of hectic life prevailing in the modern education world.

Introduction
In the field of Education, teaching has taken on a transformation where students are no longer restricted to learning on the basis of reading, writing and arithmetic. Education system in India, all people are under pressure to used the Innovative Technologies in the teaching and learning process, to teach students the knowledge and skills that they need in the 21st century. School, colleges are expected to provide opportunity for using the Innovative Technologies in the classroom. The skills which is needed the Teachers to be competent may be called as Competency Skills. Competencies were defined as the knowledge, skills, and attitudes necessary to be competitive in the workforce. If the current generation is to develop Competencies, existing educational systems must be modified. Today, we have an opportunity to revitalize and reform out education system by drawing on bold ideas, the wisdom and passion of educators, and the commitment of parents, families, and communities that comprise the heart of the issue. Students must develop an academic competency based on rigorous content that addresses a global perspective; an occupational competency that drives and informs careers aspirations; a civic competency reflected as the capacity to participate in a local and global community and a sense of responsibility to take part; and above all, personal competency to include an understanding of one’s own capabilities and value as a human being.

Competencies in current scenario
Educational competencies are so important because of global competition, global cooperation, information growth, more jobs and careers and the service economy. The development of these skills is often overlooked in existing educational systems in favor of spending more time on knowledge acquisition (i.e. “getting through a curriculum”). We need to promote mastery in core subjects (economics, English, Government, Arts, history, geography, reading or language arts, mathematics, science, world languages, civics) and in 21st century themes (global awareness, financial, economic, business and entrepreneurship literacy, civic literacy, health literacy, etc.). In addition, the acquisition of the following is very essential.

- Learning and innovation skills (critical thinking and problem solving; creativity and innovation; communication and collaboration)
• Information, media and technology skills (information literacy; media literacy and ICT literacy) and
• Life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility).

Innovative Teaching in New Century

In this 21st century, everywhere we try to give web based learning. Video conference is an inevitable one in innovative teaching learning process. Innovative processes a new path towards a known destination, to find out new approach towards realizing a committed objective. Knowledge is separated from skills and presented as revealed truth, not as an understanding that is discovered and constructed; this separation results in students learning data about a topic rather than learning how to extend their understand beyond information available for assimilation. Also the problem solving skills are presented in an abstract form removed from their application to knowledge, this makes transfer to real world situations difficult. The ultimate objective of education is presented as learning a specific problem solving routine to match every situation, rather than developing expert decision making and metacognitive strategies that indicate how to proceed when no standard approach seems applicable.

Current Major Frameworks Professional Skills

Current conceptual frameworks for 21st century skills include the partnership for 21st century skills(2008), the Metric Group and NCREL, (2003), the American Association of Colleges and Universities (2007), and the Organization for Economic Cooperation and Development (2005). In the particular are of information and communication technology, is richly interwoven with 21st century skills. 21st century frame works include that the revised ISTE student standards for technology in the curriculum (2007), as well as digital literacy standards from the Education Testing Service ICT Literacy Panel (2007).

Several significant, emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today. i.e. Global Awareness, Financial, economic, business and entrepreneurial literacy, civic literacy and the health and wellness awareness.

Teaching as a Profession

Teaching is often said to be the noblest profession among all the professions so the teachers should realize that the work they are doing the noblest and that they need not be apologetic or feel guilty and small instead have pride and confidence in their worth and work. The professional skill of teacher has been acknowledged as the Effectiveness of Teacher’s Talent in teaching. The teacher involved in the process of education, entitles along with them two essential elements (i.e.) pupil and the curriculum.

Learning and thinking skills

As much as students need to learn academic content, they also need to know how to keep learning and make effective and innovative use of what they know throughout their lives. Learning and thinking skills are comprised of, Critical Thinking and Problem Solving skills, Communication Skills, Creativity and Innovation skills, Collaboration skills, Contextual learning skills, Information and media literacy skills.

ICT literacy and Life Skills

Information and communication technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. Students must be able to use technology to learn content and skills, so that they know how to learn, think critically, solve problems use information, communicate, innovate and collaborative. Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate some of the essential skills into schools deliberately, strategically and broadly. They are Leadership, Ethics, Accountability, and Adaptability, Personal productivity, Personal responsibility, People skills, Self-direction and Social responsibility.
Conclusion

Fortunately, group developing conceptualizations of Profession skills have built sufficiently on each other’s ideas to avoid a “Tower of Eabel” situation. As this analysis shows, organizations that argue for profession skills have frameworks largely consistent in terms of what should be added to the curriculum. However, each group has different areas of emphasis within the overarching skill set. NCREL incorporate autonomous actions by teachers that typically are not a part of conventional classroom culture. This highlights Meta-Cognitive challenges for the 21\textsuperscript{st} century skill movement. To systematically examine all the tacit beliefs and assumption and values about schooling those are legacies from the 20\textsuperscript{th} century and the Industrial age. Compilations such as this volume are making important contributions in aiding this reconceptualization of education forces the faculties with special teaching competencies and professional skills..

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Quality Enhancement in Teaching – Learning Process

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Introduction
Just because you have a degree doesn’t mean that you are finish learning. A good teacher is continually learning. Technology makes it easy to extend your learning by offering professional development on demand. Professional development will keep your teaching fresh, current, and will remind you of what it is like to learn something new. Teachers who are continually teach make empathetic teachers they understand how frustrating it can be to learn something for the first time.

Develop a Personal Learning Network on Twitter
Twitter is an excellent place for new teachers to connect, collaborate, share ideas, and struggles with educators around the world. When joining Twitter, make sure to fill out your profile with information related to education. This will help others in education find you. Be sure to add your Twitter name to the appropriate list so that other educators can find you.

Keep students engaged
Always have engaging activities on hand to keep your students on task and learning. Students will misbehave if they have nothing to do, don’t give them the opportunity to be bored. Technology is a great way to fill those extra minutes with critical thinking and problem solving activities. Keep a list or bookmark folder full of great online logic puzzle and problem solving websites for students to refer to when they have extra minutes.

Keep yourself organized
During the first year of teaching you will find a lot of new great resources, keep track of all these great finds in one easy to manage location. Delicious.com is a bookmarking website that allows you to bookmark and organize websites and web tools as you find them. Bookmarks can be collected and shared with others educators through Delicious. Be sure to install the Internet browser plug in so that you can easily bookmark a site with the click of a button.

Communicate with email and blogs
Email facilitates communication with all three members of the academic triangle: the teacher, the student and the parent. The beauty of email is that you can dash off a really short note which will be read. Blogs are a wonderful way to keep an electronic journal which encourages comment and dialog with your students. Anything which helps a student express his thoughts has to be a good thing. Post your assignments on a Web portal. Parents will thank you for this information. They love to be able to review their children’s assignments and grades online. The more you can involve parents, the more successful your outcomes will be.

Incorporate a digital projector into your lessons
Digital projectors are the most exciting classroom tool ever. A picture truly is worth a thousand words. Project your laptop or desktop image on the screen for students to see you solve that math problem.

Conclusion
Remember: you are a teacher! You are in the business of igniting the fires of curiosity. Take your own medicine as you probe, inquire and learn about these exciting technologies. The Internet had its birth in the research and academic communities. It was created to allow the free and rapid flow of information to benefit higher learning. Let’s recapture that focus in our work, and enrich our teaching in the process.

Reference
Open Learning and Distance Learning

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Abstract

Today in the modern era, person being is in his education period and socialization history. They all time has tried to establish a good contact to express, change or share their views and knowledge. They want to share experiences with anyone established easily communicate. It is an obsolete necessity for mentally, emotionally and physically developed human beings. Education is not only the right of students or persons belonging to particular group of age, but also it is a desire or need of everyone living in country or on the earth. The Open and Distance Learning (ODL) has become an integral part of higher education globally. It is an effective tool for the provision of education to a heterogeneous group of learners as well as an alternative channel to democratize education all over the world. The origin and growth of distance education has its roots in the familiar circle to be squared. During the last two decades, the relevant literature shows that various authors and researchers use inconsistent definitions of distance education and distance learning. Distance Learning provides students with increasing chances for professional conversion, they can integrate into labour market easier and perform their initial training. At present, this form of education is focusing on students’ self-study and self-training with the help of adequate learning resources ensured by the educational institution organizing the programme of study. Traditionally we define learning as a process where one or more instructions are trying to mediate knowledge to one or more students in a classroom like environment with the aim of increasing the students knowledge. Distance Learning takes place when the instructions and students who are involved in the learning process are physically or time wise separated from each other. Distance learning offers an attractive alternative.

Introduction

Today in the modern era, person being is in his education period and socialization history. They all time has tried to establish a good contact to express, change or share their views and knowledge. They want to share experiences with anyone established easily communicate. It is an obsolete necessity for mentally, emotionally and physically developed human beings. Education is not only the right of students or persons belonging to particular group of age, but also it is a desire or need of everyone living in country or on the earth. Each individual personality plays an important role in building of national development. Education is a system empowerment and enlightenment of human being. They can achieve a higher and better quality of life with proper education. The purpose of education is not only to train people for particular role of employment. It is also to train them to cope their lives in the discipline and intelligence. A sound and effective system of education results in the enfoldment of his knowledge and transformation of his attitude and value. Recognizing such an huge potential of education. It focuses on to provide quality education for everyone.

Open / Distance learning

The concept of open learning can be explained by Roger Lewis defines "open learning as a phrase with a positive ring to it". He says it is one of a family of terms, all of which stress to varying degrees the centrality of learner choice (e.g., learner directed training, self-study, independent learning, etc.) the use of materials (e.g., packaged training resource based learning) and of flexible delivery methods (e.g., distance learning, computer-based training, etc.). He argues that "open implies the existence of something
that is its opposite, i.e., closed learning and many definitions of open learning refer to the constraints inherent in conventional education and training”.

The Open and Distance Learning (ODL) has become an integral part of higher education globally. It is an effective tool for the provision of education to a heterogeneous group of learners as well as an alternative channel to democratize education all over the world. The origin and growth of distance education has its roots in the familiar circle to be squared. The development imperative of providing health and education facilities to the people in the poor countries, which they can hardly afford and without which they cannot develop such economic resources. This fact underlines the need for a proper educational policy. The goal of such a policy is to arrive at a balance between the demand for and the supply of education to secure the most beneficial form of educational development. This fact has been reiterated by the Education Commission (1966) while observing that the growth of education should go together with the manpower requirements of an expanding economy.

A variety of media such as radio, television, computer and Internet etc are being used as a part of learning material by many Open and Distance Learning (ODL) institutions. As a result, course delivery in such institutions is multi-channel: multimedia mix (Kulandai Swamy, 2002). The requirements of the distance education for developing the course material using the multi-media approach has necessitated, apart from print material, embracing of technologies such as radio, television, audio and video cassettes. Last decade has witnessed a virtual explosion in the advancements made in several areas of technology especially those relating to computer, networking and communications, which have a direct bearing on the distance education system.

The NAEB report identified the following essential characteristics of open learning system:

- The system must guide a student by eliciting interpreting and analysing goals at the beginning point and throughout the student’s contact. With the programme of instruction.
- The system must formulate learning objectives in such a way that they serve as the basis for making decisions in instructional design, including evaluation, and in such a way that they will be fully known to be accepted by or capable of modification by students.
- The system must facilitate the participation of learners without imposing traditional certification as the exclusive rewards.
- To provide the flexibility required to satisfy a variety of individual needs, the system should make it operationally possible to employ sound television, film and print as options for mediating learning experiences.
- The system should use testing and evaluation principally to diagnose and analyse the extent to which specified learning objectives have been accomplished. In other words, the system should be competence-based.
- The system must be able to accommodate between the instructional staff resources and the learner, element learning.

Distance Learning

Distance education is the most renowned descriptor used when referencing distance learning. It often describes the effort of providing access to learning for those who are geographically distant. During the last two decades, the relevant literature shows that various authors and researchers use inconsistent definitions of distance education and distance learning. Distance Learning provides students with increasing chances for professional conversion, they can integrate into labour market easier and perform their initial training. At present, this form of education is focusing on students’ self-study and self-training with the help of adequate learning resources ensured by the educational institution organizing the programme of study. Distance Learning is a system of teaching and learning in which students study in their own homes or at local centers using materials mailed or broadcast from a central unit. The objective is to open up opportunities by overcoming all types of barriers in learning process like economic, geographic, work commitments, and conventional course structures, which have often limited access to educational and training facilities (Sewart, 1993). The fast
technological conditions, shifting market conditions, quick outmodedness of existing knowledge and increasing population are challenging the education systems. Therefore the system has to provide additional educational facility and opportunities without affecting costs. The problem can be solved with development of distance education program. Basically these educational programs are considered useful for elder peoples who missed education of college and university.

**Web Based Distance Learning**

Traditionally we define learning as a process where one or more instructions are trying to mediate knowledge to one or more students in a classroom like environment with the aim of increasing the students knowledge. Distance Learning take place when the instructions and students who are involved in the learning process are physically or time wise separated from each other. Distance learning offers an attractive alternative. The asynchronous nature of a distance learning environment is predestined for this cause. Distance learning can make a strong contribution to corporate training efforts, especially when using some of the more advanced technology (Clyatt 1998). Distance learning raise a range of of pedagogical, technological and organizational issue.

**References**


Issues of Quality Concerns In Teacher Education

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Abstract

Some of the issues of teacher education reflect on quality and identity crisis, rare humane and professional teachers, poor integration of skills, incompatible modes, little contribution to higher education, domain pedagogy mismatches, rare innovations, inadequate technology infusion, little choice base, and poor research scenario. The quality of teacher education has always been a matter of concern. The input and process norms in teacher education questions the quality of the output. There is also a widening gap between expected and actual quality in teacher education. The teacher education programmes need to integrate in numerous skills and competencies including info-savvy skills, techno-pedagogic skills and life skills like empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. The quality and efficiency of education depends to a great extent on the quality of teachers who truly add value to the students. It is therefore concluded that teacher education must enable teachers to develop and sustain the confidence and skills to be creative, critical and reflective practitioners.

Introduction

Indian teacher education system has been strengthened a lot during the past couple of years after persistent struggle to establish its identity. Though there is evident improvement through the efforts of NCTE still there is room for perfection. There are many problems and puzzles in the Teacher Education System. The gaps between policies and programmes, vision and mission, wish and will should be met through revolutionary changes in the system. To enhance the teacher education quality focus should be on the emerging issues and concerns. Some of the issues of teacher education reflect on quality and identity crisis, rare humane and professional teachers, poor integration of skills, incompatible modes, little contribution to higher education, domain pedagogy mismatches, rare innovations, inadequate technology infusion, little choice base, and poor research scenario.

Quality In Teacher Education

The quality of teacher education has always been a matter of concern. The input and process norms in teacher education questions the quality of the output. The commercialization of education has negative impact on the all-round personality development of the products. There is public private dichotomy in teacher education. The teacher education degrees conferred by the various universities and institutions are non-comparable and there is also a widening gap between expected and actual quality in teacher education. Quality of teacher education is a product of the knowledge, skills and competencies working in perfect harmony to produce good students. For this teacher educators in training institutions should re-examine their textual materials and curriculum contents. Quality of teacher education programme also depends on the quality of teaching practice because it is only through practice that teaching skills can be developed. Teaching practice is the core of education programme. But it is being neglected with more emphasis on the theory. Duration of teaching practice is too short to provide sufficient experience and opportunity to the pupil teachers to understand all the aspects of the school programmes. Quality teachers can be developed through skilled and competent Teacher Education professionals who have passion for profession. There should be no compromise with the standards and norms.

Roadblocks Hampering Quality In Education

It is a deplorable fact that although quality in enrolment ratio in school education has improved after independence, the quality of education imparted is very poor due to insufficient infrastructure and shortage and incompetence of teachers in some of the
schools. Though India invests significant sums in postsecondary education, with the funds increasingly coming from students, it does not spend them effectively. Most of the colleges are too small to be viable in terms of potential for expansion. They are generally understaffed and ill-equipped. Two-thirds of the colleges do not even have government-established minimum norms and they are unable to innovate because of the rigid bureaucracy of the affiliating system that links the colleges to a supervising university. While it is true that Indian academics by international comparisons are relatively well paid, they are not necessarily effective. Academics are not made to improve their performance for promotions to the next grade due to extraneous factors. Their work is not carefully evaluated and their promotions are sanctioned rather on the basis of seniority which results in their intellectual lethargy.

**Role of Teacher Education Programmes In Improving Quality of Education**

Teacher Education for preparing humane and professional teachers needs to be holistic. 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 apart from human development skills and spiritual skills. The teacher education programmes need to integrate in numerous skills and competencies including info-savvy skills, techno-pedagogic skills and life skills like empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. Teacher Education has made very little contribution to higher education. Research in education is repetitive devoid of freshness of problem or approach or methodology. Innovations in Teacher Education are very rare. Activity based, personalized teacher education programmes are seldom surviving. Teacher education programmes are largely traditional with slow pace of modernization and technology infusion. Subject specific differential pedagogy is demanded.

Every teacher today needs to be tech-savvy, proficient in pedagogy and strong in their subject area content to measure up to the modern expectations. Teachers are expected to know how to successfully integrate technology into their subject areas to make learning relevant and meaningful. Transformation through innovative pedagogy by harnessing newer technologies to make teaching-learning programmes more interesting and intelligible must be in the pipeline to develop the concept of ‘techno-pedagogy’ to a greater extent. To preserve the identity and sanctity of education proper Teacher Education Policy should be formulated and norms should be observed sincerely. There has to be adequate focus on all the parameters input, process and output to prevent the degeneration of quality. It calls for the stakeholders of education to deliver man-making education.

**Conclusion**

The role of the teacher is often formal and ongoing, carried out by the way of occupation or profession at a school or other place of formal education. The quality and efficiency of education depends to a great extent on the quality of teachers who truly add value to the students. It is therefore concluded that teacher education must enable teachers to develop and sustain the confidence and skills to be creative, critical and reflective practitioners.

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Position of Women In Teacher Education

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Abstract

India is the largest democracy with remarkable diversity among its population of 1.2 billion which makes up about 17% of the world’s population. Almost 70% of Indian population is rural. The adult literacy rate stands at about 60% and this is significantly lower in women and minorities. Education in India comprises of government, government aided and private institutions of which nearly 40% are government. With the population growth rate of 1.5%, there is tremendous pressure on the education system to provide quality education at affordable price and improve the literacy rate. Young women and girls who study science are able to think critically, analyse their personal circumstances and their environment, and, importantly, make informed decisions about their life. But the established science teaching methods are not good enough. We need to train and re-train women science teachers in effective and innovative methods of science teaching. This will give them a better understanding of science, allowing them to become science innovators and role models for young women and girls.

Introduction

Education systems place great responsibility on both male and female teachers to educate, train and guarantee the attendance of boys and girls in school. It is therefore important to analyze the female school teachers’ role to determine their influence on the education of girls. Whatever the percentage of female teachers in a basic education system, it is necessary to value their role as educators, in order to offer them working conditions that lead to the development of girls and the community as a whole. It is a fact that the educational success of girls and boys depends to a great extent on the job satisfaction of teachers, their level of commitment and whether they get the moral and economic recognition they deserve. The development of this section is based on two assumptions:

- A higher rate of female participation in classroom teaching leads to higher rates of schooling and survival to the 5th grade of primary school, principally of girls.
- The higher the proportion of rural populations, the lower the rates of access and survival of boys and girls in school.

India is the largest democracy with remarkable diversity among its population of 1.2 billion which makes up about 17% of the world’s population. Almost 70% of Indian population is rural. The adult literacy rate stands at about 60% and this is significantly lower in women and minorities. Education in India comprises of government, government aided and private institutions of which nearly 40% are government. With the population growth rate of 1.5%, there is tremendous pressure on the education system to provide quality education at affordable price and improve the literacy rate.

Education in India faces following primary challenges:

Quality

Maintaining standard of education in more than a million schools nationwide, offering training programs to teachers, and keeping good balance with education system worldwide is a big challenge. Schools vary in size and resources and are forced compromise in the all round development opportunities they must provide to students.

Access

Having infrastructural constraints and social issues, it becomes harder to make education accessible to all segments of the society (women, minorities, poor).

Cost

The cost of education is very high even for the people and places where it is accessible. E.g. the competitive pressure on students & parents forces them to opt for private tuitions & trainings to supplement the school education.
Social & Cultural

The ethnic diversity in India poses challenges to implement consistent education nationwide. There are more than 300 languages spoken in the country and makes it difficult to offer education tailored to specific social segment. Educating women in some societies is a big issue. Children of poor families are forced to work and miss out the learning opportunities. Illiterate adults have very limited opportunities to get educated at later age in their lives.

The Importance Of Women As Educators In Schools

Together with students, teachers are a central part of the school system. The efficiency of educational programmes greatly depends on the quality of the teachers. A teacher is not just someone who stands up in front of a group in order to give a lesson; he or she should treat the boys and girls with patience, affection and care, preparing them to work for a decent standard of living, as well as reinforcing social role models that promote gender equality. Due to motherhood, and traditional family responsibilities, women are prepared to relate to children. This is undoubtedly a great advantage that facilitates teaching. Professional training is required so that women may perform optimally in education systems. In traditional societies it is also important for female teachers to give parents greater confidence in sending their daughters to school.

Despite the importance of this work, the teaching profession, especially as exercised by women in the first years of education, suffers from low status and low salaries. Mechanisms have to be found which allow the social re-evaluation and strengthening of the teaching profession in basic education, and raise the income of teachers.

Women Career as Educator

“Teaching Career” programme is a system of horizontal promotion that gives teachers the possibility of raising their wages, after enrolling in an evaluation of their performance as teachers and a training process. In this way, teachers do not have to be promoted in the administrative hierarchy or enter higher levels of education in order to advance professionally and obtain a higher income for a decent personal and family life. Female teachers benefit most as they account for the majority in basic education. The number of women teachers is generally higher during the first stages of education. Such participation falls progressively at higher levels. Unfortunately, in the rural environment many obstacles need to be overcome for female teachers to reach levels of professionalism and recognition.

Women as Educators in the Community

Women play an important educational role in the community, because they are responsible for educating their children. Women also exercise an influence over the rest of the community in order to guarantee their integrity and development.

Women teachers can help bridge the science gender gap

The lack of women scientists in high positions is quite common in both developed and developing countries. Cultural attitudes and societal values can be a significant barrier to women's education, especially in science. But new ways of teaching science can empower women and help remove the barrier of negative attitudes, paving the way for fruitful participation in the sciences. And teaching provides an opportunity for women scientists to make an important contribution in bridging the gender gap. Educating young women and girls in the sciences empowers them, giving them the tools and the confidence to confront the cultural attitudes and societal values that deter the full participation of women in society.

Young women and girls who study science are able to think critically, analyse their personal circumstances and their environment, and, importantly, make informed decisions about their life. But the established science teaching methods are not good enough. We need to train and re-train women science teachers in effective and innovative methods of science teaching. This will give them a better understanding of science, allowing them to become science innovators and role models for young women and girls.

The traditional method of teaching science, based on lectures and memorising facts, is ineffective. To attract women science teachers, and to attract young women and
girls into science, the way science is taught must be changed at all educational levels. New approaches to teaching science should be student-centred and activity-based, engaging students actively in the learning process. Research has shown that this style of teaching enables students to learn better and benefit more from science lessons. For science education to be effective, it must be inclusive and should recognise how science teachers, scientists, families and the community work together to achieve learning and teaching goals. Better funding for science education is needed to train more and better science teachers, especially women. Governments and nongovernmental organisations should promote continuing in-service training workshops and offer progressive teacher education curricula that embrace student-centred and activity-based science teaching. It is both urgent and essential to support and fund these training activities to change the way science is taught. Every country stands to benefit greatly from training women science teachers in effective teaching methods — and from an increase in the number of women who study and work in science.

**Teacher Training and Professional Development**

Even if there are effective strategies in place to recruit women, teacher training rarely pays attention to the different experiences, perspectives, and priorities of women, and assumes the gender neutrality of being a teacher. Few teacher training programmes explicitly include gender equality issues within the curriculum, nor discuss critical issues such as the feminization of the profession. For example, where researchers describe the way in which women are brought into a teacher training programme that remains exactly the same as it had been for men only. This approach is characteristic of a ‘Women in Development’ (WID) approach. This is quite different to a Gender and Development (GAD) approach, which implies that the programme would acknowledge gender differences, would aim to meet the sometimes different needs of men and women, and would explicitly address gender equality issues. A WID approach, for example, might increase the number of women teachers in a teacher education programme, but indicators for success would be a numerical count of women relative to men, rather than any measure of the extent to which male and female teachers are empowered to act as agents of gender equality. There are a small number of inspiring examples of teacher education programmes in which the gender nature of teaching and the gender identities of male and female teachers are discussed. These have not been formally evaluated, but are recognized to make a considerable impact on individual teachers’ awareness of gender relations in the classroom, school and wider community, as well as to empower them to use their potential as teachers to address inequities.

Women are rarely found in positions of authority and leadership in schools, and career development for women teachers is rarely prioritized. Even in countries where the percentage of women teachers is high, there are rarely many women head teachers, education officers and managers at the district, regional and national levels. There are systemic constraints for women wishing to develop their career within the education sector, such as negative attitudes towards women’s ability to manage and lead schools, lack of female role models, long hours, and commitments that are difficult to reconcile with family and child care responsibilities.

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Quality Enhancement In Teaching - Learning Process

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Abstract

There is a need for continuous quality control and improvement in education. To maintain the standard or quality in education; one can make use of curriculum in the teaching – learning process.

Introduction

The meaning of quality ‘ENHANCEMENT IN TEACHING LEARNING PROCESS’ the recent advances made and their application in education viz. Audio-visual aids, play way method, project method have been taken up for detailed discussion for ‘curriculum aspects’.

Teaching

The supreme art of teaching is to awaken joy in creative expression and knowledge. -Albert Einstein.

Learning

The term learning has been interpreted to mean, “Change in response or behavior”. C.V.Good

Teaching -Learning Process

Teaching-Learning Process is as old as human being on earth it has been carried out not only by human beings but also by animals to teach their young ones to adjust themselves successfully with their environment with the passage of time, it has undergone revolutionary change.

Quality improvement in Education

This concept of quality improvement is relative and wider in nature. The National Assessment and Accreditation Council (NAAC) has given the following criteria to assess the quality or the standard of educational institutions they are.

1. Curriculum Aspects
2. Teaching-learning & Evaluation
3. Research, consultancy & Extension
4. Infrastructure and progression
5. Student support and progression
6. Organization & Management
7. Healthy practices.
   - Audio-Visual Aids.
   - Play way method.
   - Project method.

Play way method

Play is joyful, spontaneous, creative activity, in which man finds his fullest expression. -Ross.

Educative value of Play-Way

1. Play-Way is a great motivating force. They put their heart and soul into work.
2. Play-way provides opportunities to the students to learn to cooperate, to take the lead and also to follow.

Play-Way Materials

1. Gifts of Froebel
2. Sand play
3. Water play
4. Wooden, rubber, glass, plastic toys.
5. Pictures.
Play-Way Method in School Curriculum

Play-Way Method can be utilized in the teaching of various subject of the school curriculum to make the lively and interesting they are.

Language

Play-Way Method can be utilized for teaching languages in a number of ways. e.g.
1. Debates
2. Discussions
3. Speech
4. Spelling games and Story games

Mathematics

For teaching numbers and tables a number of games can be used - counting with the help of beads, stick, etc. we can impart knowledge regarding accounts by managing a bank, a post office, a shop, etc.

Science

Illustrative scientific journals and books should be made available in the school library. Books on the lives of great scientists and discovers should find a prominent place. Scientific hobbies should be encouraged. Science clubs may be organized effectively experiment would should be taken up in abundance.

Social Science

A number of Play-Way devices can be used for teaching social science studies e.g.
1. Models
2. Charts
3. Picture
4. Pageants and tableau.

Project Method

A project is a unit of educative work in which the most prominent feature is some form of positive and concrete achievement. - Snedden

Different Types of projects

Now W.H.Kilpatrick mentions four types of projects:
1. The Procedure type
2. Consumer type
3. Problem type
4. Drill type.

Steps in Project method

1. Providing a situation
2. Choosing and proposing
3. Planning
4. Execution
5. Recording
6. Evaluation

Essentials of good project

1. Timely
2. Usefulness
3. Interesting
4. Challenging
5. Economical
6. Rich in experiences
7. Co-cooperativeness

Conclusion

It is clear that the standard or the quality of future education is certainly in the ‘quality enhancement of teaching learning process’ concept even through ‘curriculum aspects’ involves certain that it will provide and promote quality education with international standards in future.
Open Learning and Distance Learning

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Abstract

It examines briefly what “Open” means and the different facets of the open movement and what “Learning” means and how it is different for every person. Attention is brought to the issue of the digital divide and ways to reduce or eliminate barriers to education. We look at how to get started with Open Learning if you are fortunate enough to have access to the technologies, and possible ways of obtaining access if you don’t. We then go over how to map out a personalized learning strategy that works for you. The core of the document goes over many of the different types of Open Learning resources available and possible ways to organize and structure your learning. There is a large collection of Open Learning resources at the end of this guide. Assessment is an integral part of the learning process. The traditional practice of assessment has changed to meet the need of the contemporary society. In this paper assessment strategies used in Open and Distance Education are discussed and constructive suggestions are given to meet the challenges of assessment. Recently we experience a paradigm shift in assessment both in face-to-face and ODL system. Content-based testing has shifted to performance-based assessment. Assessment is no longer used for grading and certification, rather it has linked with learning and skill development of the students. Instead of a single paper pencil test, a variety of techniques and methods are being increasingly conducted. In this context assessment in the ODL system has adopted a new shape to provide better assessment judgments to its students and at the same time helping teachers and administrators. Coping with the changing scenario in ODL we face challenges addressed extensively in this article.

Key words: ODL – Open Distance Learning

Definition of Open Learning and Distance Learning

“Open learning is an approach to education that seeks to remove all unnecessary barriers to learning, while aiming to provide students with a reasonable chance of success in an education and training system centered on their specific needs and located in multiple arenas of learning.” Neil Butcher

To define Open Learning is a challenge in itself. Since every person has their own unique way of experiencing and learning about the world around them it is different for every person. What can be looked at is the ways in which we can organize systems that foster Open Learning. Open Learning is a system that aims to eliminate or greatly lower barriers to use, extraction, and reuse of knowledge. It is purposeful, directed learning as opposed to simply the accumulation of knowledge without really understanding why you need to know about a topic. It takes place in a volatile environment that the individual learns to customize and it provides the user with feedback that is constantly used to refine and improve upon the experience. Open Learning is largely available because of the internet, although it is possible for it to take the form of offline content as well. It very often makes use of Open Educational Resources (OER).

Distance learning defines as follows. “Distance Learning (DL) is an instructional delivery system that connects learners with educational resources. DL provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current students. The implementation of DL is a process that uses available resources and will evolve to incorporate emerging technologies.”

Several key features define distance learning. The importance of the teacher - learner communications cannot be overstated.
- the separation of teacher and learner during at least a majority of each instructional process
- separation of teacher and learner in space and/or time
- the use of educational media to unite teacher and learner and carry course content
- the provision of two-way communication between teacher, tutor, or educational agency and learner, and
- control of the learning pace by the student rather than the distance instructor.

These definitions apply equally to high tech and low tech approaches to distance learning. The multiple distance learning definitions and other terminology is addressed in the tutorial "Open learning is defined as a student-centered approach to education that removes all barriers to access while providing a high degree of learner autonomy. Distance education refers to a mode of delivering a course of study in which the majority of communication between teachers and students occurs noncontiguously, and the two-way communication between teacher and student necessary for the educational process is technologically mediated. Distance education may or may not be based on open-learning ideals." (Maxwell 1995, 43)

**Distance e-Learning**

Distance e-Learning is the combination of Distance Education and e-Learning which is characterized by the extensive use of Information and Communications Technology (ICT) in the delivery of education and instruction and the use of synchronous and asynchronous online communication in an interactive learning environment or virtual communities, in the way of a physical classroom, to bridge the gap in temporal or spatial constraints. Distance e-Learning combines the strengths and advantages of Distance Education and e-Learning. "The focus is shifted to the education transaction in the form of virtual community of learners sustainable across time."

The Distance Education model has its traditional focus on content delivery or correspondence, and emphasis on independent learning. Distance e-Learning has its roots on computer conferencing and collaborative constructivist learning approach; it encourages collaboration in an interactive learning environment. Distance e-Learning is also different from e-Learning. Distance e-Learning goes beyond the use of ICT as tools to access information which primarily characterizes e-Learning use in classroom teaching or in the residential setting.

One of the most significant issues encountered in the mainstream correspondence model of Distance Education is transactional distance. Transactional distance results from the lack of appropriate communication between learner and teacher. This gap has been observed to become wider if there is no communication between the learner and teacher and has direct implications over the learning process and future endeavors in Distance Education. Distance Education providers began to introduce various strategies, techniques, and procedures to increase the amount of interaction between learner and teacher. Service providers began to use e-Learning, the generic term for all technologically supported learning, to deliver online courses or tutorial services. These measures e.g. more frequent face-to-face tutorials, increased use of Information and Communication Technologies including teleconferencing and the Internet, were designed
to close the gap in transactional distance. The increase in utilization of ICT, particularly the Internet, ushered in a new era in course design and delivery of instruction in ways never before experienced in the mainstream model of Distance Education and traditional education paradigms. The marriage of the two concepts, Distance Education and e-Learning, marked a new strategy in delivering courseware for academic programs and other learning resources developed by Open Universities and conventional educational institutions.

Technological approaches to open and distance learning environments

Regarding the technological approaches to ODL, the majority of the published work may be covered under the general title ‘new technologies for old problems’. This shows that the researchers simply transfer the already known didactic approaches and instructional design to distance learning environments. This implies a transfer of guidelines of stand-alone hypermedia applications to web environments, emphasizing on interaction and feedback. They presented a networked hypermedia system, which is distributed without a central server, consisting of sophisticated search mechanisms. At first, they proposed the web for research and information seeking, offering the learners a practical means of following up the educational resources discussed. Secondly, they proposed the web as a teaching tool, designing tutorials and interactive online lessons. They also used the web as examiner, offering tests and quizzes for both assessment and self-assessment. The science educator proposed the web as an educational forum, providing a basis for virtual debate and discovery, and finally as a collaborative environment. Although the authors did not mention pedagogical models and principles, it seems that they apply both constructivist and behaviorist approaches.

The main characteristics of such systems are reusability, modularity, adaptability, openness and scalability, features with great importance in educational software. Although there are many references on agent systems, their value in the learning process will be shown when they will incorporate expert characteristics and student models.

Closing Thoughts

It is obvious that student services will continue to play a vital role in the provision of formal education service in a networked era. However, the mix of human supplied and machine automated services will likely continue to merge in favour of more provision of support provided anytime anywhere by machines. The expanding affordances of the Net coupled with reduced costs make such a trend both inevitable and desirable for those whose goals are to provide quality educational opportunity to all Earth’s citizens. It is as challenging for distance educator today to accept that most student support provision will take place without human intervention as it was for traditional teachers to imagine learning taking place outside of the teacher moderated classroom in years past. Classroom education has not gone away and neither will personal interaction in distance education. However, there will be many instances where cognitive, affective and systemic learning services will be provided more effectively and more cost efficiently without human intervention of professional staff. We ought not to fear this in future.

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Role of B.Ed., Student Teachers on Continuous and Comprehensive for E-evaluation

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Abstract

The present educational scenario of the 21st century has become prone to stress more on Quality than on Quantity. The primary aim of every educational institution is to provide a good and quality education to the students. In this connection the author of this paper has planned to discuss the present status of the student teacher on continuous and comprehensive for evaluation tries to give some suggestions that can improve the quality of the education in India.

Define: E – evaluation

"E-evaluation is the end-to-end electronic evaluation processes where ICT is used for the presentation for evaluation activity, and the recording of responses. This includes the end-to-end evaluation process from the perspective of learners, tutors, learning establishments, awarding bodies and regulators, and the general public."

E-evaluation (Electronic-evaluation) is the use of information technology for any evaluation-related activity. To all B.Ed student teachers know about the CCE method for electronically. This definition embraces a wide range of student activity ranging from the use of a word processor to on-screen testing. Due to its obvious similarity to e-learning, the term E-evaluation is becoming widely used as a generic term to describe the use of computers within the evaluation process. Specific types of e-evaluation include computerized adaptive testing and computerized classification testing. E-evaluation can be used to assess cognitive and practical abilities. Cognitive abilities are assessed using e-testing software; practical abilities are assessed using e-portfolios or simulation software.

Components

An e-testing system designed to focus on lower level associations comprises two components: (1) an evaluation engine; and (2) an item bank.

An evaluation engine comprises the hardware and software required to create and deliver a test. Most e-testing engines run on standard hardware so the key characteristic is the software’s functionality. There is a wide range of software packages. The software does not include the questions themselves; these are provided by an item bank. Once created, the engine uses the item bank to generate a test. Traditional paper-and-pencil testing is similar, but the test is pulled from the bank at only one time, when it is sent to publishing.

The creation of the item bank is more costly and time consuming than the installation and configuration of the evaluation engine. This is due to the fact that evaluation engines can be bought "off the shelf" whereas an item bank must be developed for each specific application. An E-evaluation system designed to focus on more sophisticated forms of knowledge requires some sort of interactive activity and a system for inviting students to reason or solve problems around that activity. One influential program of research is known as Evidence Centered Design, or ECD. ECD involves the use of Bayesian Inference Nets to create a sophisticated model of student cognition, and a set of activities or problems that students work on that allow the system to estimate the individuals understanding of the particular domain.

E-evaluation standards

In order to create a mechanism for the sharing of high quality evaluation items, global standards have emerged. The IMS Question and Test Interoperability specification (QTI) provides a common format for describing and distributing question items across disparate systems.
Advantages

E-evaluation is becoming widely used. It has many advantages over traditional (paper-based) evaluation. The advantages include:

- lower long-term costs
- instant feedback to students
- greater flexibility with respect to location and timing
- improved reliability (machine marking is much more reliable than human marking)
- improved impartiality (machine marking does not 'know' the students so does not favor nor make allowances for minor errors)
- greater storage efficiency - tens of thousands of answer scripts can be stored on a server compared to the physical space required for paper scripts
- Enhanced question styles which incorporate interactivity and multimedia.

There are also disadvantages. E-Evaluation systems are expensive to establish and not suitable for every type of evaluation (such as extended response questions). The main expense is not technical; it is the cost of producing high quality evaluation items - although this cost is identical when using paper-based evaluation.

The best examples follow a Formative Evaluation structure and are called "Online Formative Evaluation". This involves making an initial formative evaluation by sifting out the incorrect answers. The author/teacher will then explain what the pupil should have done with each question. It will then give the pupil at least one practice at each slight variation of sifted out questions. This is the formative learning stage. The next stage is to make a Summative Evaluation by a new set of questions only covering the topics previously taught.

Various terms are used to describe the use of a computer for evaluation purposes. These include:

2. Computer-Mediated Evaluation (CME)
3. Computer-Based Evaluation (CBE)
4. Online evaluation.

Conclusion

- B.Ed Student Teacher – No E-Evaluation = Inefficient Teacher
- Good E-Evaluation + B.Ed Student Teacher = Best Evaluating Teacher

Let us all Aware and Acquire Evaluation for naming us as Teaching Professionals.

The importance of effective evaluation and feedback practices within the learning experience is highlighted for E-Evaluation: "Effective evaluation and feedback can be defined as practice that equips learners to study and perform to their best advantage in the complex disciplinary fields of their choice, and to progress with confidence and skill as lifelong learners, without adding to the evaluation burden on academic staff."
The Present Scenario of Teacher Education

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Introduction

As observed by the Indian Education Commission 'The destiny of India is now being shaped in her classrooms'. The effective role of the teacher is one of the key factors in the development of human resources of the country. The aims and ideals of teacher education for understanding and modifying the human values can be achieved through suitable curriculum content and its effective transaction. The teacher education curriculum should included all the human values, technology and it lay a hand on all relevant fields in the past, present and future society. Because, the teacher is a leader, ladder, developer of the society.

Mushroom growth of College of education

The national policy on Education, 1986 and its programme of action had envisaged the National Council for teacher education with statutory status and necessary resources for overhauling the system of teacher education in India. The NCTE has its headquarters in New Delhi. It has Four Regional Committee. In the southern region of India have enormous colleges of education had opened. Every college of education has 7 +1 faculty members and the college of education admitted 100 students for every year. Every year 60,000 student–teacher went out from 600 colleges of education in Tamilnadu. Most of the college of education have insufficient and unqualified teacher. The life of the mushroom time is very short that, is projected here in the present and future may be fifty percentage colleges closed.

Appraisal of Teacher Performance

The national policy of Education 1986 gave emphasis to efforts aimed at developing the competence and effectiveness of teachers at levels. A good teacher has necessarily to play a dynamic role in society not only by transferring his knowledge or skills to the community at large, but by active association with people in facing social challenges. In the present situation most private institution does not give permission to attend or conduct the conference, workshop, seminar, etc., for the teachers so, it affects the teacher performance.

Qualification of Teacher Educator

There should be a complete overhauling of the system. The college lectures appointed to teach teacher education should be well qualified, cultured and having professional qualities. As a teacher educator has finished M.Ed., NET or SLET, M.Phil., Ph.D courses. Those are finished this cited course are eligible candidate to teach in teacher education institution.

Quality of present student-teacher

A.S. Barr classified characteristics of successful teachers have the usual knowledge, skill and attitudes and arrived at the following traits of a successful teacher.
- Good cultural background.
- Substantial knowledge of the subject taught.
- Substantial knowledge of professional practices.
- Substantial knowledge of human development and learning.
- Skill in the use of language, spoken and written.
- Skill in human relationships.
- Skill in research and educational problems solving.
- Effective work habits.
- Interest in pupils.
- Interest in the subject.
- Interest in teaching.
- Interest in school and community.
- Interest in professional cooperation.
• Interest in professional growth.

UNESCO in its resolution of October 5, 1968 on the status of teacher said, “Policy governing entry into preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.” In the above cited resolution are not expected in present scenario.

**Privatization of Teacher Education**

Right to Education Act implemented in India it spread an education to all level of the society people to have chance get the education equally. But, India has 120 corer people but very limited govt. institution is available in our country because, our government decided to given approval for the privatization in the field of teacher education. Now, its leads to collapse our present teacher education may be future India society. Govt. has withdrawal or stops the student admission or the approval of the institution for few years it may be protected or promoted teacher education.

**Enriched Curriculum**

The education commission pointed out that the “essence of a programme or teacher education is quality and its absence, teacher education becomes not only a financial waste but source of overall deterioration in educational standards”. In India, there are a large number of communities, living in variety of areas such as hilly area, plain area, desert area, plateau area, coastal area all having their own peculiar individuality, environment, customs and needs. Therefore, the same curriculum cannot be forced upon all, irrespective of their needs and environment. It must differ from locality to locality and from society to society. In the present teacher trainee students cannot understand and implement the enriched curriculum. They are struggling to understand and follow the subject.

**Co- Curricular Activities**

In the teacher education institution is not appointed for the post of music teacher, physical education master, craft teacher etc. Private institution does not given more importance for co-curricular activities. So, the student – teacher does not know SUPW it is recommendation of secondary education Commission but no one implemented properly in teacher education programme.

**Conclusion**

In the present scenario of teacher education very low performance it will affects our present and future Indian society. Our government will take over and eradicate all correction in the path of teacher education programme. Such inflexibility criteria has to form for opening new institution it will chance to reduce the mislead in the programme.

**Reference:**


**Teacher And Society**

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**Abstract**

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher’s love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal. The role of teachers in the building of a nation cannot be ignored. It is they who influence the immature minds of the youth and tries to mould the living stuff into various forms. It is they on who depends the future of the nation. Hence, they are the most important part of the society.

**Introduction**

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students’ minds are obsessed with better jobs and dreams for higher social status. It is, therefore, duty of the parents, too, to take active interest in the day-to-day progress of their children both in and outside the institution and apprise them of the real meaning of education.

**The Role of teachers in Society**

- Life is its own education, with formal schooling playing only a small fraction. However, that does not undermine the role of the teacher. Those who sit in the classroom have a good bit of influence of shaping the minds of the future.
- There are many out there who instruct and lecture information in the classroom but very few people who actually teacher. Actually get through and shape the youth of today to be the pillars of society, to be all that they can be.
- In many ways, there will be times where children will see their teachers a bit more than they might see their parents during most days. This is the case in the lower grades, where children are in school, seven, eight, and nine hours a day, with a single teacher at the lower grade levels.
- Needless to say, teachers will find themselves as a temporary third parent, being firm but fair. Patient but also unable to be able to back down. They need to run their class room through respect, but not through fear. Teachers need to be someone that children respect enough to listen to and to not fear that they can go with, for their problems, should the situation come up.
Also, teachers are mediators, able to hash out and make those who are having an argument have some kind of common ground. Anyone can really just punish the two parties and be done with it, but there will be no lessons that will be learned from that. If a teacher is able to figure out what has happened and help develop understanding, then the youth will be far better off.

The best teachers are far more than just reciting dry facts and assigning huge piles of homework. They are those who help shape the children to be the best that they can be and it takes a special person to do that.

Qualities of a good teacher

• **Confidence:** Belief in ourselves despite setbacks. Teachers encounter the situation all the times that could be considering setbacks.

• **Patience:** Some of the best teachers could have helped students through a mental breakdown. Not that they had to but that they were so patient, they could have gone the distance.

• **True compassion for their students:** The best teacher cared about their students as individuals and wanted to help them. They had a sixth sense when a student needed extra attention and gave it gladly. They didn’t expect students to leave thoughts of the outside world at the door to the class room.

• **Understanding:** Good teachers had understanding not only the sixth sense mentioned above but true understanding of how to teach. They didn’t have rigid technique that they insisted on using even if it didn’t help to learn. They were flexible in teaching style adopting daily if need be.

• **The ability to look at:** Life in a different way and to explain a topic in a different way. There are many different learning styles.

• **Dedication to excellence:** Good teacher want to the best from the students and themselves. They want to students to learn and be able to apply what they learned not just be able to pass tests.

• **Unwavering supports:** The stand ups for individuals against other students not allowing for him class taunting. Sometimes, the even extent this outside the class rooms and although taunts in the hall ways are very hard for teachers to combat.

• **Willingness to help students achieve:** The best teachers are those that don’t stop teaching when the bell rings. They know that some need extra attention or assistance and they don’t act like its not their job. They take that jobs seriously and know they are not just employed to get students to be able to do higher math but do well in life.

• **Tried in students accomplishments:** The best teachers good grade or made the honor’s societies. They don’t single out the best student either they celebrate the accomplishments of everyone knowing that everyone is capable to doing well. They are upbeat and positive focusing on how a student did well, not how well they thought.

• **Passion for life:** The best teachers aren’t just interested in their subject, they are passionate about it. They are also passionate about many other things.

Teachers and the Professional Ethics

• Acquisition, Transmission and addition of new knowledge for helping the students and the society.

• One has to acquire and also add to find of existing knowledge for generating new ideas in the growing subject.

• The teacher additionally has to transmit knowledge to the successive generations of students who come under their mentorship.

Social Relevance

• Knowledge has to be socially relevant and useful for betterment of the society.

• To invest a social purpose into education the teaching-learning process must aim at sharpening the problem –solving capabilities of the learners.

A Social Consciousness to undertake social criticism

• Whatever specialty or sub-specialty he is also an analyst social trends.
• He has an evaluating dimension.
• He has a necessity to emerge as a critic society – Its trends and process.
• An academic with social consciousness will also illuminate pathways to progressive action.
• A social consciousness unafraid to undertake social criticism, thus has to be emphasized as a value.

**Problem solving approach and emergence of new social order**
• Exertions of the academic profession in the right direction bold out hopes not only of problem-solving but also of emergence of a new social order.

**TEACHER’S FUNCTION**

1. **Academic Function**
   • Hard competence in his subjects of teaching and their contributions to the overall education of the child.
   • Appreciating and understanding the changing needs of the society in scientific age.
   • Understanding the psychological bases of education and the factors which influence education.

2. **Professional Function**
   • Acquiring ability to evolve and adopt methods and techniques suited to different situations to evaluate their effectiveness.
   • Acquiring ability to improvise and audio visual aids suited to different classroom situations.
   • Developing positive attitude towards teaching as a Profession and create self confidence as teacher.
   • Understanding the developmental needs of children at various stages of their growth.
   • Acquiring knowledge about the existing education system and the latest education policy of the country.

3. **Social Function**
   • Acquiring social attitudes.
   • Developing the qualities of patience, impartiality and fairness.
   • Developing interest in modernity.

**Conclusion**
According to Kothari Commission “Of all the different factors which influence the quality of education and its contributions to national development, the quality, competence and character of teachers are undoubtedly the most significant.” Therefore, there should be a sufficient supply of intelligent and sincere persons to the teaching profession with the best professional education and satisfactory condition for their work. Therefore a sound program of professional education of school and college teachers is essential for the qualitative improvement of education. Investment in teacher education can bring rich dividend, because the financial resources required are small when measured against the resulting improvement in the educations of millions of boys and girls.

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Constructivist Approach and English Language Teaching

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Abstract

Constructivist learning has developed as a substantial approach to teaching. During past decades many researchers and scientists had elaborated on the historical precedents for constructivist learning theory. In this view constructivism represents the shift from education based on behaviorism, to education based on cognitive theory. Thus, behaviorist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement, however in the case of constructivist epistemology it is the learner who constructs their knowledge on the basis of interaction with the environment. This paper presents about language teaching in an constructivist way.

Introduction

The primary message of constructivism is that active learning enables the students to construct their own knowledge and make their own meaning of what is being thought. Constructivism, as perspective in education, is based on experiential learning through real life experience to construct knowledge. It is problem-based, adaptive learning that challenges faulty schema, integrates new knowledge with existing knowledge, and allows for creation of original work or innovative procedures. The types of learners are self-directed, creative, innovative, drawing upon visual/spatial, musical/rhythmic, bodily kinesthetic, verbal/linguistic, logical/mathematical, interpersonal, and naturalistic intelligences. The purpose in education is to become creative and innovative through analysis, conceptualizations, and synthesis of prior experience to create new knowledge. The educator’s role is to mentor the learner during heuristic problem solving of ill-defined problems by enabling quested learning. The learning goal is the highest order of learning: heuristic problem solving, metacognitive knowledge, creativity, and originality that may modify existing knowledge and allow for creation of new knowledge. Exemplars of constructivist perspective may be found in the works of John Dewey, Maria Montessori, and David Kolb.

Constructivism influences Instructional theory by encouraging discovery learning, hands-on learning, experiential learning, collaborative learning, project-based learning, and task-based learning. Constructivist epistemology, as a branch of the philosophy of science, offers an explanation of how human beings construct knowledge from information generated by previous experiences (heuristic knowledge). It has roots in cognitive psychology and biology and is an approach to education that lays emphasis on the ways knowledge is created while exploring the world.

Constructivism and English language teaching

Constructivism, though, a new concept and philosophy, the basic principle underlying constructivism and language learning is the same, i.e. constructing new ideas. According to Brader-Araje and Jones (2002), constructivism can be defined as “the idea that development of understanding requires the learner to actively engage in meaning-making.” While constructivism takes on different theoretical meanings with different theorists and contexts, the overarching concept hinges itself upon the nature of knowing and the active role of the learner. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking, and creates motivated and independent learners. The teacher should explore the ways through which the learner can incorporate ideas and strategies into teaching situations to introduce influences, incidents and insights which would prompt the students to make changes in their learning patterns directed towards Constructivism.

The constructivist teacher and the constructivist classroom display a number of qualities distinctive from a traditional or direct instruction classroom. Constructivist
classrooms are structured so that learners are immersed in experiences within which they may engage in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection.

**English teaching in the constructivist way**

An English teacher has to teach the language through learning experiences. For every concept introduced there should be multiple ways of demonstrating the learning to the learners. The class environment should be democratic, providing each student an opportunity to participate in the discussion. The learners should be able to reflect and make associations with prior knowledge to reach new understandings. One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences. Marlowe and Page summarize the foundation of a constructivist approach as:

- About constructing knowledge, not receiving it
- About thinking and analyzing, not accumulating memorizing
- About understanding and applying, not repeating back
- Being active, not passive. (Marlowe & Page, 2005)

**Principles of Constructivism in English Language Teaching**

The major principle to which Wolff’s as well as Wendt’s lines of reasoning can be related is action-orientated methodology including cooperative learning, (i.e. social forms of learning such as work with partners or in groups), active and creative forms of work as well as teaching by projects. Furthermore, Wendt (1996a: 75) argues for an approach called ‘learning by teaching’ ("Lernen durch Lehren"; "LdL"), which encourages the pupil to take over the teacher’s role. Additionally, Wendt favours intercultural projects and the Freinet approach, which is a method based upon the writing and printing of the pupil’s own texts, as he holds in high esteem its possible “fusion of individualizing and cooperative forms of learning” (Wendt 1996a: 79). The individualization of learning, which, in my schematic drawing, is centred on the learner, is one of the most important principles of constructivist FLT. Wolff (1997: 47) argues that learning can only be influenced by teaching in a very restricted way. The individual learner should be allowed to choose his own selection from exercises and texts presented to him. This choice is in line with the principle of learner autonomy (cp. Wolff 1994: 426 f.; Wendt 1998: 7). Thus the learner’s decision will take into account the respective type and style of learning.

One prerequisite, however, is that the learner is instructed on how to become aware of his own learning behaviour, i.e. why he or she selects and applies particular strategies and techniques. Wolff (1994: 421) suggests using the computer as a tool, while Wendt (1996a: 76) has a rather sceptical attitude with regard to the use of electronic media. On the one hand, Wolff (1994: 424 f.) maintains that learning awareness should be complemented by language awareness, whereas Wendt stresses the intercultural awareness and the ‘construction awareness’ aspects of the learning process. Another major principle of constructivism is holistic language experience, as shown above. It links up to content-oriented FLT, which generally takes place in project instruction or, as Wolff underlined (1994: 424), in bilingual classes. According to this approach, foreign language acquisition will thrive in an authentic and complex learning environment or situation (Wolff 1994: 418). Wendt (1996a: 82 f.) similarly emphasises that authentic contacts with foreign language and culture have crucial relevance because the non-directed acquisition of language skills is made possible at the level of trial and error. According to Wendt (1996a: 40 f.), even authentic fictional texts and movies offer the opportunity to the learner to examine his or her constructions of reality in the foreign culture and to ‘negotiate’ them within their group of learners. The principles of constructivism in language teaching can be summarized as:

**Action-orientatedness**

- cooperative learning
- creative forms of classroom work
- learning by projects
- LBT - learning by teaching
- Learner-centeredness
• Individualisation of learning
• autonomy of learner
• Process-related awareness
• learning awareness
• language awareness
• intercultural awareness
• Holistic language experience
• content-orientatedness
• authentic and complex learning environment

Constructivist Activities
In the constructivist classroom students are mostly working in groups, and learning and knowledge are interactive and dynamic. The accent is put on social and communication skills as well as cooperation and change of ideas.

Constructivist Activities for Language Teaching
• Designing and Pursuing Research and Projects
• Role Playing
• Necessitate Multiple Learning Environments
• Situational and Contextual
• Theme and Content Based
• Oral Presentations
• Critical (Lateral and Parallel) Thinking
• Discussions and Debates
• Conceptual Contradiction
• Metaphors
• Interactive
• Collaborative
• Meaning making
• Real Life Examples
• Portfolio Evaluation
• Students Actively Participate
• Phantasm
• Creative
• Reflective
• Reflect the Complexity of the World
• Autonomous
• Readers Response
• Perception Aesthetics

Conclusion
Thus, as discussed above there is a paradigm shift from the behaviourist to constructivist approach in language teaching. Constructivist beliefs have recently been applied to teaching and learning in the classroom. By establishing an environment that promotes a holistic approach the stage is set for further constructivist teaching methods to unfold. In the traditional classroom set up curricular units are given importance which is done by exploring individual lessons which form the central focus of teaching. Constructivist classrooms, however, emphasize on beginning with the whole and expanding to include the parts. Hence, the English language teachers and teacher educators should change their approach of English language teaching.

Reference
Issues of Teacher Education and its Solutions
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Abstract
This paper on “Issues of Teacher Education and its Solutions” discusses about the various issues and problems of teachers Education in India. The possible solutions for the issues and problems of teacher Education in India has been discussed.

Introduction
There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves.

Issues in Teacher Education
Major issues in teacher education concern the following:
• Proliferation of Colleges of Education
• Isolation of Colleges of Education
• Regional imbalances
• Alternative modes of teacher education
• Duration of teacher education programmes
• Examination system

Further there are issues related to the quality of the teacher education
• Curriculum
• Personal and social skills
• Competencies
• Subject knowledge
• ICT skills
• Context sensitivity
• New pedagogy for the global world

Problems of Teacher Education
The problems encountered by the Teacher Education system are given below
1. Several types of teacher education institutions thereby lacking in uniformity.
2. Poor standards with respect to resources for colleges of education.
3. Unhealthy financial condition of the colleges of education
4. Incompetent teacher educators resulting in deficiency of scholars.
5. Negative attitude of managements towards development of both human as well as material resources.
6. Uniform education policy of the government treating excellent institutions alike.
7. Improper selection of the candidates (student teachers) to be admitted.
8. Traditional curriculum and teaching methods of teaching in the teacher education programme.
9. Inadequate duration of the teacher programme.
11. Unplanned and insufficient co-curricular activities.
12. Subjective evaluation pattern.
13. Practice teaching neither adequate nor properly conducted.
15. Objectives of teacher education not understood.
16. Secondary level teacher education is not the concern of higher education.
17. Lack of dedication towards the profession.
18. Lack of occupational perception.
Suggestions for improving the Condition of Teacher Education

There are some suggestions here for improving the condition of teacher education:

1. Teacher education, like higher education and technical education must be the responsibility of the central and state government.
2. Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
3. Curriculum development on a continuing basis to keep pace with current trends.
4. Government should look after the financial requirements of the institutions.
5. Teacher educators must be well qualified and experienced with language proficiency.
6. Teacher educators to be trained in the use of ICTs.
7. Privatization of teacher education should be regulated.
8. Institutes of low standards should be reformed or closed.
9. Conditions for affiliation should be made strict.
10. Regular and rigorous inspection by NCTE should be done on a regular basis.
11. Selection procedure must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
12. Duration of teacher education should be increased to two years.
13. More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
14. Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
15. Evaluation in teacher education should be objective, reliable and valid.
16. Teacher pupil ratio should be ideally 1:8.
17. Several types of co-curricular activities should be included in the curriculum.
18. Professional development of teacher educators as ongoing ritual.
19. Refresher course should be organized frequently for teacher educators.
20. Research in teacher education should be encouraged.
21. Number of teaching days to be increased.

Conclusion

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 utilise his own resources to keep himself abreast of new knowledge and skills.

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Role of Teachers in Inculcating Values Among Students

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Introduction

Human values are closely integrated with human life. No human life can be successful without values. There are positive and negative values. It is left with the person in adopting the positive values like love, honesty, forgiveness, discipline, faith, leadership etc. To acquire these positive values, value education has to be inculcated among students. Value education transforms the negative values like hatred, greed etc into positive values.

Teacher’s role in inculcating values among students

1) Help the student to submit himself to teacher

A teacher must help his/her student to believe him/her providing proper guidance and counselling whenever needed. A teacher must read the ability and weakness of a student and the teacher must act accordingly. A teacher must also be cheerful, interesting and inspiring to the students. A teacher must possess good morals and ethics so that he can submit himself and learn from the teacher.

2) A teacher’s life should be simple and honest

Being honest is a value. So a teacher must be honest in every activities. A teacher must be simple in his way of dressing, food etc. and must possess higher order thinking. A teacher’s life should be simple and honest because Guru is an incarnation of God in human form for students. Kalidas, the ancient poet, speaks of Guru as “He converts darkness into light and makes the invisible God visible. Hence a teacher must be honest in his attempts.

3) Love the students

The simple way to win the hearts of the students is to be affectionate with them. When the teacher is affectionate with the students, the value of love will be acquired by the students. Love is so dear to everyone, the one who offers it, the others who receive it. Swamy Vivekananda said once: “Love never fail, my son, today or tomorrow or ages after, truth will conquer. Love shall win the victory". It would be possible for a teacher to practice the value of love and when this value is practiced there exists fellow feeling and universal brotherhood.

4) Teachers to be disciplined in thoughts and actions

Francis Bacon said: “If wealth is lost, nothing is lost. If health is lost, something is lost, If character is lost, everything is lost” It is very important for a teacher to have good character because thoughts lead to actions, and actions lead to habits and habits lead to character. Hence the thoughts and actions play a pivotal role in developing a good character. Teachers therefore must possess clean thoughts and healthy actions.

5) Teachers to be active participants in value promoting organizations

Teachers should be the members and must motivate the students to participate in organizations which promote values like Red cross, Blue Cross, Blood Bank, Eye Bank, NCC, NSS, Scout etc. Teachers must also conduct some programmes in the society to promote values with the help of these organizations.

6) Teacher’s activities inside classroom promoting values

A teacher can promote values inside a classroom in his way of teaching by conducting activities like Role-play games, Simulations, providing Self-Analysis exercises, small group discussions, debate etc with value education as thrust areas.

7) Teachers as good spiritualists

Divine education is that of the kingdom of God. Acquiring divine perfections is true education. The supreme god of the world of humanity is attaining the divine perfection. Hence the teachers must be good spiritualists and make the students to be spiritual.
8) **Teachers personal role in promoting values**

At the outset, a teacher must maintain his own diary for his own self improvement. Secondly a notebook in which the teacher must note down the date, incident, action taken about each student if happened and should note the flaws—showing behavior and excellent self sacrificing and helpful behaviour and at last must provide necessary counselling for the students to overcome his flaws and to maintain healthy values.

**Conclusion**

Value crisis is growing at a faster speed than the galloping development of Science. Hence inculcation of values among students is the need of the hour. It is a prime factor that teachers need to take the responsibility to sow the values among the future generation. Thus this paper is an attempt to inculcate values among the students by the teachers.

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Quality Management in Teacher Education

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Abstract

Quality should be a part of our soul. Concept of Quality response to quality is a feeling. Quality and excellence says quality is fitness of purpose. Quality education eludes us unless a force of well-qualified teachers is developed as they play an unassailable role in facilitating the learning processes in the quality management. Well-trained and competent teachers are astute observers of the management environment and do systematic inquiries and come to conclusions. Quality refers to basic and essential character entity. Quality and excellence are often used. Quality is a contextual idea. Indicators of quality are institution specific. Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. If the teachers are well-educated and if they are intellectually alive and take keen interest in their job, then only success is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail. Hence, the teacher is another vital component of the school. This paper will focus on the role of teachers in enhancing the quality in education. Let us discuss on quality management of teacher education.

Key Words: Quality education, effective teacher, technology, younger students, educational institution.

Introduction

Quality and excellence are often used the response when they are experienced recent times some themes have become more significant including quality culture, the importance of knowledge management. Quality is a matter of perception. Quality is a contextual idea. Quality is applicable to the system and is part quality is a state of mind..the relentless pursuit of excellence, of never being satisfied with what you do, how you do it and how quickly you do it. Quality is perceived differently by different people. Quality is not something that is bestowed by others, it is attained and maintained as a result of ceaseless efforts. Quality of a product may be good for one but not for another because it does not serve the purpose.

Concept of Quality

Quality is not measured at all, but is appreciated intuitively. One’s response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives. The dictionary meaning of quality is the degree of excellence. Quality is fitness of purpose something is of good quality if it satisfies one’s need. Deming is of the opinion that quality is a positive concept. Product or service which helps someone and enjoys good sustainable markets is of good quality. According to Crosby if a product or service conforms to requirements then it is said to be of good quality. In recent times some themes have become more significant including quality culture, the importance of knowledge management, and the role of leadership in promoting and achieving high quality. Disciplines like systems thinking are bringing more holistic approaches to quality so that people, process and products are considered together rather than independent factors in quality management.

Characteristics of Quality

Quality is a matter of perception, not logic. It is the perception that resides outside the product, service or organization. The result of a business is a satisfied customer, the result of a hospital is a healed patients and the result of an educational institution is a student who has something of value which he/she can use ten years later. Thus, quality is perceived by the consumer.
Quality is relative and not absolute: It is a matter of degree. Theoretically, there are no maximum or minimum limits. Quality improvement, like pursuit of excellence, is a journey without a destination. There is nothing that cannot be little better in some way or the other.

Quality is subjective: The criteria for judging quality can be substantially different from people to people, based on experience, values and culture.

Quality is a contextual idea: Indicators of quality are institution specific. A high rate of job placement of graduates is a legitimate indicator of quality for vocational-technical-professional education programmers, but would not hold for humanities and liberal arts education.

Quality can be measured inferentially
Like intelligence, motivation, attitude and other educational outcomes indicators of quality are established that serve as a basis of measurement. Quality is attainable, quality is not something that is bestowed by others it is attained and maintained as a result of ceaseless. Quality is applicable to the system and its parts: Quality is applied to each component of a system. input-process-output.

Principles of Quality
Quality management adopts a number of management principles that can be used by upper management to guide their organizations towards improved performance. The principles are:
- Customer focus
- Leadership
- Involvement of people
- Process approach
- System approach to management
- Continual improvement
- Factual approach to decision making
- Mutually beneficial supplier relationships

Quality in Education
Quality has become a defining element of education in the 21st century in the context of new social realities. The information communication revolution, the knowledge economy and globalization are greatly influencing the ‘next society’. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality makes education as much socially relevant as it is personally indispensable to the individuals. In this sense quality becomes the defining element of education. In this context, quality and excellence should be the vision of every higher education institution including teacher education. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

Quality Management in Teacher Education:
Applied to the field of Teacher Education, quality refers to the totality of features and characteristics of the student teacher acquired as a result of the teachers education programs. If the expectations of the schools, students, parents and the society are met that indicates that the right type of teachers have been prepared by the teacher education institutions. And if the teachers continue to improve themselves then there is value addition in education. Such teachers will continue to meet the needs of the society. There is fitness of educational outcome and experience for use. In any educational institution there are three aspects to be managed - academic, administrative and financial. Besides these there are the human and physical resources to be managed to their optimum level. In other words management of input-process-product is of utmost concern of the system of teacher education. If every component is of good quality then the final product i.e. the teacher will be perceived as fulfilling the needs of the consumers. Quality in teacher education can be indicated by the ‘educatedness’ of the products of the institution the student teachers. Quality teachers are indicated by their ‘educatedness’ that they have achieved through their education and training. The teachers are well informed and possess knowledge about facts.
However, if the following questions are answered by the educational institutions in general they will be able to achieve quality.
1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of education processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

Quality Indicators for Teacher Education (NAAC)
- Curriculum Design and Planning
- Curriculum Transaction and Evaluation
- Research, Development and Extension
- Infrastructure and Learning Resources
- Student Support and Progression

Organization and Management Quality refers to basic and essential character, the distinguishing element or characteristic of a product, service, organization or entity.

Conclusion
A broad range of factors affect quality in educational institutions including the talent and expertise of the teaching staff, admission and assessment standards, the teaching and learning environment, the quality of the library and laboratories, governance and leadership. One of the emerging challenges faced by any institution is the development, application and maintenance of quality benchmarks in all its key performance areas. The teacher is a dynamic force of the school.

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Teacher And Society

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Abstract

The teacher is a dynamic force of the society. A society without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities. The teacher is the yardstick that measures the achievements and aspirations of the society. The worth and potentialities of a society get evaluated in and through the work of the teacher. The people of a society are the enlarged replica of their teacher. They are the real society builders.

Introduction

Each profession occupies a specific niche in society - doctors heal, engineers design and bankers handle our money. Teaching, however, stands out as a sub summative entity. Teachers install the transcendent faculties of communication, decision making and awareness of social responsibilities. Thus, the teacher has to build a rapport with the student and be simultaneously approachable and authoritative. His/her role encompasses that of an instructor, friend, role model and confidant.

How important is a teacher to a society?

A strong information base and well developed capabilities of comprehension and analysis are critical for progress. These crucial responsibilities of inculcating knowledge, kindling inspiration and encouraging creative thought are all vested in the teacher. The teacher is also expected to build a strong moral character and provide emotional support.

Teaching is a profession that teaches all other professions. From ancient times, teachers have been playing an important role in our society. Behind every successful engineer or doctor there is a teacher.

Person who teaches moral values, so we praise teachers more than Gods. Alexander the Great once said, "I am indebted to my father for living, but to my teacher for living well."

The role of teachers in society is both significant and valuable. They are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of creating a knowledgeable and valuable society.

It is rightly said that a teacher plays a key role in shaping our future. "A good teacher is like a candle - it consumes itself to light the way for others." Society is treated as plants in the garden of the nation and teachers are the gardeners. By irrigating the "garden of the nation" and giving direction to the young, teachers lay the foundation for any country.

Teachers are torch-bearers of the society undoubtedly play an indispensable and immensely important role towards shaping a strong nation. There is no other profession that can supersede the teaching profession. Teachers are extremely important for the development of human resources itself. Each teacher is unique in his/her own way. Some prefer care over strictness, some difficulty over ease. They all show us the way to success and happiness, always acknowledge our good traits and nurture them, extract our hidden talent and bring it to the surface and motivate us to take the right decisions. Our Vedas also tell Aachrya Devo Bhavah, which means, treat your teachers like God. A Good Teacher is always: Truthful, Encouraging, Available, Creative, Hopeful, Enthusiastic, Ready.

Objectives For The Teaching Profession

Teacher's profession involves dedication, commitment and inspiration. It is not possible without ideals and values. Teachers helps to promote moral crisis in Society. They bring the need for reaffirmation enlargement and modification in the context of the
needs of today’s society. Considering the crucial role of the teacher in nation building, the teachers’ qualities of excellence they form a supreme power in society.

**A view of national commission on teachers with society**

The basic issues underlining is the terms of reference of the two Commissions of teachers of India

1. Measures to give to the teacher the status he needs and deserves to help him do his duties at the highest possible level of performance, which implies a suitable salary that, in the prevailing economic conditions, will not only meet his economic needs but be commensurate with his professional status and powerful enough to attract and retain ‘talent’ in the profession.

2. The evolution of a system of teacher preparation that would help the teacher develop skills and values so as to make his teaching and efforts at character development effective; and go far; and

3. To indicate the board Parameters of a code of conduct which would motivate and help the teacher give of his best in the performance of his duties; and to point out other conditions that are necessary for such a code’s effective enforcement.

**Code of Conduct Aliened for Teachers To Create A Better Society**

- No knowingly or willfully neglect his duties to society.
- No Discriminate against any student on the ground of caste, creed, language, place of origin, social and cultural background or any of them;
- Indulge in, or encourage, any form of practice connected with society or any other society activity.
- Make any sustained neglect in correcting class-work or homework done by students
- Prepare or publish any book regarding social issues whether directly or indirectly to de-promote social crimes.
- Engage himself as a selling agent or canvasser for any publishing firm social acts.
- Be punctual in attendance and any other work connected with the duties assigned to him by the head.
- Abide by the rules and regulations and also show due respect to the constituted authority in the society.
- To become, or to continue to be, a member of any social organization;
- To organize or attend any meeting outside the working hours, subject to the conditions.

A teacher must set definite goals and standards for a small social act. Minimum standards of facilities for undertaking the act must be provided to view to identifying deficiencies and suggesting remedial measures. Sample supervisions are to be arranged with specialists or selected panelists from outside, with a view to improving the working and providing guidance towards their functioning at higher levels of performance and achievement.

**Society’s expectations of the teacher**

A teacher must have job security and adequate academic freedom to perform his professional duties, which means he must have, among other things, a say in the choice and use of teaching materials, teaching methods and evaluation techniques. At the same time a teacher has to fulfill his professional obligations such as punctuality and regularity in the performance of his duties, honesty and being above board in the matter of admissions, class room teaching and testing of students. His attitude towards students is expected to be one of affection and understanding and yet firm and consistent.

1. The conduct of disciplinary proceedings has to be made quicker and more efficient.
2. Building a favorable atmosphere to achieve a higher status and recognition for the teaching profession.
3. Clearing house role for new ideas and information, and
4. Building high grade expertise and specialization among some of their staff members.

Conclusion

For building a spirited social atmosphere, an awareness in public is needed for development of good society into better or best, for which eradication of social evils like communal riots, castes', dowry etc., is needed for which a unifying factor among many, a teacher lies, supports and cooperates, to the performance of all such social functions. So” the role of the teacher in the society is just as the relationship between water and mud”

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To Prepare Teachers For Open Learning And Distance Education System

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Introduction
Emerging technologies have been changing everything from the way people work to the way they communicate with each other or even spend their leisure time. For expanding Education for All (EFA) and achieving Millennium Development Goals (MDGs), new technologies in education are a crucial new area for policy makers and practitioners at all levels (UNESCO, 2005a). MDG 8 Target 5 is very precise - to develop a global partnership for development by making ‘available the benefits of new technologies, especially information and communication technologies’ (United Nations, 2010). Across the world, most countries have policies in place to promote effective expansion of the use of new technologies in education. As a developing country, new technologies have significant potential for the development of Bangladesh. However, in this chapter Bangladesh is presented as an example of such a country in the Global South. Teachers are at the core of attempts to expand, improve and reform the education systems of any country. Over the last decade the global commitments to achieve EFA and MDGs have resulted in a marked expansion of school systems. However, there is a sense of crisis around the future of the teaching profession across the globe. Reports suggest that at least 18 million teachers are needed globally for achieving EFA and MDGs within the timeframe (UNESCO, 2007, 2008). Teacher education and training is therefore a burning issue in the countries of the Global South, such as Bangladesh, where the State has largely failed to provide basic education for its citizens. Evidences around the globe show, ‘Countries that have achieved high learning standards have invested heavily in the teaching profession’ (UNESCO, 2005b, 3). Teachers’ professional development is a career long process which involves going through a major transformation. Open and distance learning (ODL) systems are making an increasing contribution to the professional development of teachers as ‘school standards and professional standards are inextricably linked, and the need for a teaching force that is flexible and adaptable to the impact of rapidly changing structures of work and leisure’ (Moon, 1997, 8). Building on the opportunities offered by emerging technologies, open and distance learning has a potentially valuable role to play in teachers’ professional development. Open and distance learning (ODL) is defined as an educational process in which a significant proportion of learning takes place remotely and flexibly beyond the formal learning environment. Therefore it is organized educational activities, based on the use of learning materials, in which constraints on learning are minimized in terms of access, time and place as well as pace and method of study or any of these. However, open and distance learning is used as an umbrella term to include both concepts of distance education and open learning. Supported open and distance learning improves the potential for teachers to develop better links between new teaching practices, their own subject expertise and the application of the new methods in their own classrooms (Perraton et al., 2002) as well as becoming competent in using emerging technologies for teaching and learning purposes (Shohel & Power, 2010). According to the European Commission (1995): ‘Open and distance learning (ODL) is concerned with the use of new resources (technical and/or non-technical) for rendering the learning process more flexible in terms of space, time, content, selection, access qualifications and teaching resources and/or for improving distance access to education systems. In this way, educational opportunities are extended to people who, because of their geographical, economic or socio-professional situation or because of a handicap, do not readily have access to the mainstream system of education. Open and distance learning can help overcome barriers to transnational mobility and develop a kind of virtual mobility.’ Open and distance learning involves a conceptual shift from the teacher to the learner and emphasizes the
importance of student-centred learning that means a ‘shift in research and practitioner interest from teaching and instructional design towards learning and the particularity of individual student response’ (Thorpe & Grugeon, 1987). Therefore, open and distance learning focuses more on what the learner wants to learn, how the learner approaches learning and the socio-physical conditions for learning than what the learner should learn. To engage individuals in their learning processes, open and distance learning tries to motivate and empower for professional growth of individual teachers. However, supported open and distance learning is also preferable for other reasons such as scalability, sustainability and cost effectiveness compared with the traditional ‘face to face’ centre-based training approaches (Oliveira & Orivel, 2003).

Materials And Methods

Teacher development through open and distance learning

Teachers across the globe have pursued the opportunities offered by open and distance learning. For example, in 1990s about 130,000 South African teachers which was one third of the total workforce were studying through the use of different open and distance learning courses (SAIDE, 1995). Also 200,000 Chinese teachers were supported by the Television Teachers College in upgrading their qualifications (McCormick, 1992). From 1970s to 1980s in the UK, tens of thousands of teachers upgraded their qualification to graduate level through the Open University (Moon, 1997). In many countries where higher qualifications of teachers lead them to career opportunities and salary increases, teachers have been attracted to the access, flexibilities and low cost of open and distance learning opportunities. However, according to Perraton (2010:6): open and distance learning has been widely used for initial teacher training, for students who enter the profession with a background in primary, secondary or tertiary education, but has often been organized on a one-off basis rather than as part of the established structure of teacher education’. For example, an early ODL programme in Kenya was given the highest priority to raise teachers’ own educational background to a certain level. A much more recent programme in Chile was designed to support the increasing use of information technologies in schools. It was entirely concerned with reorienting teachers for the changed curriculum. The current trend is to strengthen teachers’ practical classroom skills; however, it is administratively difficult and likely to be costly to achieve (Perraton, 2010). Open and distance learning has gone through a rapid evolution and embraced a changing trend of mobile technologies. These have been used for two purposes: to distribute teaching material to learners, and to allow interaction between learners and facilitators or among learners. Open and distance learning has also been used to support changes in the curriculum for each subject. It has played an important role in making teachers familiar with information and communication technologies. It has also been used to support teachers’ professional development through structured programmes designed for specific groups of teachers, as well as provide opportunities for teachers to upgrade their skills. However, open and distance learning solutions have the advantages of interactive and non-interactive technological application, and it is recognised that in-school learning rather than out of school is the key to improvement for teaching and learning in the classroom. In this era of technology, all forms of teacher education programmes are exploring the possibilities of using technology in context. By utilizing new interactive forms of technology, open and distance learning has a great role to play in the process of teachers’ professional development. New methodologies and technological tools are increasingly being integrated with new theoretical perceptions about the importance of combining the theoretical and practical elements in teachers’ professional development at all levels.

Results And Discussion

The crisis of trained and qualified teachers in the Global South requires urgent responses from the national governments as well as the international development partners of the developing countries. The rapid expansion of education systems is creating difficulties in establishing coherent teacher supply policies. Investment in high quality teacher training programme design and implementation is necessary to realize the potential of new model of teachers’ professional development programmes through
open and distance learning such as the EIA Secondary Teaching and Learning Programme (STLP). Therefore, in response to the Government of Bangladesh, the Government of the United Kingdom came forward to help the country to train and develop the English language teachers as well as to provide opportunities and resources to access English language learning.

Advantages and disadvantages of open and distance learning models certainly provide more important basis for further comparative studies on those models in their own terms as well as in comparison with more conventional models. It has been suggested that school based support systems through open and distance learning for enhancing teachers’ professional knowledge which have implications in developing countries such as Bangladesh for language learning (Shohel and Shrestha, 2010). However, it remains still unclear to many practitioners whether the increasing power, affordability and availability of mobile technologies can be harness to enhance effective open and distance learning activities based on the classrooms of the resource constrained Global South contexts.
Behaviour Problems and Remedial Techniques

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Abstract

The teacher educators parents and others should know the behaviour Problem of Children and the ways to reduce. So this article will try to highlight the Problems and the remedial techniques.

Introduction

A child is said to be an abnormal child when he deviates from the normal standard of behaviour. He experiences difficulties to make proper adjustment to the environment. He is also called a ‘delinquent’ as he falls away from the accepted standard of social behaviour. ‘Problem child’ is the other name assigned to such a child. He is called a ‘problem child’ because his behaviour is a problem for the school, for the home, for the society and even for himself. A line of demarcation, though not a distinct one, can be drawn between the ‘delinquent child’ and a ‘problem child’. And a ‘problem child’. The ‘Problem child’ may be said to be at the first stage in maladjustment and a ‘delinquent child’ at the second. If proper care is not taken to handle the ‘problem child’ he may become a ‘delinquent child’.

“A person is not in harmony with his work if it is too hard or too easy. If it is too hard, or if the student has too little capacity excessive failure is experienced; if it is too easy or if the student has, too high ability for his task, the work is dull and deadening” writes Herbert Sorenson.

Some Common Behaviour Problems

Truancy. A child is said to be truant if he has the wandering mania and avoids school. Such a child leaves for school at the proper hour but mains absent. Burt thinks that such children can be tempted to commit delinquent acts.

Stealing. By stealing we mean taking something that does not belong to us. In the case of small children when a sense of property rights is not developed the act of taking something that does not belong to them may not be termed as stealing. But in the case of Secondary School students the sense of property rights is sufficiently developed and such acts will be definitely termed as stealing acts.

Cheating. Children usually cheat when goals which are beyond their reach are set before them by teachers or parents or both. Cheating is also resorted to by children during examinations and in completing other assignments. Different means should be adopted to check, as far as possible, the tendency on the part of the child to be unscrupulous.

Bullying. Sten is of the opinion that children suffering from neglect grow into bullies and take to teasing those children who are in the good books of the teacher. According to the psycho-analyst, bullying may be due to the reactions of either ego complex or the sex complex.

Lying. Children tell lies generally to avoid punishment or to get out of difficulties.

Causes of Behaviour Problems

Heredity Factors : (a) Physical Conditions. There are many diseases which are inherited. Children whose parents suffer from T.B., Epilepsy etc., generally inherit these diseases and thus are unable to adjust themselves to the accepted pattern of behaviour.
b) **Intellectual Conditions.** It is not uncommon to find children of low I.Q. whose parents too have low I.Q. Such children have a weak will and can be taken in very easily.

c) **Temperamental Conditions :** Unstable temperament of children may be ascribed to unstable temperament of their parents. They are easily provoked and likely to misbehave.

**Environmental Factors :** Among the environmental causes we may discuss : (a) Home environment, and (b) School environment.

**Home Environment.** (i) The rejected child. The unwanted and the neglected child does not grow as a normal one. A child robbed of all love, sympathy, affection and appreciation always finds himself insecure and may develop hatred for the family and even for the society.

(ii) Defective Discipline. Too strict or too lenient parents, having different standards of discipline, have an unhealthy influence on their children. Over-protection of the child reduces his ability to meet with hard tasks of life. On the other hand, a rigid discipline deprives the child of independent thinking and may develop in him revolting tendencies.

(iii) Vicious home Atmosphere : Constant quarrels between the father and the mother, and hostile attitude of the step-parents have unhealthy effects on the life and the child. There is every likelihood of the child becoming immoral if anyone is immoral at home. Criminal parents are likely to produce criminal children. All these factors hinder the natural development of the child. Shortage of accommodation and the sexual indulgence of the parents in the presence of young children lead to unhealthy sex practices.

b) **School Environment.** The undemocratic and too strict discipline in the school, defective methods of teaching, unsympathetic attitude of the teachers, lack of security, lack of recreation facilities, defective time-table, defective curriculum, etc., may develop hatred for the school.

**Preventive Measure**

Pupil-Teacher Contacts. The modern educator believes in the dictum 'Prevention is better than cure.' The child should be observed very closely as soon as he enters school and if any sign of delinquency is detected, it should be checked very promptly. The teacher should always be mentally alert to develop mental alertness in the students. He should be painstaking, sympathetic, appreciative and trusting. He should carefully study the child in and outside the school and should know him and his home conditions as thoroughly as possible. The child must have the feeling that the teacher is interested in his welfare.

The teacher should not have any prejudice against any child so that there may not be any adverse effect on his emotional and intellectual conditions. He must always have higher ideals before him and should always appeal to the higher and nobler sentiments of the child. His attempts should be to develop in him a strong self regarding sentiment.

Freedom and Self-Discipline. Feeling of insecurity and the feeling of inferiority are the two great enemies of mental health. A knowledge of mental hygiene helps us to kill these two demons. Unnecessary rules and regulations greatly upset the mental equilibrium of the child. A child who breathes in an atmosphere of freedom develops initiative, courage, satisfaction and confidence. Severe punishments result in mental retardation. Our philosophy of discipline must undergo a drastic change. Fear inhibits actions and the child loses confidence in himself. The teacher should not be regarded as a policeman by the child. Let us be wise and remember the useful words of Hobbes : “The
fool cannot be mended by flogging and he who flogs is the greatest fool”. A.S. Neill says, “We could abolish caning by Act of Parliament, but no Act of Parliament can abolish the fear of a teacher or a system.” Hence the right approach would be to give sufficient freedom to the child.

**Congenial Home and School Environment.** Unfavourable home and school environments lead to mental disorders. If the child has become delinquent because of uncongenial home conditions, the teacher should guide the parents to adopt suitable methods of upbringing. If the child’s home environment cannot be improved, he may be shifted to a school having hostel facilities. If the environment of the locality in which the home is situated is not congenial, the guidance workers may go to the extent of suggesting the parents of the child to shift their residence.

If equally important to save the child from the unhealthy influence of his associates in or outside the school. It is felt that if the atmosphere of a particular school is not conducive to the proper growth of the child, it is always desirable to withdraw the child from such a school and put him in some other school.

**Intellectual and Social Life of the School.** It is very dangerous if the class is teacher-monopolized and there is no scope for pupil self-expression. The children must be provided with opportunities to think and act independently. Sound methods of teaching suited to the individual needs of children should be adopted. Activity methods *e.g.* Play Way, Project Method, Dalton Plan etc., should be encouraged. Audio-visual aids develop interest in the lesson. Special time and attention should be devoted to weak students.

Creative activities which provide outlets for the excessive energy of the children. Should be properly planned in the school. Theses activates are very helpful in sublimating instincts. Recreational opportunities for the use of leisure should be provided in the school. The feeling that he is no good, a worthless and a misfit should never be allowed to be formed in a child. Repeated failures in the school are responsible for the development of such feelings. Our approach to promotions and non-promotions requires a radical change. Too much of emphasis on school marks should come to an end.

**Medical Examination.** They should be provision for the medical examination in schools and remedial measures be adopted to safeguard the health of the child. Defective physique sometimes becomes a contributory factor of mental disorders.

**Special Institutions.** Cases requiring special treatment should be sent to child guidance clinics. A great care should treatment should be sent to child guidance clinics. A great care should taken in such cases so that the child does not lose his self-respect and not mix up with hardened delinquents. The parents have a special responsibility and under all circumstances their attitude should be of sympathy and not of hatred. Welfare councils to guide the parents and the teachers about the handling of such children should be started in every town.

**Conclusion**

Problem child is a problem in for not only himself but for others problem child may become development child in proper case should not be taken mainly stealing, cheating are some of the behaviour problems and these may be caused by heredity factors, environmental factors and many others. By means of establishing appropriate teacher – pupil relationship. Sufficient freedom and congenial home and school environment by the behavior, problems could be reduced.
Teacher Competency : Expected and Practiced

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Abstract
Recent concern for the quality of Education has placed pressure on school administrators to assess and upgrade the competency of their teaching staff. No simple formula exists for measuring teacher competency. However, no new methods guaranteed to improve the quality of instruction. A person experience most of their education through school and colleges. Today the younger generation teachers’ preparations are innumerous such as bridging the gaps between expected teacher competencies, development of information and communication technology used in the classrooms. In this paper (Article) the teacher discuss about the basic information about teacher competency expected knowledge skill, skill domain, attitude domain, value domain, teaching competency expected and practiced and finally a glimpse at future is provided.

Introduction
A person experiences most of their education through school from grade school all the way to high school and even college. We also experience education through life challenges. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behavior and skills they require to perform their tasks effectively in the classroom, school and wider community. Every teacher from pre-primary through middle, secondary, higher secondary and higher and continuing education ought to be competent in teaching that is, having rich knowledge base, favorable attitude towards teaching and learning, and innumerous skills for learning and transaction. Today the challenges for teacher preparation are innumerous, such as, bridging the gaps between expected and practiced teacher competencies, development of techno-pedagogic skills, integration of life skills, gaps between teaching styles and learning styles, preparation for inclusive education, specialization in emerging areas, such as, humanistic education, peace education, value education, yoga education and information and communication technologies in education. Teacher at any level has a remarkable identity, more so, as per the educational heritage, ethos and vision of India – a friend, philosopher and guide, harbinger of human hood, backbone of the country, architect of the society, closer to the children, role model for the learners, a self confident, inquisitive, faithful, dutiful, simple and humble person, who is always ready to relegate powers, competent, ICT literate, sincere and hardworking, fast renewing, socially sensitive and professionally committed, autonomous and accountable. Teacher educator can reflect on their own practice and sustain commitment for lifelong professional development. They can provide leadership in developing, implementing and evaluating programs for educating teachers that embrace diversity and are rigorous, relevant and grounded in accepted theory, research and best practices.

Definition of Teacher Competency
According to some authors teaching competency includes knowledge, attitude, skill and other teacher characteristics (Has row, 1956, Wilson 1973) some other teaching commence as teacher behavior that produce intended effects (Medloy and Metre 1973, Biddle 1974).

Characteristics of Teacher Competency
Teacher competencies are on outcome based method for assessing teacher performance. They define the characteristics of successful teacher without prescribing any specific curriculum or instructional practices, the competency characteristics are useful for teacher training licensure and professional development.

Teachers’ competency Expected
Knowledge domain
They should be able to formulate curriculum, develop subject-content and suitable approaches of content transaction and conduct continuous comprehensive.
evaluation of children profile. They should be able to establish links between techno
pedagogy and learning theories. They should be competent to integrate academic
knowledge and professional learning into a meaningful whole.

**Skill Domain**

They will possess skills of creating bulletin boards using relevant collection of
stories in terms of variety in context to social and cultural diversity and sensitivity, with
adequate reference to sources and acknowledgements, classification and retrieval system
for the use of stories in classrooms and outside, evaluating children’s literature, handling
laboratory and audio-visual equipments, designing teaching-learning materials, use of
library, organizing field visits, seminars and groups discussions and exhibitions. They
will be able to address diversity in the classroom adequately. They will organize learner-
centered, activity-based, participatory learning experiences-play, projects, discussion,
dialogue, observation, visits and learning to reflect on their own practice.

**Attitude Domain**

They will be able to sense their own limitations and strengths, integrate thought
and action, develop self-confidence and open mind, question over-confidence, listen with
empathy, take initiative, and develop positive attitudes. They will examine own biases
and beliefs and reflect on own experiences as part of classroom discourse and enquiry.

**Value Domain**

They will be able to re-conceptualize citizenship education in terms of human
rights and approaches of critical pedagogy; emphasize environment and its protection,
live in harmony within oneself and with natural and social environment; promote peace,
democratic way of life, constitutional values of equality, justice, liberty, fraternity and
secularism, and caring values. They will explore meaning of ethics and values, observe
and understand feelings of fear and trust and their influences on personal and social
attitude.

**Gaps between the Teaching Competencies Expected and Practiced**

There are evident gaps between the teaching competencies expected and practiced.
Out of the teaching competencies identified, the following were not practiced by teachers:
the competencies to prepare teaching aids, utilize teaching aids, operate Hardware,
Demonstrate Experiments, Adopt Concept Attainment Model, Project Method, Problem
Solving Method, Creative Teaching Method, and Group discussion Method, Provide
Effective Feedback, Diagnose Student Learning Difficulties, Organize remedial
instruction, Provide educational assistance for children with special needs, Organize and
conduct guidance services, Conduct follow up activities, Conduct Action Research,
Implement new Educational Ideas, Analyze a text book, and Establish rapport with
parents community.

**Conclusion**

We are not happy with the State – displeasure with teacher education, nor are we
happy with the Judiciary over – activism, but, we are definitely happy with the dedication
of Indian teachers, because, irrespective of the hostile environment, everywhere, they are
respecting the Identity of Education. If we are genuinely interested in raising the
Development Index of India, it becomes mandatory for us to respect our teachers and
teacher educators.

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Context, Responsibilities and Challenges of Teacher Education

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Introduction

As an integral part of educational system, teacher education in India has to be responsive to socio-cultural ethos and national development. It does not consist of institution-based activities only. Its scope has broadened and its objectives have become more focused during the last thirty years. Therefore, it is expected to engage itself in all endeavors of social and national reconstruction and regeneration, address itself to the social and educational problems, fulfill the expectations of the people, accelerate the process of nation building and assist in the realization of constitutional goals. It is true that considerable achievements have been made in all these directions. Teacher education cannot remain indifferent to its context and major concerns. National Curriculum Framework for Teacher Education (NCFTE, 2009) elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well.

Teacher education

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 Good’s 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.

Context of Teacher Education

The Indian Constitution provides a long-term perspective on our educational system including that of teacher education. The founding fathers of Indian Constitution solemnly resolved ‘to constitute India into a sovereign, socialist, secular and democratic republic and to secure to all its citizens: justice-social, economic and political; liberty of thought, expression, faith, belief and worship, equality of status and opportunity; and to promote among them all fraternity assuring the dignity of the individual and the integrity of the nation’. If teachers are to make positive contribution to the realization of the constitutional goals, pre-service and in-service education of teachers needs to give up its neutral stance and commit itself to attaining these goals. To develop the skills and competencies of students for getting through the examination would not be enough. Teachers must understand the impact of the constitution in its true perspective in the light of Indian cultural ethos and integrate it with the philosophy of education. In the absence of such an attempt, transplantation of ideologies and ideas may prove counter-productive.

Socialism

Teachers and teacher educators need to appreciate that socialism is not utopian ideology; in this regard it is a movement for transforming existing non-egalitarian and hierarchical social order in India and removing exploitation. It is, thus, a cultural movement, which aims at the transformation of human existence including people’s values and beliefs. Education can play a vital role in this regard. There are certainly some constraints in building a socialistic society in India. These can, however, be overcome. Teacher education can convince prospective teachers and with their help the community that socialism is desirable for them, for the posterity and well being of the nation.
Secularism

Teacher educators and prospective teachers should emphasize the commonality of religions and their ‘essence’. They encourage man in pursuit of truth, value, morality and peace. Teacher educators need to bring home to their students that superstition, bigotry, and dogmatism are distortions and hence unworthy of pursuit. Religion emphasizes the practice of humanism. The teachers need to guard against the dangers of fundamentalism, which threatens Indian society at present. The teacher has to convince students and community that if secular forces are weak, India cannot remain strong

Democracy

Education is a means of empowering people. Teacher educators and teachers should realize that the first necessary step towards this goal is to develop the student’s potential and promote his economic efficiency. Commitment to democratic values and their incorporation in life are essential. Only rich and meaningful education can achieve this. Teachers have to inculcate moral courage to stand up for the defense and practice of truth among their students. To tolerate injustice strikes at the roots of democracy. Education has to foster a sense of social responsibility and commitment, intellectual integrity and patriotic feelings among students. By means of educational persuasion, teachers can help change this mindset and protect the dignity of individual. The individual occupies an important place in a democratic society. He is its central point, its main focus. Democracy treats the individual as an end in itself.

Challenges before Teacher Education

Teacher education has to be responsive to the challenges faced by educational system in general and the school education in particular. Besides, teacher education is essentially a context-sensitive activity. It has to respond to various changes in its social, political, and economic as well as cultural contexts. Developments in science and technology during the last two decades have transformed human life and the world. New technologies related to storage and communication of information have impacted the instructional process, given rise to e learning and re-defined the concept of library and library service. Education that does not review and rethink its content and processes soon loses its relevance. These concerns give rise to educational challenges i.e. challenges from within the educational system.

Social challenges

Indian society is pluralistic with underlying threads of unity. Regional, racial, caste and community differences could not generate any serious conflict in our society. However, due to various reasons this plurality or diversity, which was a means of enriching the quality of life, is now threatened. Teachers can develop inter-faith harmony if they are aware of the essential unity of religions and are professionally prepared for promoting this important national cause. It is a national issue and teacher education has to play an active role for promoting inter-faith harmony and support inter-faith dialogue with a view to inculcate saner attitudes.

Political challenges

Educational institutions and schools are supposed to be the nurseries of democracy. They are the places where democratic values are expected to be practiced. The quality of politics depends on the quality of the citizens who are expected to perform political obligations and duties and have commitment towards the self, the family, the community, the nation and mankind. It is true that in an ideal situation, the conflict between these obligations and commitments may not arise. But such conditions may not always exist and a conflict between them may arise. Under such circumstances, the golden rule for the citizen implies work for the greatest good of the greatest number. It is the duty of teacher education to develop skills related to social and political life and to inculcate necessary democratic values among prospective teachers for this purpose.

Cultural Challenges

Indian culture is basically a composite entity. It has been enriched by all ethnic groups in the country. Education is the process of transmission, transformation, assimilation and qualitative enrichment of cultural heritage. Indian culture maintains a historic continuity with a marked characteristic of maintaining a happy balance between
change and stability, tradition and modernity, unity and diversity. Teacher education needs to promote this process. Teacher education needs to develop a sense of pride among teachers in their composite culture, preserve its identity, take precaution against superficiality, guard the youth against rootlessness and alienation, make them modern in their outlook and yet preserve their distinctive Indianness. To make prospective teachers aware of India’s contribution to the world culture is an important role of education.

Challenges from Science and Technology

The impact of science and technology, information and communication technology and genetic engineering on society needs to be fully discussed in teacher education institutions. Scientific temper has to be developed and its application for the solution of problems of life has to be encouraged. Its potentialities for making a humane social order need to be emphasized; its teaching can promote values like impartiality, integrity, intellectual honesty, optimism, fellow-feeling, tolerance and humanitarianism. All these should figure prominently as valued goals and objectives of teacher education

Educational Challenges

Teacher education has to support the efforts for the solution of problems of education of the country. These problems can be divided into two categories: problems of education as a whole with special reference to school education and problems of teacher education itself. The latter includes general problems as well those caused by school education curricula which put the responsibility of its implementation on teachers. The education system now faces challenges from neo-colonialism, which is not the same as its traditional counterpart. It is economic, ideological and cultural. If not checked, it will lead to further ‘educational divide’. Teacher education has to be responsible to this. It has to understand its many dimensional consequences and take appropriate safeguards against it. The country has to fulfill its constitutional commitment of providing universal elementary education to all and achieve the obliteration of illiteracy. Education is a fundamental right. To meet this obligation many programmes have been initiated. For achieving the target, the country needs well-qualified and properly trained teachers. The system has to prepare them and also train under qualified teachers professionally.

Conclusion

Teacher education curricula at all stages need to emphasize the cultural, political and economic unity of the country. The contribution of different racial, religious, social, linguistic and regional groups in developing India’s composite culture and nationhood need to be clearly discussed in teacher education institutions. Students need to be acquainted with the commonalities of different religions, languages, art, architecture, music, dance and drama. Misconceptions regarding other’s faiths and way of life need to be removed. Scientific temper should be developed among students for eliminating superstitions that have struck deep roots in the mind of the people. Exchange of teachers and their educators from one region to another may also be arranged. The identity of minorities has to be preserved but teacher education should try to bring them into the mainstream of national life. Ignorance of different kinds which develop suspicion among individuals and groups need to be removed. Instead of group loyalty, teachers and teacher educators should inculcate patriotic feelings. In addition to the realization of the constitutional goals, teacher education has to take part in the efforts for solving of socio-economic problems and makes its contributions to the arduous task of nation building.

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The Role, Importance and Expectations of Teachers in Society

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Abstract

Teachers are an extremely important facet of any society for a multitude of reasons. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teachers are the people who are teaching children and imparting knowledge upon them in their most impressionable years, what these kids learn from their teachers at a young age will most likely stay with them in some facet for the rest of their lives. So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them develop their knowledge so that they can go on in life and be responsible and productive members of society. A student will become significantly more interested in learning if his or her teacher is really invested in teaching the subject matter. If a teacher finds a way to engage his or her students in an interesting yet informative manner than all of this teacher’s students will certainly develop a thirst for learning and acquiring knowledge. A teacher that can get a student at a young age to realize the value in learning and a solid education is doing a great service not only to that child, but also to society in general. The more that kid want to learn and the smarter that they are the better a society will develop. A person only needs to think about the rate of technological innovation to see the importance in education. So much of life today is wholly dependent on the vast array of technological innovations that have come about in fairly recent years, such as computers, cell phones, cars and planes. It is really hard for any person to imagine a world without many of these technological innovations.

Key words: Moral commitment, recklessly intelligentsia, humiliated consequently expertise.

Introduction

Teachers play an extraordinary part in the lives of children for the formative years of their development. The importance of teachers is something that cannot be understated. Their influence can and will stretch on long after the final bell rings, beyond the walls of the actual school. The role of the teacher is complex, far beyond what people would assume as just someone who teaches what is mandated by law from the youth. Teachers play an extraordinary part in the lives of children for the formative years of their development. The importance of teachers is something that cannot be understated. Their influence can and will stretch on long after the final bell rings, beyond the walls of the actual school. Life is its own education, with formal schooling playing only a small fraction. However, that does not undermine the role of the teacher. Those who sit in the classroom have a good bit of influence of shaping the minds of the future.

There are many out there who instruct and lecture information in the classroom but very few people who actually teacher. Actually get through and shape the youth of today to be the pillars of society, to be all that they can be. In many ways, there will be times where children will see their teachers a bit more than they might see their parents during most days. This is the case in the lower grades, where children are in school, seven, eight, and nine hours a day, with a single teacher at the lower grade levels.

Needless to say, teachers will find themselves as a temporary third parent, being firm but fair. Patient but also unable to be able to back down. They need to run their class room through respect, but not through fear.

Teachers need to be someone that children respect enough to listen to and to not fear that they can go with, for their problems, should the situation come up. Also, teachers are mediators, able to hash out and make those who are having an
argument have some kind of common ground. Anyone can really just punish the two parties and be done with it, but there will be no lessons that will be learned from that. If a teacher is able to figure out what has happened and help develop understanding, then the youth will be far better off. The best teachers are far more than just reciting dry facts and assigning huge piles of homework. They are those who help shape the children to be the best that they can be and it takes a special person to do that.

Technological innovation is the backbone of any society, as for a society to stay competitive in the world, there must be extensive technological innovation. No society wants to be left behind. The backbone of technological innovation is education, so it is extremely important that children and young adults are receiving a quality education to foster technological innovation which will in turn foster a better quality of life for all members of the society.

**Importance of the teachers**

A teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life, gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of our teachers is, therefore, frustrated and uninterested.

They have to go for part-time jobs to meet their basic needs. Again, the teaching profession also does not enjoy due respect in the society. The primary and secondary teachers are particularly at a disadvantage. Their status is lower than that of doctors, engineers, advocates, civil servants; even lower than that of semi literate and illiterate traders. It would therefore require great commitment for an intelligent individual, however fond of education and training he may be, to forsake the career of a doctor or engineer in favour of teaching. Therefore, while selecting good teachers, it must be borne in mind that better opportunities, prospects and perks are offered to the teachers.

**Expectations of teachers**

When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsible for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self-control on mistakes his students may commit, and instead he should respect their feelings and ego, and should try to understand and resolve their difficulties with grace while keeping his cool. He should be able to smile in the face of bitter criticism on his opinions, and should not feel ashamed or humiliated to accept his mistakes wholeheartedly.

He should be proud of his culture, his national dress and his national language. He should be a missionary, a mentor, a reformer and a guide besides being a dedicated tutor. In other words, he should be a perfect teacher and a perfect educationist. While highlighting the role of a teacher in the society, it is imperative to involve the role of parents, too, in the process of character building of the students. In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for them to monitor their children.
Whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. It is, therefore, duty of the parents, too, to take active interest in the day-to-day progress of their children both in and outside the institution and apprise them of the real meaning of education.

Mantle of the expert

Mantle of the Expert is a drama in education device designed by Dorothy Heathcoat. In Mantle of the Expert, students are in-role as experts in any given area. They cannot be simply told that they are experts, they have to really take on the role and feel as if they are experts. This can be done through a number of character development games or exercises. The teacher is generally in-role in Mantle of the Expert, and provides a structure upon which the students can build to gradually progress to more independent learning. Mantle of the Expert is described, explained and exemplified in the book 'Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education', by Dorothy Heathcote and Gavin Bolton. Mantle of The Expert Website By using role-play, the teacher gives them a way to view and think about a situation using the "implied" behavior for the role they are given. Also in turn, the teacher can allow the students to become in charge of their own learning and facilitate them in it. We empower the individual making their expertise greater than our own. Through role-playing, they gain knowledge of what the role entails.

Conclusion

A good teacher should be always fully prepared before going to the class. Should always have a positive attitude and should always be ready to help students with all their needs. Should plan lessons according to the curriculum expectations with well-planned, full of excitement, interest, knowledge, needs and fun. A Good teacher is a Good student. A teacher is like a light-house which shows the right path to people in darkness” A good teacher is a good person. A Good Teacher is always : T = Truthful E = Encouraging A = Available C = Creative H = Hopeful E = Enthusiastic R = Ready.

References


Micro Teaching Makes Repletion For Teacher Behaviour

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Abstract
Teaching constitutes a number of verbal and non-verbal acts. A set of related behaviours or teaching acts aiming at specific objectives and performed with an intention to facilitate pupils’ learning can be called a teaching skill. Micro teaching concentrates on specific teacher behaviours and provides opportunity for practicing teaching under controlled conditions. Micro teaching is a scaled down sample of teaching. Only one particular skill is attempted and developed during micro teaching session. How to teach is considered more important than what to teach. Micro teaching not only offers a helpful setting for an experienced teacher to acquire new skills but is also equally helpful to more experienced teachers to refine the skills they already possess. It is useful in pre-service as well as in-service training of teachers. Teachers should possess repertoire of teaching skills. This helps to replenish the teacher behaviour through micro teaching. Therefore micro teaching is an innovative and challenges to teacher education. Micro teaching makes repletion in teacher education. To mend and shape the teaching skills Micro teaching is necessary. Therefore micro teaching is an innovative and challenges to teacher behaviour. Confidently Micro teaching makes repletion for teacher behaviour. This article highlights about micro teaching, micro teaching procedure, teaching skills and teacher behaviour.

Introduction
Micro teaching is a technique of training in which one learns the skills of teaching through a scaled-down process of teaching-learning. Micro teaching is conducted in a simulated situation where a group of learners get together and organize themselves. When one of them teaches, the others role play as students. After the teaching encounter, all of them act as peers and offer constructive criticism to one another.

The heart of any educational process is ‘teaching’ which includes training, instruction and development of cognitive processes and abilities. Experts have commented that the quality of a nation is judged by the quality of its education and decided by the type of teachers’ teaching. The success of any educational reform depends on the quality of teachers dependent on the quality of teacher education programmes. Micro teaching is innovative and challenges to incorporate the quality of teaching for the teachers.

The teachers in a classroom use several techniques and procedures to bring about effective learning on the part of his/her students. These activities include introducing, demonstrating, explaining or questioning and the teacher could also use non-verbal behaviours such as smiling, gesturing and nodding. These from what are called teaching skills. To achieve objectives in all three domains the teacher has to acquire all teaching skills and use them appropriately. Micro teaching allows the teacher to practice any skill independently and to furnish ever the skills in familiar environment.

Micro Teaching
Micro teaching was first adopted at Stanford University, USA in 1961 by Dwight W. Allen and his co-workers and is now followed in many countries with modified and improved techniques. Micro teaching is now considered not only as a constructive teacher training technique but also as “a versatile research tool which dramatically simplifies the logistics of investigating certain teaching skills and learning variables”.

Teaching constitutes a number of verbal and non-verbal acts. A set of related behaviours or teaching acts aiming at specific objectives and performed with an intention to facilitate pupils’ learning can be called a teaching skill. Micro teaching concentrates on specific teacher behaviours and provides opportunity for practicing teaching under controlled conditions. Micro teaching is a scaled down sample of
Only one particular skill is attempted and developed during micro teaching session. *How to teach* is considered more important than *what to teach*. Micro teaching not only offers a helpful setting for an experienced teacher to acquire new skills but is also equally helpful to more experienced teachers to refine the skills they already possess. *It is useful in pre-service as well as in-service training of teachers.*

Micro teaching provides teachers with a practice for teaching in which the normal complexities are reduced in terms of length of the lesson is a simple and single concept is chosen, scope of the lesson should be kept in mind, number of students be usually 5 or 6 preferable peers and class time is usually 5 or 7 minutes.

Micro teaching is necessary to shape teachers. Furthermore micro teaching practiced teachers can face the Macro classroom very courageously.

**Micro teaching Procedure**

Identifying the teaching skills → Planning for teaching → Teaching session → Supervisor or Peer feedback → Replanning → Reteach → Reforeedback → ... → Till mastering the teaching skill.

**Teaching Skills**

Teaching is intermixing of various teaching skills. Some important teaching skills are introducing a lesson, explaining, fluency in questioning, illustrating with examples, writing on the blackboard, drawing figures, using audiovisual aids and other equipment, reinforcement, probing questions, stimulus variation, planned repetition, class management, diagnosing pupils learning difficulties and taking remedial measures, closure of lesson and home assignments.

Teachers should possess repertoire of teaching skills. Repertoire of teaching skills helps to replenish teaching behaviour through micro teaching.

**Teacher Behaviour**

In a classroom a teacher performs a number of activities like asking question, explaining, demonstrating, illustrating, guiding, motivating students, encouraging them to participate and respond. He observes and diagnoses the feelings and attitudes expressed by the students and evaluate their performance. These functions the verbal and nonverbal behaviour patterns of teachers are involved. Most of the time is used up for verbal behaviours but the role of nonverbal behaviours like gestures, pauses, smiles and stares cannot be overlooked.

According to Rynans, teacher behavior is defined as the behavior or activities of persons as they go about doing whatever is required of teachers particularly those activities which are concerned with the guidance or direction of the learning of others. Mc. Nergency and Carner regard teacher behavior as a function of the characteristics of the teacher, his environment and the task in which he is engaged.

Teacher behaviour of teachers in classroom helps to create innovative among the students mind and makes them challenges in their learning process.

**Conclusion**

Teachers should possess repertoire of teaching skills. This helps to replenish the teacher behaviour through micro teaching. Therefore micro teaching is an innovative and challenges to teacher education. Micro teaching makes replent in teacher education. To mend and shape the teaching skills Micro teaching is necessary. Therefore micro teaching is an innovative and challenges to teacher behaviour. Confidently Micro teaching makes replent for teacher behaviour.

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Revamping Teacher Education – A Challenge For Teacher Educators

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Abstract

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, 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. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Teacher preparation course is the base/root of future India but it has given last bench status. Teacher education as a whole needs urgent and comprehensive reforms and changes in all areas as it is outdated. Teacher educators have the sole responsibility of preparing the future teachers for the globalised community of learners. Positive changes in school curricula and quality of education is possible only when there are corresponding changes in Teacher Education courses. This paper focuses on greater emphasis on the role of teacher educators in revamping the teacher education system.

Introduction

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. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Enlightened and empowered teachers lead community and nation towards better and higher quality of life. Teacher education must enable teachers to develop and sustain the confidence and skills to be creative, critical and reflective practitioners.

Current Status of Teacher Education

At present the number of teacher training colleges is increasing irrespective of the place and importance of the area. Though the NCTE has temporarily recognized these institutions, they do not fully satisfy the required conditions. These institutions do not appoint qualified and talented teachers and do not pay them full salary. Demand for a greater number of teachers has led to massive quantitative expansion of the number of teacher training institutions and courses at various levels in recent years, but without the necessary emphasis on infrastructure, faculty qualification and learning resources. Mushrooming of teacher education institution with poor faculty and inadequate facilities leaves much to be desired. It is agreed that the current system is irrelevant and is no way capable of meeting the needs of a developing nation like India. The curriculum of teacher education course has remained quite static over the years except some changes here and there. It has thus ceased to fulfil the needs of education in a changing society. A broad awareness of the process of reconstruction which is going on in our society is needed. The NCTE has given much emphasis in the practical aspect of Teacher preparation programme in its framework. In opposite to that theoretical emphasis is given more importance in current status and the practical aspect is not applied effectively. The students cannot apply the learned method during their internship because of the different methods practiced in schools.

For the past years we are hearing and talking about the implementation of ICT in teaching learning process but we need to think what much level we succeed. In most of the B.Ed. colleges, there are fewer computers than are needed for the students. In some colleges, computer systems are seen to be outdated. Non-availability of LCD projectors in most colleges of education hampers academic progress of teacher trainees. Access to internet is denied to them which seriously handicaps them in the gathering of the latest information and inputs necessary for the acquisition of knowledge and its scientific application. The present evaluation protocol of teacher education has no place for
evaluating these aspects. The teacher education universities today just become bodies for conducting stereotyped examinations and degrees-awarding centers. The quality and reliability of such exams and degrees is also sometimes questionable.

**Challenges In Teacher Education**

The purpose of teacher education is to produce teachers who have professional competencies. The role of teachers is no longer confined to teaching alone. They need to be thorough professionals, fully equipped with high academic standard, pedagogical and practical skills. Recognizing the global perspectives in education, the Jacquas Delores Commission in its report "Learning: The Treasure Within" (UNESCO, 1996) highlights the challenges that are to be responded to by teacher and teacher preparation system. The programmes of teacher education for various stages need to be restructured and modernized in their input, process and output to make the system quality-oriented.

We need to make the system of teacher education more innovative and futuristic in order to respond to the changing demands of the society. Knowledge and information sharing serve as a major resource of creating values at the same time it is a matter of great concern that quality of education at all levels is declining. To main the standards and to update the quality of teacher education we require commitment, complete involvement of all the personnel, friendly management and training of people concerned. Teachers have to be motivated enough to plan for their own personal and professional development. They are expected to take responsibility and take charge for their own learning and development. As such self-discipline and self-regulation are the key factors responsible for success.

There are many different challenges that have to be deal with in different countries, and the design of the teacher education has to respond to the specific needs of each system. The situations can be very different from country to country: some countries experience teacher surplus and others have to cope with teacher shortage. The shortage of teacher may be general, or focused on certain subjects, locations, or special kind of schools (special needs). Teacher attrition is also a problem. Finally, teachers face a third challenge: the necessity to improve teacher quality, in socio-economic context of broader expectations toward teachers.

**Revamping Teacher Education**

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. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence stages of teacher education in terms of level, duration and structure.

It is the need of the hour to integrate technology into every teacher education programme to make a significant difference in the changing scenario of education. Accordingly, there is a need to update the course content in teacher education and motivate faculty members of all subjects and teacher trainees at every level to upgrade their knowledge and develop their skills in the use of multimedia for multifarious teaching. Methodology teachers, in particular, should focus on the use of information technology with the help of technical experts in their daily teaching activities. Deputation of personnel of technical skills from the university and related institutions to colleges will help the faculty members and student teachers to work in the direction of integrating technology in teacher education. The National Council of Teacher Education can play a coordinating role in making this technical knowhow available in all centres of Teacher Education.

Teacher education institutions have to play a major role in shaping the teacher trainees with adequate knowledge and training in the use of ICT tools in their classrooms. The integration of technology in education in general and teacher education in particular is the urgent need of the day. Positive changes in school curricula and quality of education is possible only when there are corresponding changes in Teacher
Education courses. It is the teachers who are required to use the technology to enhance student learning. So the foremost task is the development of ICT trained teacher educators stand out as models in the classes, it is not possible to prepare a new generation of ICT literate teachers. For this to happen, ICTs should be infused or incorporated into the entire curriculum.

Accordingly, there is a need to update the course content in teacher education and motivate faculty members of all subjects and teacher trainees at every level to upgrade their knowledge and develop their skills in the use of multimedia for multifarious teaching. Methodology teachers, in particular, should focus on the use of information technology with the help of technical experts in their daily teaching activities. Teacher education institutions have to play a major role in shaping the teacher trainees with adequate knowledge and training in the use of ICT tools in their classrooms. The integration of ICT in education in general and teacher education in particular is the urgent need of the day. The infusion of ICT into teacher education programme will help the future teachers to cope with the paradigm shift in learning.

**Role Of Teacher Educators**

Teacher educators have the sole responsibility of preparing the future teachers for the globalised community of learners. They will have to help teacher trainees to develop the concept of ‘techno pedagogy’ much more than educational planners currently envisage. A well developed programme of professional development is therefore required to enable the teacher educators to develop these skills.

Also, every teacher educator should be trained and competent in the use of ICT - Internet, media, appropriate institutional technologies
- in selecting, organizing and using learning resources.
- in the use of communication skills.
- to understand expectations of the community.
- to undertake action research for qualitative improvement of classroom.

According to NCTE (1998), teacher educators’ changing responsibilities include:

Teacher educators need to be not only competent in their province of specialization, but also committed in their profession. Commitment here signifies their willingness to give all their available time and energy in the training of prospective teachers to do their work in a spirit of selfless service. They need to be creative in their methods of teaching and the use of technology. Creativity here implies carrying out their activities in new and different ways which in turn are bound to make their students innovative in their thinking and work culture.

**Conclusion**

The importance of teachers and their education is increasing day by day. Teacher training institutions have to instil quality training through quality education, develop a sense of universal good will, patriotism and encourage them to be innovative and acquire holistic knowledge. The effectiveness of teacher education programme would largely depend upon the effectiveness of teacher educators, who are expected to implement the various recommendations and reforms. It is therefore essential for them to make themselves aware of the recent development in the field. Then only the quality of teacher education will improve. Every teacher educators have to face the challenge or responsibility of revamping teacher education system.

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Few Identifications of Recent Indian Education

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Abstract

Quality of education, especially school and primary education, has been a major cause of concern for some years now. One reason for this unease is the results thrown up by recurring surveys which showed that reading and writing abilities of school children are dipping to alarming levels. Before the 2015 deadline we have over 60 million children who are going without a primary education and at least three times more without access to secondary.

Annual Status of Education Report (ASER)

India's largest NGO-run annual survey has been conducted by Pratham since 2005 to evaluate the relevance and impact of its programs. Findings are disseminated at national, state, district and village levels, and influence education policies at both state and central levels. Pratham is the largest non-governmental organisation in India. It works towards the provision of quality education to the underprivileged children in India. Established in Mumbai in 1994 to provide pre-school education to children in slums, it now has activities in 21 states of India and has supporting chapters in the United States, UK, Germany and UAE. Pratham's founder, Madhav Chavan, was the 2011 recipient of the Skoll Award for Social Entrepreneurship. The Pratham team comprises of educationists, development professionals, media personnel, corporates, workers, activists, PhDs, MBAs, CAs, civil servants, bankers, corporate professionals, consultants, who all bring their experiences and perspectives to the organisation and are unified by the common vision of improving the future of our children.

ASER [Annual Status of Education Report 2013 (Rural) Findings]

Enrollment in the 6-14 age groups continues to be very high, with more than 96% of children in school. The proportion of out of school girls in the 11 to 14 age group has declined since last year. Overall, enrollment numbers remain very high. Over 96% of all children in the age group 6 to 14 years are enrolled in school. It is the fifth consecutive year that enrollment levels have been 96% or more. Nationally, the proportion of children (age 6 to 14) who are not enrolled in school has decreased slightly, from 3.5% in 2012 to 3.3% in 2013. At the All India level, the proportion of girls in the age group 11 to 14 who are not enrolled in school dropped from 6% in 2012 to 5.5% in 2013. The greatest progress is visible in Uttar Pradesh, where this percentage dropped from 11.5% in 2012 to 9.4% in 2013. However, in Rajasthan the proportion of out of school girl's age 11 to 14 rose for the second year in a row, from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013. Nationally, there is a slight increase over 2012 in private school enrollment. The proportion of children taking paid private tuition classes has also increased slightly since last year. For the age group 6 to 14, there has been a steady increase in private school enrollment from 18.7% in 2006 to 29% in 2013. The increase in private school enrollment since last year has been very small, from 28.3% in 2012 to 29% in 2013.

There are wide variations in private school enrollment across rural India. In Manipur and Kerala more than two thirds of all children in 6 to 14 age group are enrolled in private schools. Less than 10% are in private school in Tripura (6.7%), West Bengal (7%), and Bihar (8.4%), although these numbers have grown substantially since 2006. Between 2012 and 2013 Kerala showed the highest percentage point increase in private school enrollments among children age 6-14. Nationally, the proportion of children in Std. I-V who take paid private tuition classes increased slightly, from 21.8% in 2012 to 22.6% in 2013. For Std. VI-VIII the increase was from 25.3% to 26.1%. As with private schooling, the incidence of private tuition varies across states. In Tripura and West Bengal, more than 60% of children in Std. I-V take paid private tuition. In Chhattisgarh and Mizoram, less than 5% do so.
Between 2012 and 2013, different regions show different patterns. Across states in the south and north east the proportion of Std. I-V children taking tuition declined in all states except Assam. In all other states this proportion increased from 2012 levels. The proportion of children in Std. I-V who receive some form of private input into their schooling (private school, private tuition or both) has increased from 38.5% in 2010 to 42% in 2011, 44.2% in 2012 and to 45.1% in 2013.

For the first time, ASER 2013 measured the amount families pay for a child’s private tutoring. Nationally, 68.4% of Std. I-V government school students who go to private tutors pay Rs. 100 or less per month. Among private school students of Std. I-V, 36.7% pay Rs. 100 or less per month and the same proportion pay between Rs. 101 and Rs. 200 per month for private tuition.

Pratham Education Foundation report released disturbed findings about the state of education in rural India, which still accounts for a little under 70% of India’s population of 1.2 billion.

The findings essentially told us two things. The good news is that enrolment in elementary education is almost 100%. The bad news is that the education outcomes, as measured by abilities in reading, writing and doing maths, have deteriorated among children between the ages of six and 14.

It is a structural flaw in the country’s strategic planning that it has carried since independence, but the Congress-led United Progressive Alliance has to share a bulk of the blame because it had made the right to education one of its missions and had also garnered sizeable funds by levying an education tax. So it is legitimate to ask what the government did to correct this trend, especially since the Congress continues to claim, through elaborate television advertisements and in the just-concluded session of the All India Congress Committee that its 10 years at the helm has led to a transformation of the country. It is not enough to focus on the positives. And this is why:

- Nationally, the proportion of children in grade three able to read at least a paragraph of grade one is still abysmally low. In 2013, only two out of five children could achieve this standard.
- Similarly, the proportion of children in the fifth grade at the all-India level who could read a second grade text remained unchanged at the level of 47%. It has decreased every year from 52.8% in 2009.
- Nationally, the proportion of all children in the fifth grade who could solve a three-digit by one-digit division problem was 25.6%, or just above one in four children could do basic math, ASER study also confirms.

The ASER study tells us is that this privatization of education in the country has helped, but not to the desirable degree. Yes, there is a difference between the quality of education offered by private institutions and that by government schools in rural India, but it is a gap that is seen to be made up through the input of private tuition. Given that the overall quality of education, as evident in the ability to read and do math, is so low, this outcome is a double whammy for parents opting for private education. In the final analysis, it is clear that the country is afflicted by a learning crisis. The only silver lining is that the situation can be corrected with minimal interventions. But for that the heart should be willing and the first step is to admit to the problem. Pratham has demonstrated with its work that improving outcomes don’t need more resources. Instead, as a section in the 2013 report states: “We don’t need more allocations, what we need is more effective use of the allocations we already have.”

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Current challenges in Teacher Education

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Abstract

There are many problems and puzzles in the Teacher Education System. It should be responsive to challenges faced by educational system in the social, political, economic, technological, and cultural contexts. Though there is evident improvement through the efforts of NCTE still there is room for perfection. The National Curriculum Framework has described some current concerns in Teacher Education. Some of the issues of teacher education reflect on quality and identity crisis, rare humane and professional teachers, poor integration of skills, incompatible modes, little contribution to higher education, domain pedagogy mismatches, rare innovations, inadequate technology infusion, little choice base, and poor research scenario. There has to be adequate focus on all the parameters input, process and output to prevent the degeneration of quality. It calls for the stakeholders of education to deliver man-making education and improve the quality of training programs for teachers. Teacher education curricula must develop socially aware, responsible and committed teachers. As teachers are the real sculptors of the future generations, a course in Teacher Education should impart knowledge, skill and ability relevant to the life of a teacher and reshape their attitudes, habits and personality. To enhance the teacher education quality focus should be on the emerging issues and concerns. Teacher education curricula must encourage spirit of inquiry, research and lifelong learning. The NCTE facilitates planned and coordinated development of teacher education system and the institutions must implement norms and standards laid down by the council.

Introduction

Education is the backbone of a developing nation which determines the citizen's progress and country's development. As teachers are the real sculptors of the future generations, a course in Teacher Education should impart knowledge, skill and ability relevant to the life of a teacher and reshape their attitudes, habits and personality. There are many problems and puzzles in the Teacher Education System. To enhance the teacher education quality focus should be on the emerging issues and concerns. Teacher Education has to be quality oriented and responsive to challenges faced by educational system in the social, political, economic, technological, and cultural contexts. The NCTE facilitates planned and coordinated development of teacher education system and the institutions must implement norms and standards laid down by the council. The upgradation of the infrastructure to impart teacher training as per the changing needs is mandatory for NAAC accreditation. The National Curriculum Framework has described some current concerns in Teacher Education as:

1) No critical examination of the curriculum, syllabi and textbooks.
2) Lack of importance to language proficiency.
3) Little scope for reflection of experiences by the student teachers.
4) No proper link between learning theories, models and teaching methods.
5) Lack of opportunity for teachers to examine their beliefs and reflect on their experiences.
6) No clear link between theory and practical work.
7) Excessively quantitative evaluation system lacking comprehensiveness to evaluate the attitudes, dispositions and interests in a teacher.
8) The programmes do not address the needs of the contemporary schools and quality education.

Key Issues and Problems Related to Teacher Education

Indian teacher education system has been strengthened a lot during the past couple of years after persistent struggle to establish its identity. Though there is evident improvement through the efforts of NCTE still there is room for perfection. The
professional performance of teachers is affected by educational qualification, recruitment on merit, adequate monitoring system, incentives and up-gradation of teacher skills. Some of the issues of teacher education reflects on quality and identity crisis, rare humane and professional teachers, poor integration of skills, incompatible modes, little contribution to higher education, domain pedagogy mismatches, rare innovations, inadequate technology infusion, little choice base, and poor research scenario.

**Degeneration of Quality**

The quality of teacher education has always been a matter of concern. There is a mismatch between Teacher Education curriculum and the school curriculum. This gap is filled by the introduction of ALM methodology in colleges of Education. The input and process norms in teacher education questions the quality of the output. The commercialization of education has negative impact on the all-round personality development of the products. There is public private dichotomy in teacher education. The teacher education degrees conferred by the various universities and institutions are non-comparable and there is also a widening gap between expected and actual quality in teacher education.

**Lack of Identity**

Though establishment has overgrown enrolment in most of the teacher education programmes, the distribution of the teacher education institutions is uneven. Every teacher education institution should have valid identity including valid institutional land and plant, valid settings, valid inputs, valid processes and valid products. Quality teachers can be developed through skilled and competent Teacher Education professionals who have passion for profession. There should be no compromise with the standards and norms.

**Lacks Integration of Skills**

Teacher Education for preparing humane & professional teachers needs to be holistic. 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 apart from human development skills and spiritual skills. The teacher education programmes need to integrate in numerous skills and competencies including info-savvy skills, techno-pedagogic skills and life skills like empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress.

**Little Contribution to Higher Education**

Teacher Education has not come out of school education and has made very little contribution to higher education. Many institutions of teacher education do not have responsibility to undertake research and development. It is indispensable to keep close relationship between educational research and teaching.

**Rare Innovations**

Research in education is repetitive devoid of freshness of problem or approach or methodology. Innovations in Teacher Education are very rare. Activity based, personalized teacher education programmes are seldom surviving. Teacher education programmes are largely traditional with slow pace of modernization and technology infusion.

**Subject Pedagogy Mismatches**

Subject specific differential pedagogy is demanded as there exists mismatch among them.

**Incompatible Modes**

There is a need to employ choice based credit system in teacher education, which can be realized through e-platforms, and amalgamation of various modes, such as, face to face, distance and electronic. There are mismatches among vision, establishment, and mission. Demand and supply imbalances exist in teacher education. Some distance and open universities have resulted into the dilution of teacher education.

**Absence of Teacher Education Policy**

To preserve the identity and sanctity of education proper Teacher Education Policy should be formulated and norms should be observed sincerely.
Isolation of Training Institutions

The teacher education colleges are isolated from universities, isolated from current developments in school education and the different types of teacher training institutions are isolated from one another.

Pre-Service Education

Candidates to the teaching programme should be selected based on criteria like content knowledge, knowledge related to technology, and ability to share knowledge with children.

Equitable and Sustainable Development

The curriculum needs to integrate perspectives that promote gender equity, peace, sustainable development, respect the rights of all and value work.

Community Knowledge

As formal school knowledge is linked with community knowledge, contextual references including community knowledge about technology, local occupations, and local folk culture should be learned.

ICT Orientation

The proliferation of ICT should be utilized for the development of Teacher education.

Global Challenges

A multitude of educational challenges are raised by globalization:

1) The redefinition of educational programs on a competency based approach by integrating new sources of information.
2) The need for development of skills along with knowledge.
3) Introduction of subjects which have concern for global issues.
4) Research work should be in tune with the socio-economic and scientific development of the local areas.
5) Introduction of vocational concept to the main body of higher education.

Conclusion

There has to be adequate focus on all the parameters input, process and output to prevent the degeneration of quality. It calls for the stakeholders of education to deliver man-making education and improve the quality of training programs for teachers. Teacher education curricula must develop socially aware, responsible and committed teachers. Economics of education and political economy of education should be included to face the economic challenges. Teacher Education should promote social, political and democratic values among prospective teachers. To synthesise culture and modernity, value education has to be integrated. Scientific temper should be developed to solve the problems of life. Teacher Education should cater to integrated development of learner’s personality. The gaps between policies and programmes, vision and mission, wish and will should be met through revolutionary changes in the system.

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Essentials of Inclusion of Natural Disaster Management
In Teacher Education Curriculum

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Abstract

Natural Disaster Management essentially deals with management of resources and information relating to a disaster event and is measured by how efficiently, effectively and seamlessly one coordinates these resources. At the individual and organizational level deals with issues of planning, coordination, communication and risk assessment. It deals with all humanitarian aspect of emergencies, in particular preparedness, planning, response and recovery in order to lessen the impact of disaster. “Natural Disaster Management” can be defined as the range of activities designed to maintain control over disaster and emergency situations and to provide a framework for helping at-risk persons to avoid or recover from the impact of the disaster. Disaster management deals with situations that occur prior to during and after the disaster. The teacher “Architecture of Nation” is a dynamic force of the society. A society without a teacher is like a body without a soul, a skeleton without flush and blood, a shadow without substance. As a social engineer, he socialize and humanize the younger generation by the man-like qualities. Inclusion of natural disaster management in teacher education curriculum enhances the teacher trainee to equip and prepare themselves for natural disaster management. This helps in transforming the knowledge of natural disaster management to the future younger generation and to save the lives of living beings in the world.

What is Disaster?

A Disaster is a serious disruption of functioning of a society, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope with using only its own resources.

Disaster means a catastrophe, mishap, calamity or grave occurrence affecting any area, arising from natural or man-made causes, or by accident or negligence, which result in substantial loss of life or human suffering, or damage to, and destruction of property or damage to, or degradation of environment, and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area-The National Disaster Management Act,2005.

Causal factors of Disaster

Common causal factors play a vital role in determining the magnitude and severity of a disaster. Which are as follows:

Poverty, ungoverned population growth, rapid urbanization and migration, transition in cultural practices, environmental degradation, lack of awareness and information.

Dimensions and Typology of Disasters

Meteorological/Climatic origin: Drought, Hailstorm, Heat wave, Hurricane Tropical Cyclones and Typhoons, Ice age, Ice Storm and Tornado

Hydrological origin: Flood, Limnic eruption, Maelstrom, Seiche and Tsunami

Geological origin: Earthquake, Lahar, Landslide and Mudflows, Sinkholes, Volcanic Eruption and Avalanche
What is Natural Disaster Management?

Natural Disaster Management essentially deals with management of resources and information relating to a disaster event and is measured by how efficiently, effectively and seamlessly one coordinates these resources. At the individual and organizational level deals with issues of planning, coordination, communication and risk assessment. It deals with all humanitarian aspect of emergencies, in particular preparedness, planning, response and recovery in order to lessen the impact of disasters.

“Natural Disaster Management” can be defined as the range of activities designed to maintain control over disaster and emergency situations and to provide a framework for helping at-risk persons to avoid or recover from the impact of the disaster. Disaster management deals with situations that occur prior to during and after the disaster.

The Disaster Management Act, 2005. (23 December 2005) No. 53 of 2005. The Disaster Management Act, 2005 has 11 chapters and 79 section. The Act extends to the whole of India. The Act provides for “the effective management of disasters and for matters connected therewith or incidental thereto.”

Objectives

The main objectives of inclusion of Natural Disaster Management in Teacher Education Curriculum:

- To reduce loss of lives and property damage
- To prevent economic disruption
- To create awareness about safety from disasters
- To link development programmes with disaster planning
- To develop the protection of habitation from adverse hazard impacts
- To create awareness on hazards occurrence, damage caused to infrastructure and economic loss
- To develop an attitude to coordinate between state and Non-government Organization
- To provide disaster professionals and volunteers with a course of training
- To offer higher quality services
- To know the main areas of risk and to take steps to minimize the risk or detect any problems as early as possible
- To ensure a positive role in preventing disasters
- To ensure good lines of communication with staff working in those areas
- To ensure good lines of communication with other key staff likely to be involved in disaster prevention, response and recovery

Essentials of inclusion of natural disaster management in teacher education curriculum

The teacher “Architecture of Nation” is a dynamic force of the society. A society without a teacher is like a body without a soul, a skeleton without flush and blood, a shadow without substance. As a social engineer, he socialize and humanize the younger generation by the man-like qualities.

Among all the professions teaching is the noblest one. In the present scenario the teacher occupies a pivotal position than others in the world. He has to play incredible role in the recent trends. He is the right human resource to deal rightly with the younger minds for the better world. Now we are in the highly developed technological world, we can bring the world using a finger within a fraction of second. Even then, need improvement in imparting knowledge about natural disasters, awareness about safety from disasters, preparedness and planning for natural disasters, responding and recovery natural disaster. With this connection it is the right time in the right way to include natural disaster management in teacher education curriculum.
Inclusion of natural disaster management in teacher education curriculum enhances the teacher trainee to equip and prepare themselves for natural disaster management. This helps in transforming the knowledge of natural disaster management to the future younger generation and to save the lives of living beings in the world.

**Conclusion**

In the recent past years natural disasters like Earthquake, Tsunami, Cyclone, floods destroyed the human lives, animals, resources which exceed the ability of the affected society to cope with using only its own resources. Education is the only tool to remove any kind of barriers and struggles from the society. If natural disaster management is implemented effectively in teacher education curriculum we can educate, train and prepare the teacher for natural disaster prior to the occurrence or during disaster or after the occurrence of disaster and we can prepare the younger generation to prepare, to plan, to respond and to recover from natural disaster. Implementing natural disaster management in teacher education program is the right way to overcome any kind of disaster which occurs in the globe. So it is the right time to suggest strongly implementing natural disaster management in teacher education curriculum.
Critical Thinking of Prospective Teachers in Kanyakumari District
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Abstract

Education which is an instrument for preparing younger generation for this complex society now faces new challenges. Teacher is the backbone of our education system. Critical thinking is considered as an important idea in the academic fields, because it enables one to analyze, evaluate, explain and restructure the thinking. It helps to decide what is right and what is wrong. In recent years, critical thinking has become a central focus of education. In teacher education, critical thinking is one of the series of highest level competency of teacher. Normative survey method was used for the present study. The present study was conducted on a sample of 400 prospective teachers from various B.Ed. colleges of Kanyakumari district using stratified random sampling technique. Critical thinking self-assessment scale was the tool developed and standardized for this investigation by the investigator. The tool consists of six dimensions namely, Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-regulation. A considerable proportion of prospective teachers have moderate level of critical thinking. Gender, locality and religion have influence in the critical thinking of prospective teachers. Optional subject has no influence in the critical thinking of prospective teachers. Gender equality should be developed to think critically in prospective teachers. Programs should be organized to develop critical thinking of female and rural prospective teachers. Prospective teachers should be motivated to use ICT in planning, implementing, monitoring and evaluating teacher education programs in classrooms. Interrelated cognitive and meta-cognitive skills which are necessary to execute critical thinking should be developed by the prospective teachers from their curriculum practice.

Introduction

Education in its widest sense includes all the influences which act upon an individual during his passage from cradle to the grave. Education which is an instrument for preparing younger generation for this complex society now faces new challenges. In order to revitalize the education system of a given society more efficient teachers are needed because they are considered to be agents for change. Teacher is the backbone of our education system. A good teacher inspires his/her students to explore their own potential. A good teacher is a people builder who builds character, trust, confidence, creates interest and has the capacity to turn a bad student into a good citizen. Educators have long been aware of the importance of critical thinking skills as an outcome of student learning. More recently, the Partnership for 21st century skills has identified critical thinking as one of several learning and innovation skills necessary to prepare students for post-secondary education and the workforce.

Need and Significance of The Study

Critical thinking is considered as an important idea in the academic fields, because it enables one to analyze, evaluate, explain and restructure the thinking. It helps to decide what is right and what is wrong. In recent years, critical thinking has become a central focus of education. The main issue in this connection appears to have been whether critical thinking needs to be closely linked with traditional disciplines. Critical thinking is also be important in applied fields such as teacher education.

Critical thinking is the correct way of thinking in order to attain relevant as well as reliable knowledge about our surroundings. This strategic thinking, based on reasoning, is focused on helping an individual to decide what to believe and what to do. Critical thinking helps the person to question, gather necessary and relevant information, reason and come to a reliable conclusion. We don't possess these skills right from our birth, nor do we develop them more than basic day-to-day survival thinking. These skills need to be
thought by the parents and the teachers. Critical thinking is the art of analyzing and evaluating thinking with a view of improving it. Critical thinking is, self-directed, self-disciplined, self-monitored, and self-corrective thinking. Critical thinking is the process of thinking in a certain way.

In teacher education, critical thinking is one of the series of highest level competency of teacher. For effective teaching the teacher needs thinking skills and good academic background. Critical thinking is considered as one of the component of life skills, therefore every classroom must provide ample opportunities for the students to develop critical thinking and become capable of using it in this competitive world. We have to develop critical thinking among students from the school curriculum itself. For that the teacher, should acquire critical thinking skills, which help them to develop critical thinking among students. The investigator thus rightly felt the need to study the critical thinking of prospective teachers.

**Operational Definition**

**Critical thinking**

Bailin (2002) defines critical thinking as thinking of a particular quality essentially good thinking that meets specified criteria or standards of adequacy and accuracy. In this study, critical thinking refers to thinking based on core cognitive skills such as Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-regulation.

**Objectives Framed**

To study the significant difference between the mean scores of critical thinking of prospective teachers based on the background variables namely gender, locality, optional subject and religion.

**Hypothesis Formulated**

There is no significant difference in the mean scores of critical thinking based on the background variables namely gender, locality, optional subject and religion of prospective teachers.

**Methodology in Brief**

Normative survey method was used for the present study. The present study was conducted on a sample of 400 prospective teachers from various B.Ed. colleges of Kanyakumari district using stratified random sampling technique. Critical thinking self assessment scale was the tool developed and standardized for this investigation by the investigator. The tool consists of six dimensions namely, Interpretation, Analysis, Evaluation, Inference, Explanation, and Self-regulation. The validity of the tool was established using the content validity technique. The investigator used odd-even method for establishing the reliability. The reliability was calculated as 0.86. Percentile norms of the tool was calculated to standardize the tool. The t test, and ANOVA are the statistical techniques used for this investigation. Scope of the study is limited by the tool and the size of the sample.

**Results and Discussion**

The results of the analysis are presented in the following tables.

1. The level of critical thinking of prospective teachers is moderate.

| Table 1  |
| Assessment of the Level of Critical Thinking of Prospective Teachers |

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>88</td>
<td>22</td>
</tr>
<tr>
<td>Medium</td>
<td>280</td>
<td>70</td>
</tr>
<tr>
<td>High</td>
<td>32</td>
<td>08</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>
From the Table-1, it is clear that 70% of the prospective teachers had average level of critical thinking. Hence the study showed that the critical thinking of the prospective teachers is at moderate level.

2. Comparison of mean scores of Critical Thinking of Prospective Teachers based on background variables namely gender, locality and optional subject

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>t</th>
<th>p</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>60.31</td>
<td>13.3</td>
<td>103</td>
<td>2.230</td>
<td>0.026</td>
<td>0.05 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>57.05</td>
<td>12.62</td>
<td>297</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locality</td>
<td>Rural</td>
<td>56.77</td>
<td>13.218</td>
<td>256</td>
<td>2.331</td>
<td>0.020</td>
<td>0.05 level</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>59.88</td>
<td>11.995</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional subject</td>
<td>Arts</td>
<td>57.41</td>
<td>12.865</td>
<td>166</td>
<td>0.625</td>
<td>0.532</td>
<td>Not significant</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>58.23</td>
<td>12.878</td>
<td>234</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred from the above table that there existed significant difference between male and female prospective teachers in their critical thinking. Critical thinking of prospective teachers differ with their gender. The mean values showed that male prospective teachers possess more critical thinking than female prospective teachers. This may be due to their interaction with the society and the knowledge gathered by the variety of sources of knowledge. There existed significant difference between rural and urban prospective teachers in their critical thinking. Critical thinking of prospective teachers differ with their locality. The mean values showed that urban prospective teachers possess more critical thinking than rural prospective teachers. It may be due to the fact that urban prospective teachers get more exposure which increases their critical thinking. There existed no significant difference between arts and science prospective teachers in their critical thinking. Critical thinking of prospective teachers do not differ with their optional subject.

3. Religion wise comparison of Critical Thinking of Prospective Teachers

<table>
<thead>
<tr>
<th>Religion</th>
<th>Mean</th>
<th>SD</th>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>57.13</td>
<td>12.636</td>
<td>Between Group</td>
<td>1301.65</td>
<td>2</td>
<td>650.83</td>
<td>3.99</td>
<td>0.019</td>
<td>0.05 level</td>
</tr>
<tr>
<td>Christian</td>
<td>58.82</td>
<td>13.275</td>
<td>Within Group</td>
<td>64716.2</td>
<td>397</td>
<td>163.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim</td>
<td>67.64</td>
<td>10.50</td>
<td>Total</td>
<td>66017.9</td>
<td>399</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it showed that there existed significant difference between prospective teachers belonging to different religions in their critical thinking.

Table 3.2. Scheffe’s procedure for comparing the mean scores of Critical Thinking of Prospective Teachers based on their religion.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Mean</th>
<th>N</th>
<th>Pair</th>
<th>Scheffe’s</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>57.13</td>
<td>254</td>
<td>A Vs B</td>
<td>0.500</td>
<td>NS</td>
</tr>
<tr>
<td>Christian</td>
<td>58.82</td>
<td>111</td>
<td>B Vs C</td>
<td>0.093</td>
<td>NS</td>
</tr>
<tr>
<td>Muslim</td>
<td>67.64</td>
<td>35</td>
<td>A Vs C</td>
<td>0.029</td>
<td>0.05 level</td>
</tr>
</tbody>
</table>
From the table 3.2 it showed that there existed significant difference between Hindu and Muslim prospective teachers in their critical thinking. The other two pairs Hindu and Christian and Christian and Muslim does not differ in their critical thinking.

Findings

A considerable proportion of prospective teachers have moderate level of critical thinking. Gender, locality and religion have influence in the critical thinking of prospective teachers. Optional subject has no influence in the critical thinking of prospective teachers.

EDUCATIONAL IMPLICATIONS

The present investigation aimed at studying critical thinking of prospective teachers. The findings of the study have certain implications in improving critical thinking of prospective teachers. Academic performance of prospective teachers depends on their critical thinking ability. Critical thinking is an influencing factor of prospective teachers academic performance. So in the B.Ed. curriculum, activities to develop critical thinking should be included. Curriculum planners should consider this fact because teachers play a vital role in educational reconstruction as well as social reconstruction.

CONCLUSION

The study revealed that the critical thinking of female prospective teachers is less compared to male prospective teachers. Gender equality should be developed to think critically in prospective teachers. The study revealed that the critical thinking of rural prospective teachers is less compared to urban prospective teachers. So, programs should be organized to develop critical thinking of female and rural prospective teachers. Prospective teachers should be motivated to use ICT in planning, implementing, monitoring and evaluating teacher education programs in classrooms. They should be able to establish appropriate goals according to their ability. Opportunities for analyzing, and interpreting to be given to them to develop their critical thinking. Group work can be provided to develop their critical thinking skills. Interrelated cognitive and meta cognitive skills which are necessary to execute critical thinking should be developed by the prospective teachers from their curriculum practice.

References


The Need For Guidance and Counselling Services Today  
More than Ever Before

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Abstract

The challenge of education today is to offer school experiences that provide students with opportunities to develop the understandings, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. Students need to be able to communicate clearly, competently, and confidently from a broad knowledge base in order to make thoughtful and responsible decisions. Achieving these Educational goals will provide students with the means to make connections between what they learn and how they live. In response to these challenges, it is necessary to provide guidance and counseling for the students. The need for guidance and counselling services have been recognized in various government reports and educational commissions. The programme of guidance and counselling was started to assist students to appreciate their roles and develop right attitudes towards discipline and time management.

Introduction

The MacMillan English Dictionary for Advanced Learner defines guidance as advice about what one should do or how one should behave. The Human Sciences Research Council defines guidance as a practice, a process of bringing the students into contact with the world of reality in such a way that they acquire life-skills and techniques which allow them to direct themselves completely in the educational, personal and social spheres and the world of work in order to progress and survive effectively. Guidance services include processes of counselling, consultation, co-ordination, collaboration, instruction, information-giving, appraisal, referral and institutional support views guidance as the provision of information to groups or individuals so that those individuals can reach informed decisions. The concepts ‘guidance’ and ‘counselling’ carry differing but overlapping meanings. Guidance is broader than counselling and contains the latter. Guidance encompasses those services and programmes of the school, which are specifically intended to promote educational, career, and personal-social development of students. In this study, guidance was taken as a process of assisting individuals to help themselves through their own efforts, to discover and to develop their potential resources for personal fulfillment and social usefulness.

Counselling

The MacMillan English Dictionary for Advanced Learners (2002:316) defines counselling as advice and help that is given to someone experiencing problems. Hansen, Ross berg and Crammer (1994:6) state that counselling is largely concerned with the so-called normal individuals in a bid to increase such individuals’ self-awareness, helping improve problem-solving skills, educating the individual and supporting that individual. Counselling is thus normally seen as a one to one relationship between a counsellor and a client whereby the counsellor attempts to help the specific individual make personally relevant decisions that he or she can live with. Counselling may involve groups. In this study, counselling means helping students to help themselves. In this regard, school counselors assist students to understand themselves and their opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal
responsibility for their choices and to follow courses of action in harmony with their choices. Counselling is understood as a major guidance service

**Roles of Education Partners**

In order to develop and implement the comprehensive guidance and counselling program in a school, all the stakeholders in the educational process have a role to play. The following are suggested role descriptions for the education partners when implementing the program.

**School Board**
- allocates qualified guidance counsellor time in schools according to the provincially recommended student counsellor ratio
- ensures that the program is an integral component of the curriculum at all levels
- encourages parental interest and involvement in and communication about the program in schools
- provides assistance, resources, and professional development to facilitate the successful establishment, implementation, and evaluation of the program in schools
- provides ongoing district support and monitoring of the program
- assists in the establishment or maintenance of a network of community and government agencies that directly or indirectly address the needs of students and their families
- ensures that the program addresses students' heritages, experiences, and backgrounds

**School Advisory Council**
- assists in communicating the aims, objectives, and outcomes of the program
- encourages the involvement of stakeholder groups in the program in order to make shared decisions and provide solutions that benefit student learning and development
- ensures that the outcomes identified by the needs assessment are integrated into the school improvement plan
- seeks opportunities to acquire and provide resources needed for the program activities
- ensures that the learning needs and career aspirations of students are addressed

**School Administration**
- allocates the school resources necessary to implement and operate the program
- participates in the selection of the qualified guidance counsellor
- assists and provides support for the program in conjunction with the school’s program advisory committee
- provides for appropriate professional development activities for school staff
- assists in the ongoing review and evaluation of the program

**Guidance Counsellor**
- provides leadership in designing, implementing, and evaluating the program
- co-ordinates and manages the implementation of the components of the program
- provides professional counselling services
- provides professional knowledge and expertise in personal, social, educational, and career growth and development to students, parents, and school personnel
- develops partnerships and collaborative relationships with individuals and agencies in the community, including cultural organizations
- engages in the research, professional development, education, networking, and training necessary to remain current with developments in guidance counselling and education

**School Staff**
- participate in the delivery of the program through their daily interaction with students
- teach aspects of the program related to the guidance curriculum component
- participate as mentors and advisors to students
• collaborate with parents, other staff, student groups, and the guidance counsellor to meet the developmental needs of all students through the program
• suggest activities to be implemented or developed as part of the program
• participate as members on the guidance advisory committee
• participate in needs assessments and evaluations concerning the Program

Parents
• participate in determining student and community needs through needs assessments
• participate on the program advisory committee
• participate in the evaluation of the effectiveness of the program in their school
• assist in the promotion of the program
• assist in acquiring resources needed to implement the program
• encourage their children to participate in the program

Students
• participate in determining both student and community needs through needs assessment processes
• participate as members of the guidance advisory committee in determining the focus and direction of the program
• provide input, feedback, and suggestions for ongoing program activities or modifications
• participate in the evaluation of the program in their school

Counsellor Competencies
A competent, experienced, and professional guidance counselor has a significant role to play in the design, organization, and delivery of a Comprehensive School Guidance and Counseling Program. The guidance counsellor is a licensed teacher with graduate-level degree qualifications who assists students, parents, teachers, and school administrators by providing counseling, consulting, coordinating, and managing roles. To be most effective in these challenging roles, the guidance counselor needs to be an individual who demonstrates specific skills, knowledge, and professional attitude competencies developed through the acquisition of graduate-level training and related teaching experience.

Counsellor Ethics
Ethical behaviour in guidance and counselling practice is characterized by
• respect for the dignity and integrity of persons
• responsible caring in counselling relationships
• responsibility to society
• The following ethical guidelines serve as the basis for the professional conduct of qualified guidance counselors
• The training required to become a qualified guidance counsellor includes an additional ethical requirement
• A guidance counsellor should adhere to the principles of ethical decision making to resolve ethical dilemmas in counselling.

Conclusion
The Comprehensive Guidance and Counseling Program represent a conceptual shift from traditional guidance services. Its design maintains the best practices from the traditional model, while allowing adaptability so that student needs can be addressed in this rapidly changing world. The result is a broad-based, proactive approach to guidance and counseling within schools. This program guide is intended to lay the foundation for the program. It establishes provincial parameters and provides the basis for individual schools to design their own guidance counseling program.
Needed Soft Skills For Developing Personality Among Prospective Teachers

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Abstract
The paper deals with the needed soft skills to develop personality among prospective teachers. The different persons view point on personality is described in the papers and also, the factors responsible for the formation of the personality of an individual. The needed soft skills for developing personality is portrayed in this paper. The different soft skills are self enhancement skills, teacher responsibility, having good leadership, effective communication and good citizenship. Each skill which includes many soft skills. For eg., self enhancement skill includes the soft skills such as punctual, emotionally stable, mentally alert, plenty of patience, work with great pleasure, creativeness, enthusiasm fair, sincere, innovative and developing positive attitude. Qualities for good leader includes honesty, energy, human relations and intelligence and communication. Moreover effective teacher needs effective classroom teaching, class room discipline and having good relationship. Teachers need citizenship training and decision making ability too. Training should be given to the prospective teachers with the above qualities. Since personality is all round development of body and mind, training to body which leads to remove the wastage in the body and training to the mind leads to remove the ignorance in the mind. Healthy body and mind leads to good personality.

INTRODUCTION
Personality consists of the unique and stable patterns of behavior, thoughts and emotions shown by individuals. Behaviour in any situation is a function of both personality and external factors. The term "Personality" is all round development of an individual. Personality is formed out of biological, sociological and psychological elements. So all the factors contribute to the term personality of an individual. Personality means those qualities which cast their influence on others.

VIEW POINTS ON PERSONALITY:

Laymen view Point:

- Personality is the stimulus value which one individual has for another.
- Philosophical view point:
- Personality is idle perfection. It is self realization.
- Sociological view points:
- Individual is nothing but a reflection of the society. It says "Personality is the interaction of all traits which determine the role of status of the persons in society.
- Psycho-Analytic view Point:
- There are three compo anent parts of the personality. Id ego and super ego.
- Psychological view Point:
- Lays stress on heredity as well as environment.
- Definitions of Personality:
- "Personality is the organization of persons habits, attitudes and traits are arises from the inter-play of biological social and cultural factors.” - Biesanj.
- “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment .”

Factors Responsible For The Formation Of The Personality Of An Individual
Heredity and environment are the two factors responsible for the formation of the personality of an individual. Heredity Factors:
- Nervous system
- Glands
Instincts
Drives
Emotions
Intelligent
Temperament
Capacity and
All other Biological factors

Environment:
Natural or Geographical environment
Social environment
Cultural environment
Environment of family
Neighbourhood
Influence of the school

Causes for the formation of personality:
Praise and blame
Co-operation and conflict
Submission
Adoption and assimilation

Characteristics of a balanced personality:
Good health
Feeling of Co-operation
Attempt to do social service
Good behaviour with the fellowmen
Healthy relationship with the people of the opposite sex.
To prepare to undertake any type of intellectual or physical activity or job.
To give greater importance to the true and good against beautiful.
The individual should have the capacity to appreciate and understand the actions and emotions of others, and he should not try to hurt the ego or self.
He should be capable of adjusting himself with the changing environment
Normal intelligence
Man should have the faith in the norms of society. i.e.
- A man of Self Consciousness
- A man of Sociability
- A man of Goal direct adjustability satisfied ambition and purposeful life.
- Strong will

Needed soft skills for developing personality among the prospective teachers:
Self enhancement skills
Teacher responsibility
Having good leadership
Effective communication
Good citizenship

Let us discuss one by one and how to develop these qualities among prospective teachers.

Self enhancement skills:
Punctual
Emotionality stable
Mentally alert
Enough self confidence
Plenty of patience
Work with great pleasure
Advisable capacity
Creativeness
Enthusiasm
Self Control
 Fair
 Sincere
 Opinion that failure can be overcome by efforts
 Making cheerful
 Having varied interests
 To understand things easily
 Enough intellectual ability
 More Sociable
 Giving good judgment to the pupil
 Having reasoning power
 Constructive
 Innovative
 Flexible
 Take interest in pupils activities
 Tendency to help students problem
 Anticipates individual needs
 Developing positive attitude.

Teacher responsibility:
 Having effective teaching and learning process
 Participation in curriculum development
 Adjusting to individual differences
 Classroom management
 Evaluating and reporting of pupil performance
 Developing good family and community relationship
 Maintaining classroom discipline
 Knowing effective methods of teaching
 Teacher should be role model to the students in and outside the class room in the school.

Leadership:
Leadership is the ability to inspire confidence and support among people who are needed to achieve organizational goals. Leadership is the process of influencing the activities of an individual or a group towards the achievement of a goal. Leadership as “It is influencing people to follow and to work willingly for the advancement of a common goal”. Knootz, Harold and Don bell eyril. “Leadership is a role which an individual occupies at a given time in a given group” “Leadership is inform of dominance in which the followers more or less willingly accept direction and control by another person.” “It is the ability to shape the attitude and behaviour of others whether is formal or informal situations”.

Leadership qualities:
A good leader is one who has ability
 To carry people with him
 To dominate without domineering
 To choose good subordinates
 To inspire them by personal example
 To extent discipline when necessary
 To give praise as well as blame
 To admit error and make changes and
 To admit that his subordinates perform the work, not he alone

Qualities of a good leader:
 Honesty
 Energy
 Human relations
 Intelligence

Effective communication skill:
“Communication is defined as the process of passing ideas or feeling from person to another”.

“Communication is a process of sharing of experience till it becomes common possession”.

**Types of Communication:**
- Cross communication
- Downward communication
- Upward communication

**Importance Of Communication**
- It is a means to achieve various enterprise activities
- To motivate others in the organization
- Effective classroom teaching
- To create interest
- To maintain classroom discipline
- Classroom evaluation
- To maximize the classroom output
- To have good relationship

**Decision making ability:**
- Anticipates how people will react to his decisions and proposals
- Absorbs new data and concepts quality
- Recognize the need to get the facts before making a decision
- Is willing to change his programmed and methods in order to keep up with current needs and developments
- Things of new approaches to problems
- Is willing to accept necessary risks.

**Citizenship Training**

The qualities needed for a good citizen is
- Self realization
- Human relation
- Economic efficiency
- Civic responsibility
- Tolerance
- Self sacrifice
- Democratic faith
- Public spirit
- Awareness of social needs
- Awareness of social problems
- Love of truth and ahimsa
- Sense of belongingness to the family immediate community, country, nation and world.
- Honesty
- Maturity
- Balanced mind

With the above qualities training should be given to the prospective teachers. So, personality development means all round development both mind and body Training to be given to the mind and body which leads to remove the wastage in the body and to remove the ignorance in the mind. Which is essential for self realization, the higher aim of education.

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Constructivism: A New Challenge In Teacher Education

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Abstract

When any kind of effective changes take place in school syllabi, it’s imperative to bring about changes in the syllabus of Teacher Education too. Constructivism is one of the changes and the core part of the proposed state curriculum framework (2010). Constructivism is a new era in Indian school curriculum and syllabi. But expecting constructivism through only schools and adding content as per constructivism in school syllables not sufficient. Hence, there is a strong need for our teacher education system to prepare and orient pupil teacher towards constructivism. We have to minimize the gap between school syllabi and Teacher education system provides knowledge, skill craftsmanship and values to the children through a well-structured curriculum. This paper focuses on the various ways of orienting pupil teachers for effective implementation of state curriculum framework (2010), and constructivism in the school syllabi.

Introduction

Teacher Education refers to the policies and procedures designed to equip teachers with the skills they require to perform their tasks effectively in the school and classrooms. It’s ‘training’, and training has been defined as “Systematic development of attitude, knowledge, skill, and behaviour patterns required by an individual in order to perform adequately a given job of task”. It is the teacher who bring the changes in the classroom. For any kind of effective change in the school syllabi, there needs to be brought in the necessary changes in the teaching community also.

Need to Orient Student Teachers towards Constructivism

John Adams states “Teacher is a maker of man. He is the foundation of all education”. The actual success of school curriculum and syllabi is in the hands of teachers because they are the persons who actually boring changes in classrooms. Now we want our learners to construct their own knowledge. We want our teachers to change their traditional role. We want our environment to be supportive of learning. We want to cross the limits of textbooks. We want drastic changes in our school syllabi and environment through constructivism. But expecting constructivism through only schools and adding content as per constructivism in school syllabi is not sufficient. We cannot think of them in isolation. We cannot avoid the student in teacher education colleges who will play the role of agents for social change. Today they are student and are learning the skills of teaching. But tomorrow, they will be responsible for the implementation of constructivism.

Theoretical Aspects

There is a great need to orient our student teachers to constructivism expected in school syllabus. Before implementation constructivism, student teachers must be aware of the conceptual and theoretical background of constructivism. They must get a clear idea about the changed role of teacher and learner also.
Education Philosophy

We can have a philosophical foundation of constructivism. We can focus on constructivism by discussing the origin and roots of constructivism in Philosophy. In short, in this way we can relate constructivism and Educational Philosophy. Student teachers will get acquainted with the philosophical background of constructivism.

Educational Sociology

Lev Vygotsky’s theory of social constructivism emphasizes the critical role of Language and culture in human development. In this paper we can illustrate the role of society in the development of child from the social constructivist point of view.

Educational Psychology

Under this subject, we can study the Cognitive Constructivism described by Jean Piaget. He suggested that through the process of accommodation and assimilation, individual construct new knowledge their experiences.

Education Management

Education Management has a focus on administrative setup, managerial theories, human and physical resources.

Subject Education or Content cum Methodology

Here, in this subject we can search for the direct relation of school syllabus and constructivism.

Objectives of Constructivism

- To provide every opportunity to experience real school, real classroom and real children.
- To provide more scope for practicing teaching skills according to constructivism.
- To create more general teaching competence among the student teachers for better implementation of constructivism.
- To build the self-confidence for using the constructivist teaching skills in school.
- To introduce precise technical terms useful to student teachers.
- To make them familiar with various teaching methods and strategies used in constructivism.
- To focus on individualizing the training of student teachers.
- To get acquainted with the behavioural changes expected in constructivism.

Practical Aspects of Constructivism

Figure -2: Constructivism through practical aspects for student teachers

One of the major aspects in teacher education is attitude of student teacher. Positive attitude should be formed concerning constructivism. Student teachers should understand their responsibilities in this new challenging job. They should be able to connect knowledge to real life. By forming attitude, they will ensure that learning is shifted away from rote methods of teaching. The expected outputs of such attitude formation are given below.

- Student teachers will take care of children.
• Student teachers will understand children within social, cultural and political contexts.
• They will be receptive, and constantly learning.
• They will have a view of knowledge not as one embedded in textbooks, but as constructed in the shared context of teaching learning and personal experience.
• They will be familiar with own responsibilities towards society and will work to build a better world.

Conclusion

Thus there is an immediate need to find ways out to orient student teachers towards the new trends in education. It can be feasible only when teachers realize the exact expectations of school curriculum and syllabus. If we want successful implementation of constructivism, we have to work at all levels. By giving training in specific strategies and methods and providing knowledge to student teachers in future flourish as constructivist society.

References

The Role of Teachers in Solving Students Social and Emotional Problems

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Introduction

“We should be teaching students how to think. Instead, we are teaching them what to think” - Clement

The classroom management and teachers psychosocial problems are the most important factors in educational process. They are considered as the basic problems which face by the teacher and society for these teachers in the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher’s success or failure in his tasks.

Social Problem

Social Problem is an issue that negatively affects a person’s state of being in a society. A social problem exists when people subjectively perceive and have empirical evidence to show that social conditions combine at a local, societal, or global level to cause personal problems. Many social problems, such as poverty, racial/ethnic discrimination, and gender inequality, occur at the societal level. However, local communities can define certain social conditions as social problems. In addition to recognizing local and societal social problems, we are becoming more aware of global social problems, such as the world’s population problem: where many people throughout the world do not have enough water to drink and enough fertile land to grow sufficient food. A social problem can therefore be at the local, societal, or global level.

To solve social problems among students the following steps found to be effective
1. State the problem.
2. Gather information from self and others.
3. Think of possible solutions.
4. Evaluate each solution.
5. Choose the best, mutually acceptable solution.
6. Try out the solution.
7. Evaluate the solution.
8. Decide what to do next time.

It is important for programs to be highly useable by both educators and parents, so that the programs can be implemented in school and at home. Teachers should also be sure to incorporate activities to help ensure that the problem solving skills the students are being taught can be maintained and will generalize to other situations and settings.

Emotional Problem

In recent decades, social psychology (Fiske, 1981; Zajonc, 1980), as well as other disciplines such as political science (e.g., Marcus & MacKuen, 1993) and sociology (e.g., Scheff, 1990), have shifted their focus from pure cognitive research to a more integrative perspective, which combines aspects of cognition and emotion. This development took place as a result of recognition that emotions constitute a central element of the human repertoire and that the study of their functioning is a prerequisite for the understanding of individual and collective behaviors. Special importance for us is the assumption that just as individuals may be characterized by a dominant emotion, societies, too, may develop a collective emotional orientation. This process occurs as a result of particular societal conditions, common experiences, shared norms, and socialization in a society. The understanding of the central role of emotions within social and political contexts, with the acknowledgment of their potential to become a societal phenomenon, leads almost naturally to their examination as part of intra group and intergroup processes.
This issue concerns the role of collective emotions in situations of intergroup conflict and peacemaking.

The goal of every educational organisation is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes. To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their achievement of prescribed learning outcomes, or their capacity to become contributing members of society.

**Collective and Group-Based Emotions**

Collective emotions have been defined in a relatively general way as emotions that are shared by large numbers of individuals in a certain society. Group-based emotions are defined as emotions that are felt by individuals as a result of their membership in a certain group or society. Both concepts suggest that individuals may experience emotions, not necessarily as a response to their personal life events, but also in reaction to collective or societal experiences in which only a part of the group members have taken part. But while the former concept suggests that group members may share the same emotions for a number of different reasons, the latter refers only to emotions that individuals experience as a result of identifying with their fellow group members.

**Solving Emotional Problems**

To eradicate emotional problems among students, teacher should form positive emotions to them. A formation of a positive context that can be characterized as a culture of peace via creation of positive climate should be the objective of every organization. Emotional relationships are characterized by a concern for others, sensitivity to others’ needs, freedom, trust, and security etc. Under such psychological conditions, it is postulated that individuals will experience more peace in the sense of inner harmony and compassion, that communities will have norms and institutions that promote the resolution of conflicts without violence, and that there will be societal support for the sort of environment that allows people to fulfill their basic needs.

**Conclusion**

The teacher plays a vital role in the classroom problems when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom management problems. A teacher who insists on a classroom full of activity, and quietness’ by keeping the students busy, working all the time without any break or changes in the activities, lead to humiliation working and activity for the students will make the probability of classroom problems due to classroom discipline. Hence, the teachers should concentrate their method of teaching in such a way to make the students interested in learning.

**Reference**


Guidance And Counselling

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Abstract

Education is the greatest investment in human resources, and can be appropriately delivered only by adequately qualified teachers. Since no nation can arise above the quality of its teachers, the provision of well-planned and well-executed teacher education programme is a major requisite for national development. The exercise is demanding, and therefore your full indulgence is anticipated. You are going to look at it as a vehicle in which your passengers are expected to travel to the world of change. Of extreme importance is your role in organizing this exercise successfully. The skills necessary for this exercise will be introduced to you. In the end, our expectations are that the practicum you’re going to take part in is going to help you become a professional counsellor not only in your school but also to the community around the school.

Introduction

The term education most often is misconstrued because of its diverse definitions, which usually depends on the perception of the person defining it. Ndubusi (1981) described it as a way of life, which goes on all the time in different societies. It may be planned or unplanned, noticed or unnoticed, but always influenced by external and internal stimuli. Education is believed to be the light which gives insight into all spheres of life. The kind of education advocated is the type which is provided by qualified teachers, who apart from the academic qualifications also have amenable personality disposition capable of radiating love, care, understanding and genuine concern not only for themselves but more importantly for their students. This presupposes that teaching can only be done by teachers, who understand themselves, their pupils or students and the society. Guidance and counselling, as a helping relationship, is an avenue for individuals to achieve greater awareness, not only of what they are but more importantly of what they can become.

Teaching is a delicate job not because it is difficult to stand in front of students and pass information (or impart knowledge) but because learning on the part of the students depends to a large extent on the totality of the teacher's personality and his professional competence. This awareness, it is believed, is more easily assured by the provision of broad-based, practical oriented and comprehensive guidance.

Teacher Education and Teacher Trainees

Education has been adopted as an instrument per excellence for bringing about national development. This education, to a great extent, depends on the good will of teachers who are pivot and launching pad of the system. Thus, in recognition of the fact that "no nation can rise above the quality of its teachers", the National Policy on Education (NPE) Section 9, Sub-section 57 states that "teachers’ education will continue to be given major emphasis in all educational planning because no educational system can rise above the quality of its teachers" Thus, the purposes of establishing teacher training institutions are highlighted in the NPE as follows:

To produce highly motivated, conscientious, and efficient classroom teachers at all levels of education system, to encourage further the spirit of enquiry, and creativity in teachers, to help teachers fit into the social life of the community and society at large, and to enhance their commitment to the national objectives, to provide teachers with the intellectual and professional background for their assignment and to make them adaptable to any changing situation in the life of their country but also wider world, and to enhance commitment to the teaching profession. The role of the teacher in the educational industry is so crucial that adequate attention must be paid to the training of future teachers (i.e. teacher trainees). This is necessary bearing in mind that these teachers no matter how good they are cannot teach what they do not know, or more
specifically cannot radiate any other personality dispositions, except their own natural personality traits. The role of the teachers is a when it comes to determining the quality of education. In order to perform his roles efficiently, the student-teachers need proper training from well-organized teacher training institutions with appropriately structured programmes and services.

Need For Guidance And Counselling Teacher Trainees

In view of the apparent ignorance of many people about career prospects and in view of the personality maladjustment among school children, career officers and counsellors will be appointed in post-primary institutions. Since qualified personnel in this category is scarce, government will continue to make provision for training of interested teachers in guidance and counselling. Guidance and counselling will also feature in teacher education programmes. Since the country got her independence in 1960, series of changes have taken place in the educational, economic, social and political sectors of the country. Some of these changes have led to increase in school enrolment, instability in political arena and economic growth of the nation. The aforestated agitation has left in its wake such national problems like political instability, godfatherism, ethnic loyalty versus ethnic rivalry/communal clashes, religious intolerance among others. These problems are today the bane of national growth and under development after almost forty-five years of independence.

Conclusion

While it is a possibility that education could be equated with literacy, acquisition of education will not be meaningful unless it guarantees for its possessor better citizenship spirit and amenable personality disposition. In order to attain this height, the teacher-trainees (future teachers) should possess indwdepth personal understanding, self-appraisal, self-direction and positive self-image.
Changing Context of Teacher Education  
In The Indian Scenario

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Introduction

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. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Impact of National Policies:

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education. The political recognition of Universalization of Elementary Education that led to the Right to Education Bill, 2008 and The National Curriculum Framework for school education, 2005. The Bill has been passed by the Parliament and the Right to Education Act has come into being making it mandatory for the state to provide free and compulsory education to almost 20 crore children in the 6-14 age groups till class 8. The Act mandates a schedule for the functioning of schools which includes a teacher-student ratio of 1:30 till a student population of students at the primary stage. This would increase the demand for qualified elementary school teachers many times. The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. The lunch of the massive Sarva Shiksha Abhiyan in 2002 and the recent financial commitment and education cess to augment the Universal Elementary Education mission have underscored the need to adequately prepare teachers to address the growing demand for quality education.

Developments in School education:

School education has seen significant development over the decades since independence. According to Government estimates (Selected Educational Statistics-2004-2005 – Ministry of Human Resource Development, New Delhi) while 82% of the 20 crore children of the 5-14 age group were in school as per enrolment figures, it is equally true that 50% of these children are dropping out before completing class 8 (MHRD Annual Report 2007-08). The situation on the ground is still ridden with difficulties. Regional, social, economic and gender disparities are posing new challenges. This reality increases the challenge that the prospective teacher will face in implementing the Right
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to Education Act. The continued fragmentation of the school system poses the severest challenge to the national declaration of catering to the basic needs of all children in the 6-14 age groups through the elementary education in an inclusive setting. However increasing privatization and differentiation of the schooling system have vitiated drastically the right to quality education for all children.

Changing Role of the Teacher

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a ‘given’, an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. The NCF 2005, requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

Challenges in Teacher Education

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With increasing school enrolments and the launch of pan-Indian primary education development programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, there was a natural increase in the demand for teachers. Added to this, the backlog of untrained teachers in the system and the essential requirement of pre-service teacher certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The demand far exceeding supply, market forces have taken over unprecedented rise in the number of teacher education institutions in most parts of the country. From 3489 courses in 3199 institutions and an intake of 2,74,072 in 2004, the numbers in December, 2008 swelled to 14,523 courses in 12,200 institutions with an intake of 10,73,661 at different levels. This expansion has taken a heavy toll on quality parameters like infrastructure, faculty learning resources and student profile. Teacher education as a whole needs urgent and comprehensive reform. There is a need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to a university level and that the duration and rigour of programmes should be appropriately enhanced.

Research and Innovation

There is a need to increase research that documents practices reflectively and analytically- whether it is of programs or of individual classrooms – so that it can be included in the body of knowledge available for study to student teachers. University departments and research institutions need to undertake such research. In addition there is a need to innovate with different models of teacher education. Institutional capacity and capability to innovate and create are a pre-requisite for the pursuit of excellence. Hence in the present scenario a lot of impetus has been given to research. Many teacher educators are encouraged to take up either major or minor research projects.

Inclusive Education

There are two kinds of exclusion prevalent in schools; one is the exclusion of the child with disabilities and the second is the social exclusion of children who come from socially and economically deprived backgrounds. There is a dire need to equip teachers to overcome their biases in these regards and positively handle these challenges. The Persons with Disabilities (PWD) Act of 2005 provides for free and compulsory education up to the age of 18 years for all children with disabilities. The education of socially and economically disadvantaged groups, especially the SCs, STs and minorities has remained a primary national concern of education for several years. The enrolment and retention of
girls and therefore their participation has also remained behind those of boys. Teachers will have to be specially equipped if the social deprivation has to be overcome through education.

**Perspectives for equitable and sustainable development**

In order to develop future citizens who promote equitable and sustainable development for all sections of society and respect for all, it is necessary that they be educated through perspectives of gender equity, perspectives that develop values for peace, respect the rights of all, and that respect and value work. In the present ecological crisis promoted by extremely commercialized and competitive lifestyles, children need to be educated to change their consumption patterns and the way they look at natural resources. There is also a increasing violence and polarization both within children and between them, that is being caused by increasing stress in society. Education has a crucial role to play in promoting values of peace based on equal respect of self and others. The NCF 2005 and subsequent development of syllabi and materials is attempting to do this as well.

**Role of Community knowledge in education**

It is important for the development of concepts in children as well as the application of school knowledge in real life that the formal knowledge is linked with community knowledge. The NCF 2005 promotes the inclusion of locally relevant content in the curriculum as well as pedagogy.

**ICT in Schools and e-learning**

With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school education. Teacher education has been structured to orient and sensitize the teacher to distinguish between developmentally appropriate and detrimental uses of ICT. It needs to also equip teachers with competence to use ICT for their own professional development. In view of the above discussion the newly visualized Teacher education program as put forth by NCERT is as follows.

**Newly visualized Teacher Education Program**

Emphasizes learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole. Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education. Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences. Views the teacher as a facilitator, supporting, encouraging learner's learning. Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.

**Conclusion**

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

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COMPETENCY STANDARDS - A MEASURE OF THE QUALITY OF A TEACHER

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Abstract  
Competency Standards are increasingly being used by professions and governments to define the qualifications required for professionals to practice in a discipline. They define a range of levels of competency and the capabilities that are assumed to be achieved at these levels. Competency is the ability to apply knowledge and skills to produce a required outcome. It is the ability to perform activities within an occupation; to function as expected for employment; and the ability to do a job under a variety of conditions, including the ability to cope with contingencies. The paper will refer to cases in several countries in the fields of Teaching and Teaching aids, to demonstrate the rationale for developing competency standards and the procedures for their development of the professionals.

INTRODUCTION  
Competency Standards are used by professions and governments to define the qualifications required for professionals to practice in a profession or discipline. They are usually listed at different levels according to the capabilities of the individual and are defined independently of the education standards, the assumption being that a combination of education and experience will enable professional to progress through the various levels of competency. Competency standards provide recognition that a person has demonstrated professional excellence and continues to maintain the high standards of his/her profession. They assist employers to satisfy themselves that a candidate for employment is suitably qualified. As well as gaining the qualification, professionals are usually required to continue to maintain or improve their level of competency by undertaking approved continuing profession development.

EDUCATION AND TRAINING  
It is well established that universities are responsible for education, which is the development of knowledge. Education has long term aims, by providing essential background knowledge in such topics as the sciences, engineering, fundamentals of adjustments of observations, and computing, and in some cases, the humanities. Universities also provide some level of skills training, but in most cases, these skills will become out-of-date within a relatively short time period. Examples of such skills are instrument use and software operations which must be taught to students to enable them to function in their profession when their education has been completed, but due to the development of technologies, will become obsolete in a short time. Vocational training institutions will devote more time to skills training or skills formation and less time on the provision of background knowledge. Skills development has shorter term aims than education. The proof of the adequacy and effectiveness of education and training systems are the competency of the graduates when they enter the profession. However, since education has long term aims, the proof of the efficiency of education will be whether the graduate can adapt to new technologies over several decades while he/she is teacher in the School.

COMPETENCY  
Competency is expected to develop from the three components over an teacher’s lifetime, comprising education, training and experience. Certifying a certain level of competency is separate from what is described variously in different countries as legal registration or licensure, which is legally enforceable registration of an individual by a regional jurisdiction, aimed at protecting the community against incompetent or fraudulent operations by individuals without adequate qualifications. There are many examples of legal registration of licensure throughout the world. Certification of competency is undertaken by an individual for official recognition by one’s colleagues and peers that he/she has demonstrated professional integrity and competence in their
field. teacher’s will bring to 165their teacher’s, their basic education and skills, but their ‘competency’ will be based on their education and the experiences that they gain from working within the profession. Competency is developed from on-the-job training, based on an exposure to a range of activities that test the teacher’s ability to cope with a variety of different situations. Such experience improves an employee’s ability to handle new problems and situations. As teacher’s gain experiences, their ability to cope with unusual circumstances improves and therefore they reach a higher level of competency. Developing competency is typically based on a prescribed level of training. Competency based training is designed to help people achieve the required outcomes, whatever the particular task the individual is requested to undertake. Such training is intended to avoid theoretical training and concentrate on skills formation, so that once the training is completed the graduates have the necessary skills to do the work required of them. The training must therefore be based on a set of competency standards.

COMPETENCY STANDARDS

The measurement of competency comprises individual units of competency, which cover a broad area of work that can logically stand-alone. They are detailed documents that specify the functions performed by an enterprise or industry at certain levels or ‘units’, and are written in a special format that can be used to assess/determine outcomes.

A Unit of Competency

A unit of competency can be described by its function or purpose. The steps that have to be performed to achieve an outcome and the means of demonstrating that it has been performed satisfactorily should be described, as well as the conditions under which the function will be performed. The description will also include knowledge and skills that a person needs to perform the task and the means of assessing whether a person can perform the task.

Benefits of Competency Standards

Competency standards can test the effectiveness of teaching, improve teaching methods, identify teaching gaps which should lead to improved efficiency, improving skill, and teachers promotion. As well, they can be used to develop practices and procedures, for performance and quality teaching. Teaching materials may replace informal education.

Levels or Stages of Competency

A number of professional organizations prescribe competency in terms of several levels or stages. The advantages of having such levels is that a professional can progress from the initial level of achievement soon after graduation to senior positions in teaching, where he/she would undertake class room management and supervisory roles and have had experience in a broad range of activities in his/her professional life. Paths from one level to the next should also be developed. These will normally involve the types of documented supervised experience, the range of continuing professional development, and agreement to abide by the code of ethics.

CONCLUSIONS

In many countries, professionals in the spatial information industry are encouraged to gain certification to demonstrate their competency in their chosen profession. While this process is not compulsory in most Schools, the Schools believe that it increasingly important for their members to gain certification and to advance through the levels of competencies. The beneficiaries of competency standards are: an teacher, who can demonstrate his/her abilities to a prospective ; the teacher who can appoint staff of documented qualifications; and the community at large, since high standards are being set for the overall performance of a professional. Continuing professional development is seen as an essential aspect of ensuring that professionals maintain the currency of their knowledge and skills to undertake tasks in an increasingly complex society. It is certainly advisable for all young professionals to undertake certification and to maintain their competency through continuing professional development throughout their careers.
Challenges and Solutions in Reading Skills

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Abstract

Types of skills - Reading is an important educational goal - Students Level of Tamil and English Reading Skills - Challenges in Reading - Solutions to Develop Reading Skills.

Introduction
A Teacher cannot teach everything about a particular subject within 45 minutes or an hour. It is also the same with the language reading. Instead of trying to impart many things with in a limited time, if the students are taught the skills to read on their own, they can easily acquire vocabulary and other language skills by themselves without their teachers.

Types of skills
Skills are very important to learning. All of you know the meaning of LSRW. L-Listening S-Speaking R-Reading W-Writing. Listening and speaking skills are develop in our family, society. But reading skill is very important to other skills.

Reading is an Important Educational Goal
We are dependent on reading to expand the horizon of our knowledge. Because,
1. Reading is improve students' knowledge.
2. Reading is a very good source of self-education development.
3. Reading gives the self confidence to the learners.
4. Reading is help to developing the learners level of vocabulary.

Students Level of Tamil and English Reading Skills
Reading skill is the same level in Tamil as well as English. But the above table reveals that the performance of 6 standard students in their mother tongue is better than that of English language. The diagram of student achievement in English language shows a very gloomy picture. A higher percentage of students fall under average and below average levels of diagram.

![Fig1. Students Level of Tamil Reading Skill](image)
Challenges in Reading

There are many challenges or obstacles in reading skills, we are know 5 main and important obstacles in reading

- Students don’t have confidence of reading on their own.
- No practice.
- Poor vocabulary.
- Classroom situation.
- Students don’t know the importance of reading.

Solutions to Develop Reading Skills

A) Sound Reading:

Tamil or English languages like letter, words, sentence students will ready to loud reading and they don’t forget the words easily because the words are memorized with sounds.

B) Simple Words:

Students are developing their reading skill step by step. First they read a letter and simple words. example: cat, pen, book, and etc. Then read sentence.

C) Vocabulary:

At the end of every lesson the new words are identified and the words with meaning to the class. Students are read the vocabulary in our class rooms.

D) Practice or Reading Exercise:

The best of learning is to learn at minimum intervals - Jots. Practices are very important to all skills. The particular words are practiced to say in the beginning of every class. Allow 15 minutes every day to practice it, and also give some reading exercise.

Conclusion

Reading is a very important skill with other skills. If the teacher create interest to read, the students will achieve all the sub skills of reading like skimming, scanning etc., Students are knowing 6000 vocabularies in their schooling days. So the teachers will more attention in teaching and reading.

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Role of Teacher to Improving Society

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Introduction
Teachers are an extremely important facet of any society for a multitude of reasons. Teachers are the people who educate the youth of society who in turn become the leaders of the next generation of people. Teachers are the people who are teaching children and imparting knowledge upon them in their most impressionable years, what these kids learn from their teachers at a young age will most likely stay with them in some facet for the rest of their lives. So, teachers certainly have a significant mark on the development of young children and even older children alike, as they are teaching them and helping them develop their knowledge so that they can go on in life and be responsible and productive members of society.

Role of Teachers
Schools are one of the first places where kid's behavior and future educational success is shape. Teachers are carriers of either positive or negative behavior toward students. The reason why the first years of school are so critical is because kids learn the base of their educational life. I believe that teachers must love their career in order for them to pass enthusiasm, to assists, and to provide a warm environment to the students. In my opinion teachers are the second mothers for the students because students spend a lot of time with their teachers. At the same time, I believe a real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expands they become experts on the field. We know that mothers look the best for their kids and one of their goals is to raise their kids so they can become professionals and pioneers for the society. Some of the mother’s role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

There are all types of teachers some are better than others. Through my life I had some professors who were well prepared and some who were not. I had some teachers who just came into the class and stared teaching. They did not get involve with the students. I rarely talked to them. Those teachers did not showed any concern about what the students were feeling. One way for a teacher to get students involve in the classroom is to ask them questions. I remembered there were some students at the class that were shy including me who did not have the chance to get involve in the class or to participate. Therefore, I believe the way students act depends on the teacher’s attitude. That is why I strongly recommend all teachers to invite the student to participate in the class. It is very important that teachers encourage students because students will benefit from it.

Improving Teaching Quality
An announcement goes out to the faculty that from now on the university will operate as a total quality management campus. All academic, business, and service functions will be assessed regularly, and quality teams will plan ways to improve them. A campus quality director and a steering team are named, with the director reporting to the Provost. All university departments appoint quality coordinators, who attend a one-day workshop on quality management principles and return to their departments to facilitate faculty and/or staff meetings at which quality improvement is discussed.

Many faculty members are irate. They argue that TQM was developed by and for industry to improve profits, industry and the university are totally different, and talking of students as "customers" is offensive and makes no sense. They make it clear that they
will have nothing to do with this scheme and will view any attempt to compel them to participate as a violation of their academic freedom.

**Role of A Teacher In Emerging Indian Society**

Teachers carry out the arduous task of preparing the youth to shoulder the responsibility of the nation. Indeed, no one is more responsible for taking a country forward in the race of modernization, and at the same time imparting character to the personalities of the young, than our very own teachers. While teachers in India have given the country some of the world’s best doctors, engineers and entrepreneurs, thus adding significantly to the growth of the global giant that India is set to become, some academics have gone a step ahead, playing a direct part in the country’s democratic setup.

**Significance of Teaching Profession**

Educational planning can be successful through the teachers who are active agents to implement the same. Along with the tremendous growth in the opportunities and scope of education, it is necessary to preserve the quality of education. In our country, however, the quality of education could not be maintained mainly due to lack of effective teachers.

In the pyramid of education the teachers is at the apex and controls the objectives of education and his pupils at the same time. Therefore teacher’s dynamicity is always at the root of the success or failure of any plan of education proposed or the policy of education declared by the government. Lately Kothari Commission (1964-66), Education Policy (1968) , Five Year Plan reports on education and the recent New National Policy of Education (1986) have recognized the importance of the position of the teacher.

Primary school teaching is the single most important profession in the world. Teachers pass on knowledge and values to children, prepare them for further education and for working life and are main contributors to good education. This most important profession however does not get the recognition it deserves. In the developed world, young people don’t want to become a primary school teacher anymore. In most developing countries the profession does not attract qualified and ambitious people because it is poorly remunerated. Gone are the days that a primary school teacher was a highly respected person. To attain the goal of universal and good primary school education, teaching has to become an attractive profession again.

**Responsibility of A Teacher**

Teacher, Guru, Ustad is not only a person but also a symbol of God, of Truth, of Purity, & of Beauty. Ancient India has revered teachers as almighty, the ‘Param Brahma’. He is the creator, the preserver & the Destroyer. He creates ideas & ideals. He preserves the sense of truth, justice & fair play. He destroys evil, both intention and deeds. Though with the passage of time the modus operation of ‘teaching’ has changed, the teacher till date has essentially remained the same. He facilitates the learning in the minds of the taught, catalyzing the growth of knowledge in the cauldron of intellect. S/he stimulates the growth & development of values, moral, attitudes & beliefs in body & spirit. He is the true architect of the individual, the society, the nation and the humanity.

The world is always in a state of flux, with changes taking place all around. Thus it is imperative for the teachers to modify the methods to obtain the maximum outcome of her efforts. The role of the teacher is primarily two folds. The role of a person, helping to construct knowledge and the role of a person transforming personality.

**Role of Teachers In Student’s Life**

The process of education is a triangular process in which there are three points - the educator, the educands and the subject of education. In order to be able to teach, the educator must establish some relationship with the educands, based on his knowledge of the latter. For this relationship to be meaningful it is essential that the educator himself should be conservant both with the subject he is teaching and the psychology of educands. Education aims at teaching the educand and providing him with some information. Teaching assists the educand in his adaptation to his environment and helps to make him active. Through education, training of the emotions is accompanied
by an inspiration to learn. That is teaching is intended to prepare the educand for future life.

The teacher should be more than a mere skilled performer in a branch of his profession. When the frontiers of knowledge change, the importance and even the validity of what is learnt may not survive. What survives is the discipline of learning and the values acquired in the process. The ultimate values of his professional endeavour bear on the habits of living and thinking. Skills in teaching are, no doubt, important but they should not be taken for granted. The most effective weapon of a teacher is the silent example of his own power.

**Role of Teacher In Social Transformation**

Teachers play an extraordinary part in the lives of children for the formative years of their development. The importance of teachers is something that cannot be understated. Their influence can and will stretch on long after the final bell rings, beyond the walls of the actual school.

Teachers are mediators, able to hash out and make those who are having an argument have some kind of common ground. Anyone can really just punish the two parties and be done with it, but there will be no lessons that will be learned from that. If a teacher is able to figure out what has happened and help develop understanding, then the youth will be far better off.

The role of teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in, and no other personality can have an influence more profound than that of a teacher – Shibhen Raina (2007). Studies reveal that a hard working teacher is often admired by students and members of the general public. Aside of the academics, students also try to learn their teacher’s manners, modes of dressing, etiquettes, style of conversation and others. For a student to grow up as a responsible citizen, the teacher is needed. After teaching students simple Geometry and Arithmetic, for instance, virtues such as punctuality, truth, hard work, honesty, simplicity, hygiene, patriotism, love and sincerity, obedience, tolerance, etc, must also be propagated. Society needs these values to develop. It makes no sense for one to be intelligent but corrupt. Any education churned out must be holistic and development-oriented.

**Emerging Indian Society**

Emerging Indian society should be a learning society. We have to be literate, educated and learners since the very outset of creation man has been finding ways and means to make the life easier and comfortable. In selective functions, the education system tends to select students from particular socio-economic strata. The selective character of formal education operates through families according to environment and cultural resources, and through the schools, according to the environment appropriate to the one that obtains in the family of the child. It is widely recognized that formal education plays a vital role in social mobility both horizontal and vertical.

**Conclusion**

Teaching is the profession where one can make real contribution to lives of people. No other profession provides such deep personal satisfaction. Teacher is the chief agent in a democratic community’s efforts to improve itself. They are the kingpins who affect the students and in turn the whole society. It is all within their capacity to make a good citizens, or people considered to be stigmas on the society, from the unprepared heap of brains. One of the Behaviourist Psychologist Watson has said, “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in, and I, guarantee to take anyone at random and train him to become any type of specialist”. But at present in India the devoted teachers are not in plenty. Therefore the standards of education are being lowered. Curriculum and the system of education are also to be blamed for this state of affairs.

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Educate to Educate in Teacher Education

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Abstract

In this article, the authors argue for making practice the core of teachers’ professional preparation. Teacher educators working in unaided schools often face several disadvantages as compared to aided schools. Incidents of exploitation by the managements in terms of low salaries, no emoluments, long working hours, no job security are plenty. The author caution that the bias against detailed professional training that often pervades common views of teaching as idiosyncratic and independently creative impedes the improvement of teachers’ preparation for the work of teaching. He offers solutions of what might be involved in teaching practice and conclude with a discussion of challenges of and resources for the enterprise. Moreover, he emphasized that The government has made attempts to regulate the functioning of private institutions.

Introduction

Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students’ learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, “No system can rise above the status of its teacher...” There are many problems and issues plaguing the system of teacher education. Teacher preparation has been a subject of discussion at all levels, from the government, ministries, regulatory bodies, schools, to teachers themselves. Further there are issues related to the quality of the teacher education ,they are Curriculum ,Personal and social skills ,Competencies ,Subject knowledge, ICT skills ,Context sensitivity, New pedagogy for the global world

Issues in Teacher Education

Curriculum, Personal and social skills, Competencies ,Subject knowledge, ICT skills , Context sensitivity, New pedagogy for the global world.

Problems of teacher education

- Several types of teacher education institutions thereby lacking in uniformity.
- Poor standards with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Incompetent teacher educators resulting in deficiency of scholars.
- Negative attitude of managements towards development of both human as well as material resources.
- Uniform education policy of the government treating excellent institutions alike.
- Improper selection of the candidates (student teachers) to be admitted.
- Traditional curriculum and teaching methods of teaching in the teacher education programme.
- Inadequate duration of the teacher programme.
- Haphazard and improper organization of teacher education.
- Unplanned and insufficient co-curricular activities.
- Subjective evaluation pattern.
- Practice teaching neither adequate nor properly conducted.
- Feedback mechanisms lacking.
- Objectives of teacher education not understood.
- Primary or Secondary level teacher education is not the concern of higher education.
- Lack of dedication towards the profession.
- Lack of occupational perception.
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- Thinking way of monetary beneficial alone. (Teacher Education as considered as pacca educational industry at present)
- One who feels and prefers that his/her welfare is more important than society welfare

Suggestions for improving the condition of Teacher Education

There are some suggestions here for improving the condition of teacher education

- Indeed, teacher education, like higher education and technical education must be the responsibility of the central government as well as state government.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on a continuing basis to keep pace with current trends.
- Government should look after the financial requirements of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency.
- Teacher educators to be trained in the use of ICTs.
- Privatization of teacher education should be regulated.
- Institutes of low standards should be reformed or closed.
- Conditions for affiliation should be made strict.
- Regular and rigorous inspection by NCTE and affiliated university authorities should be done on a regular basis including the deemed universities of department education
- Selection procedure must be improved and interviews, group discussions along with conducting teaching aptitude and attitude tests and marks should be given as weightages.
- Duration of teacher education should be increased to two years.
- More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
- Internship should be of sufficient time (six months) and student teachers must be exposed to the full functioning of the school.
- Evaluation in teacher education should be objective, reliable and valid.
- Teacher pupil ratio should be ideally 1:10.
- Several types of co-curricular activities should be included in the curriculum.
- Professional development of teacher educators as ongoing ritual.
- Refresher course should be organized frequently for teacher educators.
- Research in teacher education should be encouraged.
- Number of teaching days to be increased to 230 per year.

Conclusion

The expectations with regard to teachers’ role in the education of children are very high. This in turn places high expectations from the teacher education system. Teacher educators working in unaided schools often face several disadvantages as compared to aided schools. Incidents of exploitation by the managements in terms of low salaries, no emoluments, long working hours, no job security are plenty. The government has made attempts to regulate the functioning of private institutions. However, existence of mere laws is a not sufficient guarantee against teacher exploitation. Therefore, selection procedures, probation period, promotion, job security, emoluments and salaries, leaves and professional development of the teacher educators need to be taken care of.

References


To Create Interest in the new Trends in Teaching and Learning  
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Abstract
As higher education explores dozens of e-learning technologies (for example, electronic books, simulations, text messaging, podcasting, wikis, blogs), with new ones seeming to emerge each week, instructors and administrators at a time of continued budget retrenchments and rethinking. Adding to this dilemma, bored students are dropping out of online classes while pleading for richer and more engaging online learning experiences. Given the demand for online learning, the plethora of online technologies to incorporate into teaching, the budgetary problems, and the opportunities for innovation, we argue that online learning environments are facing a “perfect e-storm,” linking pedagogy, technology, and learner needs.

Introduction
Considering the extensive turbulence created by the perfect storm surrounding e-learning, it is not surprising that opinions are mixed about the benefits of online teaching and learning in higher education. As illustrated in numerous issues of the Chronicle of Higher Education during the past decade, excitement and enthusiasm for e-learning alternate with a pervasive sense of e-learning gloom, disappointment, bankruptcy and lawsuits, and myriad other contentions. Appropriately, the question arises as to where online learning is headed. Navigating online education requires an understanding of the current state and the future direction of online teaching and learning. The study described here surveyed instructors and administrators in postsecondary institutions, mainly in the United States, to explore future trends of online education. In particular, the study makes predictions regarding the changing roles of online instructors, student expectations and needs related to online learning, pedagogical innovation, and projected technology use in online teaching and learning.

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

- **Collaborating and customizing.** Educators are learning to work together, with their students, and with other experts in creating content, and are able to tailor it to exactly what they need.
- **Critical thinking.** Students are learning how to effectively find content and to discern reliable sources.
- **Democratizing education.** With Internet access becoming more ubiquitous, the children of the poorest people are able to get access to the same quality education as the wealthiest.
- **Changing the textbook industry.** Textbook publishers are finding ways to make themselves relevant to their digital audience.
- **Emphasizing skills over facts.** Curriculum incorporates skill-building.

In today’s dynamic classrooms, the teaching and learning process is becoming more nuanced, more seamless, and it flows back and forth from students to teachers. Here’s a look at current trends in teaching and learning, their implications, and changes to watch for. 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. They’re finding each other on their own kid-specific social networking sites, on their blogs, on schools’ sites, and of course on Facebook and Twitter. Though Facebook is still a red herring when it comes to school policy (Massachusetts districts have threatened to fire teachers who friend students on Facebook), and educators are split over whether tweeting in class is disruptive or helpful, the sites continue to be pervasive in both
higher-ed and K-12. Educators know they can grab students’ attention where they naturally live outside the classroom — the online social world

Educators Unite

But social networking is not just for teens, as evidenced by the 500 million-plus Facebook users. Teachers are putting their collective smarts together to find the best ways of engaging students, using social media to teach everything from reading and writing to Shakespeare. Educators are also using social media to connect with each other, share ideas, and find the best teaching tools and practices. Sites like Classroom 2.0, Teacher Tube, PBS Teachers, Edmodo, Edutopia, and countless others are lit up with teachers sharing success stories, asking for advice, and providing support. Collaboration is happening offline, too, as schools where educators team-teach and organize professional learning networks.

Collaboration is also finding its way into curriculum with open-source sites to which everyone is encouraged to contribute. Working together is woven into the fabric of project-based schools like the Science Leadership in Academy, which focuses on science, technology, math and entrepreneurship, and Napa New Tech High High. 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.

Teach powered

Creating media is another noteworthy tech-driven initiative in education. Media permeates our lives, and the better able students are to create and communicate with media, the better connected they’ll be to global events and to the working world. To that end, programs like Digital Youth Network focus on teaching students to create podcasts, videos, and record music; and Adobe Youth Voices teaches kids how to make and edit films and connects them to documentary filmmakers.

Tech-savvy teachers are threading media-making tools into the curriculum with free (or cheap) tools, like comic strip-creation site Toon Do, Microsoft Photo Story 3 for slide shows, Sound Slides for audio slide shows, Microsoft Movie Maker, and Voice Thread to string together images, videos, and documents, to name just a few. Students in high school and college are using digital portfolios — the equivalent of resumes — to showcase the trajectory of their work on websites that link to their
assignments, achievements, and course of study, using photos, graphics, spreadsheets and web pages.

**Blended learning**

Teachers use this technique in different ways. Some assign interactive quizzes and online collaborative projects at home, some use computer time in class, some assign watching videos and lectures at home and use class time for hands-on projects, some place most of the curriculum online and work one-one-one with students in class. However they choose to do it, the best examples of blended learning programs involve teachers who use home-time online discussions and collaborative projects as fuel for content and discussion in the classroom.

**Conclusion**

Institutions of higher education need to consider whether they are ready to meet growing learner demands in the coming years. First of all, most respondents agreed that blended learning would have greater significance in higher education in the future. Although some institutions have already embraced blended learning, many others are slower at adopting it for various reasons. Perhaps leadership from the institution is crucial for faculty to receive adequate support to implement changes in the teaching process.

If the quality of online education is to improve as projected from this study, campuses must also look at the pedagogical issues in online learning. Collaboration, case learning, and PBL are likely to be the preferred methods of online instructors, with few relying solely on traditional methods. The data presented here also indicate that the continued explosion in online learning will bring increased attention to workshops, courses, and degree programs in how to moderate or mentor with online learning. Given that many respondents expect to receive some sort of training and support from their institutions to be ready for online teaching, colleges and universities need to consider how they will respond to these needs.

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Innovative Challenges In Guidance And Counselling

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Abstract

Counselling, Guidance and career coaching are similar in nature to other types of counselling or coaching, e.g. marriage or psychological counselling. What unites all types of professional counselling is the role of practitioners, who combine giving advice on their topic of expertise with counselling techniques that support clients in making complex decisions and facing difficult situations. The focus of career counselling is generally on issues such as career exploration, career change, personal career development and other career related issues.

Introduction

Professional school counsellors ideally implement a school counselling program that promotes and enhances student achievement (Hatch & Bowers, 2003, 2005; ASCA, 2012). A framework for appropriate and inappropriate school counsellor responsibilities and roles is outlined in the ASCA National Model (Hatch & Bowers, 2003, 2005; ASCA, 2012). School counsellors, in most USA states, usually have a Master's degree in school counselling from a Counsellor Education graduate program. In Canada, they must be licensed teachers with additional school counselling training and focus on academic, career, and personal/social issues. China requires at least three years of college experience. In Japan, school counsellors were added in the mid-1990s, part-time, primarily focused on behavioural issues. In Taiwan, they are often teachers with recent legislation requiring school counselling licensure focused on individual and group counselling for academic, career, and personal issues. In Korea, school counsellors are mandated in middle and high schools.

School Guidance and Counseling

School guidance and counseling is based; in the aim of ensuring the education of pupils through the educational process. Guidance and counseling have differences and similarities so they are not synonyms at all; Counseling is based in a process which provides assistance, support by suggesting, opinion and knowledge to the educational institutions looking for the academic result and personal develop. School guidance focuses on orient individuals in any stage of their life processes such as reconstruction of self and personality, personal integration of related groups, organization staff attitude towards learning and problem solving and project of life.

Elementary school counseling

Elementary school counselors provide academic, career, college access, and personal and social competencies and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of young children. Transitions from pre-school to elementary school and from elementary school to middle school are an important focus for elementary school counselors. Increased emphasis is placed on accountability for closing achievement and opportunity gaps at the elementary level as more school counseling programs move to evidence-based work with data and specific results.

School counseling programs that deliver specific competencies to all students help to close achievement and opportunity gaps. To facilitate individual and group school counseling interventions, school counselors use developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural narrative, and play therapy theories and techniques. released a research study showing the effectiveness of elementary school counseling programs in Washington state.

Middle school counseling

Middle school counselors provide school counseling curriculum lessons on academic, career, college access, and personal and social competencies, advising and
academic/career/college access planning to all students and individual and group counseling for some students and their families to meet the needs of older children/early adolescents in grades 7 and 8.

Middle School College Access curricula have been developed by The College Board to assist students and their families well before reaching high school. To facilitate the school counseling process, school counselors use theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural narrative, and play therapy. Transitional issues to ensure successful transitions to high school are a key area including career exploration and assessment with seventh and eighth grade students Sink, Akos, Turnbull, & Mvududu released a study in 2008 confirming the effectiveness of middle school comprehensive school counseling programs in Washington State.

**High school counseling**

High school counselors provide academic, career, college access, and personal and social competencies with developmental classroom lessons and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of adolescents (Hatch & Bowers, 2003, 2005, 2012). Emphasis is on college access counseling at the early high school level as more school counseling programs move to evidence-based work with data and specific results that show how school counseling programs help to close achievement, opportunity, and attainment gaps ensuring all students have access to school counseling programs and early college access activities. The breadth of demands high school counselors face, from educational attainment (high school graduation and some students preparation for careers and college) to student social and mental health, has led to ambiguous role definition. Summarizing a 2011 national survey of more than 5,300 middle school and high school counselors, researchers argued: "Despite the aspirations of counselors to effectively help students succeed in school and fulfill their dreams, the mission and roles of counselors in the education system must be more clearly defined; schools must create measures of accountability to track their effectiveness; and policymakers and key stakeholders must integrate counselors into reform efforts to maximize their impact in schools across America".

Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area. The high school counselor helps students and their families prepare for post-secondary education including college and careers (e.g. college, careers) by engaging students and their families in accessing and evaluating accurate information on what the National Office for School Counselor Advocacy calls the 8 essential elements of college and career counseling: (1) College Aspirations, (2) Academic Planning for Career and College Readiness, (3) Enrichment and Extracurricular Engagement, (4) College and Career Exploration and Selection Processes, (5) College and Career Assessments, (6) College Affordability Planning, (7) College and Career Admission Processes, and (8) Transition from High School Graduation to College Enrollment. Some students turn to private college admissions advisors but there is no research evidence that private college admissions advisors have any effectiveness in assisting students attain selective college admissions.

**Roles, school counseling programs, associations, and ethics**

School counselors are employed in elementary, middle, and high schools, and in district supervisory settings and in counsellor education faculty positions (usually with an earned Ph.D. in Counsellor Education in the USA or related graduate doctorates abroad), and post-secondary settings doing academic, career, college readiness, and personal/social counselling, consultation, and program coordination. Their work includes a focus on developmental stages of student growth, including the needs, tasks, and student interests related to those stages(Schmidt, 2003).

Professional school counsellors meet the needs of student in three basic domains: academic development, career development, and personal/social development (Dahir & Campbell, 1997; Hatch & Bowers, 2003, 2005; ASCA, 2012) with an increased emphasis on college access. Knowledge, understanding and skill in these domains are developed
through classroom instruction, appraisal consultation, counselling, coordination, and collaboration. For example, in appraisal, school counsellors may use a variety of personality and career assessment methods to help students explore career and college needs and interests.

School counsellor interventions include individual and group counselling for some students. For example, if a student’s behaviour is interfering with his or her achievement, the school counsellor may observe that student in a class, provide consultation to teachers and other stakeholders to develop (with the student) a plan to address the behavioural issue(s), and then collaborate to implement and evaluate the plan. They also provide consultation services to family members such as college access, career development, parenting skills, study skills, child and adolescent development, and help with school-home transitions.

**Conclusion**

Among all counseling specialty areas, public elementary, middle and high school counselors are (2009) paid the highest salary on average of all counselors. Budget cuts, however, have affected placement of public school counselors in Canada, Ireland, the United States, and other countries due to the global recession in recent years. In the United States, rural areas and urban areas traditionally have been under-served by school counselors in public schools due to both funding shortages and often a lack of best practice models. With the advent of No Child Left Behind legislation in the USA and a mandate for school counselors to be working with data and showing evidence-based practice, school counselors able to show and share results in assisting to close gaps are in the best position to argue for increased school counseling resources and positions for their programs (Hatch & Bowers, 2003, 2005; ASCA, 2012).

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The Role of E-Resources in Teacher Education

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Abstract

Advances in computer applications during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved, and consumed. The application of computers in information processing has brought several products and services to the scene. The Internet and the Web are constantly influencing the development of new modes of scholarly communication and their potential for delivering goods is quite vast, as they overcome successfully the geographical limitations associated with the print media. Further, the distribution time between product publication and its delivery has been drastically reduced. The Internet can be used for efficient retrieval and meeting information needs. The evolution of internet and proliferation of computing devices all over with the progress of time, the classrooms are going to change. This paper focuses on the role of e-resources in teacher education.

Introduction

The evolution of internet and World Wide Web (WWW) has affected all part of life dramatically. Also the area of education has not remained untouched. Online resources provide teachers with quality professional development through “anytime, anywhere” access. Through e-resources, the teachers will learn to identify and understand the needs of any Language learners, implement strategies for modifying academic content, and put their new skills into practice. The e-resources focus on the ability of teachers to utilize a variety of resources around them. The goal of the online course is to help teachers create life-long readers who are empowered as independent learners. In this computer age, e-version of books, journals, etc or e-resources in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs. Therefore, knowledge of the different e-resources, developing e-resources and preservation of them has become the need of this hour.

E-Resources

Information (usually a file) which can be stored in the form of Electrical Signals usually, but not necessarily, on a Computer. Teachers can benefit from these resources as well, by employing a series of useful tools. We stress the word "useful" because electronic resources complement, but seldom replace, more conventional teaching techniques. Electronic tools can make classes more efficient; lectures more compelling, informative, and varied; reading assignments more extensive, interesting, and accessible; discussions more free ranging and challenging; and students' papers more original and well researched. Now-a-days they use web search engines and figure out the web sites containing the required information. The information sharing has become very easy due to access to Internet.

Knowledge of different e-resources

Generally, e-resources may be classified into two major areas viz,
- Online e-resources and
- Offline e-resources

Online e-resources

- e-books/e-journals
- email/gmail
- sms / mms
- e-library/e-forum/e-learning (courses)
- e-shops/e-dictionaries
- Search engines /Websites

Offline e-resources

- CD ROM based e-resources
- Offline e-books
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- Offline e-dictionaries
- MS Office applications Training
- software (mouse training)
- e-resources on mobile devices

**Development of e-resources for Education**

The development of e-resources requires the fundamental knowledge of the following:

- Basic computer skills
- Internet skills
- Web skills and so on.

**Five Promising Uses of E-Resources**

The five ways in which we suggest teachers consider using electronic resources involve tasks that you will usually have to perform in any case. New technologies can help you perform them better and more easily:

- **Administration:** The routine administration of courses (advertising a class, providing copies of the syllabus, assigning discussion sections, and getting out course news) can be more efficiently handled with a course home page, electronic discussion groups, and e-mail lists. These tools can also dramatically improve the continuity and the community aspects of courses, helping students to engage with and learn from each other and even from people outside the course.

- **Readings/sources:** The Web and CD-ROMs provide a wider variety of secondary and primary sources (including visual and audio sources) than has previously been available. With this guidance, the students can now gain access to materials that were once accessible only to experts because they were too cumbersome to reproduce for classroom use or too expensive for students to purchase. By taking their own paths through these sources, students can bring their own evidence and arguments into lectures and discussion sections, as well as write on a wider range of research topics.

- **Papers/presentations:** Rather than performing assignments and taking exams from the teacher alone, students can perform more independent exercises in publishing, exhibit building, or assembling and presenting teaching units and other materials for their peers. A web archive of several terms' work can make the course itself an ongoing and collaborative intellectual construction.

- **Lectures:** A computer with presentation software can provide a single tool for augmenting lectures with outlines, slides, statistical charts and tables, music, and even video clips. In addition to printing them as handouts, you can save in-class presentations in a web-compatible format for later review and discussion.

- **Discussion:** Electronic discussion tools such as e-mail, conferencing software, and on-line chat services can seed discussion questions before the class meets, draw out your shy students, and follow up on discussions or questions on the reading between classes. For courses without face-to-face discussion sections, these tools can bring the course to life over great distances and help overcome scheduling difficulties.

**Teaching Community and E-Resources**

Since technology-based e-resources development is a relatively original concept, new ideas about how to use e-resources technology in this form are coming out on a systematic basis. While this field is constantly changing the future of technology-based e-resources development looks promising. Using the more traditional practices of educational development, educators must usually wait until the next workshop or training meeting to develop their teaching professional skills. With technology-based e-resources development, educators no longer need to wait. Rather, they have immediate access to e-resources. Furthermore, these online resources create a more personalized, individualized learning environment.

Teachers need high-quality professional development to help their students meet new academic standards and to meet the goal of having a high-quality teacher in every class.
classroom. Online resources provide teachers with quality professional development through “anytime, anywhere” access. Teaching can be an isolating profession. Becoming a true professional involves reflection, engaging in dialogue with colleagues, and developing a portfolio of personal best practices. Through e-resources, the teachers will learn to identify and understand the needs of any Language learners, implement strategies for modifying academic content, and put their new skills into practice. Good teaching means researching, making contacts, arranging classroom visits, and organizing curriculum related trips. Creative approaches to identifying e-resources can yield information and free and/or low-cost materials. The best classroom materials should not be from the book. The e-resources focus on the ability of teachers to utilize a variety of resources around them. Employing these e-resources supports teaching and learning in the classroom. The most effective teachers actively organize their time, space, materials and students to create and maintain an environment that is truly conducive to learning.

**Conclusion:**

Thus the e-resources have significant roles to play in teaching and learning process and hence it is the high time for the teachers to get an awareness of these resources for their future academic growth.

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Development of A Value and Moral Education

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Abstract

Value education is the need of the hours. One should grow as a respectful citizen of the society and must learn to respect his own members of family or other people in his neighbourhood. He should behave in a manner which provided an impression of him of having a good social background. The purpose of this paper is help you understand the nature and scope of moral education, the nature and sequence of moral development, the process of moral education and the different ways in which a teacher can contribute towards the moral development of children.

The Nature and Scope of the Moral Education

According to John Dewey (1948), "to value means to prize, to esteem, to appraise, to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values compared with something else. ‘Moral education’ as it is generally used, refers to a wide range of activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to religious training. This wide connotation is due to the prevalence of many beliefs and viewpoints about the nature and scope of moral education. In order to get clear about the precise nature of moral education and the range of territory covered by it, we have to critically examine these beliefs.

First, there is the traditionally handed over belief, which still persists, that moral education cannot be separated from spiritual or religious education. This belief has resulted in a “hand off” policy towards moral education, for it is feared that any positive effort towards implementing moral education conflicts with the ideal of secularism. Secondly, moral education is taken to be essentially a matter of developing appropriate behaviour and habits (that is, character development). It cannot, therefore, be taught. It is just a matter of creating the right atmosphere and promoting learning by example rather than by precepts. Further, schools cannot contribute much in this area as the child is under, the greater influence of the home and the community.

Thirdly, moral development of the child it is believed by some, result automatically from social life. That is, moral development is nothing more than social development itself.

Fourthly, moral education is feared to lead to indoctrination. For, moral training is just inculcation of certain specified ‘virtues’ and habits.

And lastly, morality, just like poetry, is ‘caught’ rather than taught. Moral education is essentially a question of developing the ‘right’ feelings and emotional (effective development) and does not involve any cognitive abilities that can be trained.

Different Meanings of Values

- Psychological meaning: Any things that are able to satisfy our desire is termed as value.
- Biological meaning: Value refers to the characteristic of a thing or activity which helps in conservation and furtherance of our life.
- Ethical meaning: Those things or activities are valuable which make our soul perfect.
- Philosophical meaning: Value signifies neither a thing nor an individual, but a thought or a point of view. As such, everything which is useful to an individual becomes valuable to him.

Need For Value Education

Several educationists in India and abroad have stressed the importance of promoting values through education, which is facing the crises of character in different spheres of life. Radhakrishnan Commission (1949) held the view that in addition to the search for truth through scientific and scholarly pursuits, an important task of education is a concern with values.
Kothari Commission (1964-66) with its emphasis on education’s role in national development includes among the function of higher education, cultivation of right interests, attitudes and moral and intellectual values.

The National Policy on Education, 1986, observes, "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

The POA suggests a workable line of action to achieve an interlinking of education and culture in order “to promote the process of child’s personality development, particularly in terms of discovering the inherent potentialities of the child”. It adequately enumerates some of the outstanding features of our cultural perspective.

Methods of Moral Education and The Role of The School

Moral education, in a way, will constantly be taking place in the schools, whether the teacher is conscious of it or not. How does this happen? Education, as we have seen before, is a process of bringing about desirable changes of behaviour in the individual, in his knowledge, skills, attitudes and values. The school seeks to achieve this throughout its curriculum which is nothing but the sum total of all its organized activities. Curriculum thus essentially has a moral basis. Teachers and schools, therefore, are engaged in moral education, although without explicitly discussing its goals and methods.

Apart from such education as is imparted through what is referred to as the “hidden curriculum” of the school, moral education has also to be provided through other means. Earlier, we have read that moral education is a very complex process which involves developing the ability to think morally, the ability to do the ‘right’ things, and also the ability to feel the right emotions. It would not, therefore, be proper to be satisfied with any single method for moral education. On the contrary, a variety of methods would have to be employed keeping in view the age group of children and the particular objective sought.

How can the atmosphere of the school be improved?

A sense of purpose should inspire all school activities and must be reflected in the life, tone and atmosphere of the school. The school assembly, the co-curricular activities, celebration of festivals, work-experience, group activities, team games and sports, subject clubs, social services programmes all these can be so planned and organized as to help in the inculcation of values of co-operation, mutual respect, humility, honesty and integrity, sincerity and earnestness, discipline, unselfishness and social responsibility.

What role has the teacher to play as a moral educator?

It is difficult to separate teacher’s role as a moral educator, for, moral education is inbuilt in the business of teaching itself. Yet we can identify at least three areas in which the teacher can influence the moral development of his pupils.

First in the subject the teacher will both advocate and set certain definite standards. Every subject has its own criteria and values which, with the discipline of study, makes intellectual and moral demands upon students and teacher. Success in academic work requires qualities like imagination, determination, persistence, objective judgment, patience, integrity, and so on. In the daily round of his teaching the teacher should see that children are growing in moral awareness and experiencing enrichment of personality.

Secondly, the teacher should establish and maintain clear standards of behaviour and encourage his pupils to behave towards, himself, towards one another, and toward the whole community in an orderly and considerate way. Every school demands certain standards of behaviour from its pupils. The teacher should developa rational acceptance of these standards in his pupils and also the ability ‘to discriminate the right from the wrong’.

Lastly, the teacher has to help pupils become free and rational adults by personal example. It is well known that example, exerts a more powerful influence than precept. He should provide for the children a model of a free, rational and moral adults through
his conducts in all spheres of life and his reactions to the day-to day incidents of school life.

**Conclusion**

Education must aim at developing the whole person. It must certainly sharpen knowledge, but it should not ignore the important task of fashioning beliefs among the youth. This should be achieved not by reverting to the teaching of philosophic and religions views which have no relevance to the problems of the modern world but by providing opportunities for productive living and creating among the students a sense of social responsibility.

**Reference**


Values by Adopting Technology into Educational System

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Abstract

Education is the reconstruction or reorganization of experience. Experiences of the race and the new experiences are viewed together and then other experiences are reconstructed to suit the immediate needs. Education increases the ability to direct the course of subsequent experiences. Educatice experiences direct or control the subsequent experiences. They help us in anticipating certain situations and consequences. We, therefore, plan our future experiences in such a way that we secure their benefical consequences and avert the undesirable ones. Education is not limited to a class room or a school only, it is also not limited to a specific period of life. Education is a life process and goes on from birth to death. Now the current trend in education is out of school campus any one can learn about anything in anywhere at any time with the help of technology. Technology oriented education makes the student to understand the subject matter very easily. So it is very clear that the careful adaptation of technological principles on educational system is known as educational technology. Therefore, the education through technology satisfies the development of cognitive, affective and psychomotor domains in students. Even though the technology tries to impart education into students mind by innovative ways, at the same time, we don’t forget the development of values in students. We have to plan out the technology in such a way that should inculcate the right values among students. We have larger numbers of technological devices but all these devices are created by the human mind. Hence, we don’t forget one thing is that ‘man cannot be replaced by machine at any cost’.

Introduction

Of all the creations of God, human life is the most sacred. It has two aspects—the biological and the sociological. While the biological aspect of human life is maintained and transmitted by nutrition and reproduction, the social aspect of human life is maintained and transmitted by education. In the primitive society, the primary needs of man comprised food, shelter and clothing, education, recreation and health. Man is primarily distinguishable from the lower animals because of his educable ability. He is endowed with intelligence; he wants to remain active, energetic and even original. He desires to go ahead. This list of human achievements is very big. How has all this been done? Through education. It is education which promotes his intelligence, enables him to be industrious and ensures his progress. According to Swami Vivekananda “Education means the manifestation of perfection which already exists in man”. Further Swami emphasized that ‘every child of this world consists his own potentiality naturally’. Hence in the educational system the actual duty of the teacher is to bring forth the internal energy of the child from inner to outer and also outer to inner. To strengthening the education in pupil, the teacher is expected to adopt technology in to teaching and learning process. At the same time he should not forget the development of values among the pupil through techno-pedagogy.

Education is not limited to a classroom or a school only, it is also not limited to a specific period of life. Education is a lifelong process and goes on from birth to death. It is wrong to say, ‘So and so’ s education is complete. Instruction may be complete. Education is never complete. There is always something to learn and especially in this atomic age when society and life is growing complex every day. Throughout life one goes on learning to adjust oneself to the changing patterns of life. Every life activity is educative. To Plato, the business of education is to discover aptitudes and progressively to train the students for social use. There is no doubt that the task of the school is to provide a special environment for the young.
This type of environment simplifies, purifies, and balances the environment of man as he naturally grows. It equips children to cope with the emergencies of changing order and to keep them into relationship throughout with the human, social process. Education enables the person to make a choice of values. Technology simplifies among the students in the acquisition of knowledge from various directions. The function of educational technology is making individuals to learn anything, anytime, and anywhere. Hence, educational technology means embedding technological principles in the teaching-learning system. Even though technology makes the pupil more interesting in learning processes, sometimes it leads them to mechanical learning, that means learning without knowing the principles. We have to adopt technology in the educational system, at the same time, we should know how to develop relevant values in students, it is an important concern of techno-pedagogy.

**Values are to be developed**

Technology-based education is essential as it is of immense value in the students’ individual life as also his life in society. While adopting technology in education, we should give more concentration on the development of the following values in students.

**Intellectual value**

It is very basic value as per as human being is considered. ‘Intellec’ means the power of understanding. Every individual needs this value to understand the various changes going around him in this world. Such a value is quiet helpful to an individual to understand, evaluate and solve many social problems he faces in his life.

**Vocational Value**

Teaching is not only the meaning of transforming the information from one mind to another but also making individual to fit in to a particular profession. Technology provides more opportunities to students to find various type of occupational fields and the essential requirements need for every job, in this way they can develop vocational value.

**Aesthetic Value**

Knowledge of educational technology develops in a man a passion for truth and thus he has passion for beauty. The English poet Keats has said, Truth is beauty. Science and technology is basically unfolding mysteries of nature and nature is a storehouse of all beautiful things. Thus we find that the knowledge of educational technology is essential for developing aesthetic sense among students.

**Practical Value**

While allowing our students to engage themselves in various devices like electrical and electronics instruments, they provide appropriate practical knowledge to them to utilize all the applications of such instruments.

**Moral Value**

We already knew that a knowledge of educational technology develops in us truthfulness and reasoning. These qualities make the life worth being though they have lost their value in today’s materialistic world. However, none so far has said that training in truthfulness is bad.

**Psychological Value**

Educational technology is essential for developing scientific attitudes and scientific temper. It helps us to develop positive attitude such as open mindedness, reasoning etc., the learning of science is based on the psychological principles i.e., learning by doing and learning by observing.

**Cultural Value**

Culture leads us in right direction of our life, so when we incorporate technology in teaching and learning system it should not damage the culture but it should try to modernize our culture. Even though we are in the world of science and technology, we have to respect our cultural heritage.

**Conclusion**

Education is the power of adaptation in ever-changing environment. It is very common to every individual in this world. Without education, we can’t live in the world properly. Hence we have to provide quality, peaceful and value-oriented education to all.
mass. Swami Vivekananda said that the education should make the individual to fit in to the society and to make the individual to stand in the world on his own legs. To satisfy the physical and mental needs of the individual the education should be imparted through all the sensory organs. Because, our sensory organs are the gate ways of knowledge. For the development of cognitive, affective and psychomotor aspects in students we are in need of adapting technology in to the educational system, but at the same time we should not forget the inculcation of values in students. Values lead the man for the peaceful and fruitful life in the world. We can boldly say man can’t be replaced by machine at any cost.

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Value Awareness Among Higher Secondary Students
In Cuddalore District

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Abstract

The main goal of this paper is to find out about the value education awareness among teacher educators. Self-made value education awareness scale was used to gather the data. Normative survey method has been used and by using simple random sampling technique 200 higher secondary students were selected from cuddalore educational district. Gathered data was analyzed by using the statistical techniques. The results show that there is no significant difference between male and female higher secondary students in their value education awareness and there is significant difference between rural and urban school higher secondary students in their value education awareness. On the Also, the study exposes that higher secondary students generally have more favourable value education awareness.

Introduction

Value education refers to the study of development of essential values in pupils and the practices suggested for promotion of the same. Values are self-demanding, self sacrificing and are not based on impulsive act. In its full range of meaning, value education includes developing the appropriate sensibilities, moral, cultural, spiritual and the ability to make proper value judgment and internationalize them in one’s life. In spite of diverse meaning, the basic concept of values is same. The present investigation has been conducted to study the levels of value education awareness among the higher secondary students in cuddalore district. A self-made situation based questionnaire was used to collect the data from 200 higher secondary school students. The collected data were analysed with suitable statistical techniques. The results indicate that urban boys possess higher value awareness than that of its rural counterpart. However no significant differences in the level of value awareness were found for boys and girls higher secondary student. The education Commission (1964-66) recommended that the educational system should emphasize on the development of the fundamental social, moral and spiritual values.

Need and Importance of The Study

Value can be inculcated through proper education. It is powerful integrating forces, which successfully bring about value changes and nurture them. The idea of value education is not the addition of an extra subject in the curriculum but as an important innovation that can be woven into the entire curriculum. The inculcation of values among pupils is more a matter of teaching-learning strategy rather than the matter of content. The teaching-learning process is to be conducted in a matter that it should create a reflex action among the students. Value orientation is an inter-human process, which demands the creative role of the teacher and the participative role of the learner. Several researches have been undertaken in the area of value education. However, social, moral, spiritual and cultural values are equally important along with the moral values. Therefore investigator take up this study.

Objectives

- To study the level of value education awareness among higher secondary students,
- To study the significant of the difference, if any, between the male and female higher secondary students in respect of their value education awareness,
- To study the significant of the difference, if any, between the higher secondary students studying in urban and rural locality in respect of their value education awareness.

Hypotheses

- The level of value education awareness among higher secondary students is low.
• There is no significant difference between the male and female higher secondary students in respect of their value education awareness.
• There is no significant difference between the higher secondary students studying in rural and urban school in respect of their value education awareness.

Method & Sample of The Study
Normative survey method was used in the present study and Random sampling technique was used in the selection of sample of as many as 200 higher secondary students studying from cuddalore educational district.

Hypotheses Testing

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value education awareness</td>
<td>200</td>
<td>120.45</td>
<td>13.57</td>
</tr>
</tbody>
</table>

From the table 1, from the norms of the scale, mean value is greater than the mid value of 80, it is inferred that the level of value education awareness among higher secondary students is more favourable.

Table 2

Significance of the difference between sub-samples of value education awareness scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t' Value</th>
<th>Level of significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>96</td>
<td>119.24</td>
<td>13.37</td>
<td>1.218</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>121.58</td>
<td>13.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>102</td>
<td>128.38</td>
<td>9.04</td>
<td>10.41</td>
<td>Significant</td>
</tr>
<tr>
<td>Rural</td>
<td>98</td>
<td>112.19</td>
<td>12.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 2, compare with table value at 0.05 level of significance (1.98), it has been inferred that, there is no significant difference in the level of value education awareness between the male and female higher secondary students and there is significant difference in the level of value education awareness between the higher secondary students studying in rural and urban school. Moreover urban higher secondary students having higher awareness on value education than rural school students.

Findings
The following are the important findings obtained from the present investigation.
• The level of value education awareness among higher secondary students is more favourable.
• There is no significant difference between the male and female higher secondary students in respect of their value education awareness.
• There is significant difference between the higher secondary students studying in rural and urban school in respect of their value education awareness.

Conclusion
The present investigation has revealed that majority of the higher secondary students are found to be more favourable value education awareness and urban students having higher awareness than the rural students. Therefore, Suitable activities and curriculum related to value education awareness that are developed by the policy makers, government and other technologist used by the educationist would certainly improve the value education awareness among rural students and knowledge is the basis for awareness. So, teacher should impart knowledge about value education awareness it leads them to develop more favourable value education awareness.

References
Abstract

Moral education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation. While not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our schools. However, considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy. All too often debate on this topic is reduced to posturing reflecting personal views rather than informed opinion. Fortunately, systematic research and scholarship on moral development has been going on for most of this century, and educators wishing to attend to issues of moral development and education may make use of what has been learned through that work.

Key Words: Moral Education, Value Education and Spiritual Values.

Introduction

Values education is the process by which people transmit values to others. It can be an activity that can take place in any organization during which people are assisted by others, who may be older, in a position of authority, or are more experienced, to make explicit those values underlying their own behavior, to assess the effectiveness of these values and associated behavior for their own and others’ long term well-being and to reflect on and acquire other values and behavior which they recognize as being more effective for long term well-being of self and others. Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong. Moral education is included in school education in many countries as Values education, Citizenship education, and Religious education, both Formally and Non-formally. Some countries have issues regarding the reasons for such education activities in the formal sector. In order to provide students with an optimal context within which to grow morally, Kohlberg and his colleagues developed the “just community” schools approach towards promoting moral development (Power, Higgins, & Kohlberg, 1989).

Classification of Values

Personal values

Personal values mean the desires of whatever they are in the social relationship. Some of the personal values are excellence, honest, self confidence, self motivation, creativity, etc. Social values Individual cannot live in the world without having interact with others. Social values are more important for healthy, good environment for every organization. People want social values like love, attention, friendship, sympathy, tolerance etc.

Moral values

Moral value impart respecting others and themselves, respecting rights of others, keeping promises avoiding unnecessary problems with others avoid cheating and dishonesty showing gratitude to others and encourage them to work.

Spiritual values

The ultimate ethical value is called spiritual value. Spiritual values are piety, meditation, yoga, devotion to goal etc.

Universal values

Universal values indicate the essence of the human condition. It is through universal values that we link ourselves with humanity and the cosmos. Universal values
can be experienced as life, joy, brotherhood, love, compassion, service, bliss, truth and eternity.

Cultural values
Cultural values are concerned with right and wrong; good and bad, customs and behaviour. Cultural values are reflected in language ethics and social hierarchy, aesthetics, education, law, economics. Philosophy and social institutions of every kind.

Objectives of Value and Moral Education
- To develop an understanding of values education strategies
- To consider the relationship between values and personal behaviour affecting the achievement of sustainable futures;
- To reflect on your futures awareness, commitment and actions
- To develop skills for using values clarification and values analysis in teaching and
- To promote them to develop integrated personality developed physically, mentally and spiritually

Concept of Value and Moral Education
- Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training.
- To some, value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored.
- Actually the ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated.
- Moral development of a child, according to some, results automatically from the social life of the school.
- The child as a member of the group imbibes the attitudes, values and general behaviour of the group and continually tries to mould himself according to the group norm. Such adjustment to life constitutes his moral development.
- Value Education is a process of aiding the child in such adjustment. Such a view is contested on the ground that although children learn the rules of group living from the social life of the school, such learning does not constitute value education. For morality, it is pointed out, is not concerned so much with ‘what is’ as with ‘what ought to be’ and ‘what ought to be done’.

Need of Moral Education
However it is a big problem of many schools that students are morally not perfect and they behave irresponsible. It became a big problem for schools to deal such students. The lack in moral values and the unhealthy attitudes of students is a main reason of many problems in several schools. It is a very good reason about teaching moral education. They have been realizing the importance of moral education in school. Now many schools need to improvement in student’s moral education.

Importance of Moral Values
Moral values are important because they guide us in everyday life decisions. Our moral values dictate how we lives our lives and treat each other. Values play a large role in society. The Working Group on value oriented education has identified five dimensions on value education, these being physical education, emotional education, mental development, aesthetic development and the moral and spiritual domain. Sincerity, faithfulness, obedience to what one conceives to be the highest, gratitude, honesty, benevolence, generosity, cheerfulness, selflessness, freedom from egoism, equanimity in joy and suffering, in honour and dishonour, success and failure, pursuit of the deepest and the highest of the absolute and ultimate and the progressive expression of this pursuit in thought, feeling and action.
Conclusion

Teaching value and moral education is not a particular topic but it can be teach under various programs and activities. Teachers can use different plays and such activities to demonstrate various moral education lessons. Cultural activities can play a great role in this. Beside cultural activities there are many interesting activities for providing moral education lesson like daily prayer where teachers can arrange a daily activity as “The quote of the day”.

References


Moral Education – Need of the hour

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Present Scenario

Modern education has neglected concern for human values. It has become a mere professional ground to convert man into a money making machine. It triggers the sense of competition to acquire position and money. The result is the erosion of moral values in society. The present day education system has to bear the responsibility for restlessness in man, Terrorism, corruption, Social irresponsibility, and related such evils. The most important asset of a nation are the citizens themselves. If the citizens are healthy, patriotic, honest, and sincere, the nation will progress at a much faster pace. For this reason, it is very essential to have moral education in schools and colleges. The country is facing widespread challenges with respect to moral degeneration of the society. "We are losing our great values with the result that we tend to become hypocrite". "It is reflected in our day-to-day brawls between teachers and students, disrespect to elders and cases of abandonment of old-aged parents by their own off-springs.

The question of retaliation when scolded by our parents or elders never arises in our minds. We used to greet our elders, parents and teachers with love and humbleness. Now, gone are those days. Youths of today lack manners and discipline. Raising voice and retaliating when the youths are scolded by their parents and teachers, greeting teachers but in an unruly way. Some greet teachers even with punches or stones, retaliate or even try to take revenge if they are punished by their teachers. So, such cases of indiscipline among youths are increasing day by day. It’s true that youths are reckless– always wanting to experiment new things and taste new things. But even though, we can’t just keep them running wild or leave them to mend their ways by themselves. They need a firm grip or hold, a brake type. And this is possible only by value education- which is very much lacking in our present scenario. Now, if we are to ask a student, what is meant by value education if we won’t get an appropriate answer? It’s because they haven’t received moral or value education in a proper manner.

Need for moral value

Actually man is a social animal and he have to live and react within the society. He has to learn different social habits like helping the people, gentleness, respect the elders and teachers and so many. These good habits make his a good social creature and he is known as a good person for others. When a student attains these qualities he becomes a responsible and a good students and he is able to behave gently within the society. When he learn these qualities within the school time, his homework and preparation become good.

We can’t say that the personality of a youth or an individual is complete, just because he is well-educated and is full of knowledge despite the lack of morality. Generally Moral Education is not a specific subject for schools but it is taught under different subjects like languages, literature, supplementary reading books etc. Moral Education is taught as a separate subject like Moral Science in a few schools.

Meaning of Values

Values are a set of desirable behaviour by following which it is good for the individual and also the society. values are those principles or standards, which help to better the quality of life. values codify the dos and don’ts of behaviour. they form the basics of character formation and personality development. the values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. the most important to remember is that “values are priceless, while valuables are priced.” in today’s fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. as a result, we see rampant corruption, unlawful
activities, inhuman behaviour and immoral consumption, which is slowly breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to re-introduce value based spiritual education dealing specifically with human values, to redesign the fabric of our educational system.

**Significance of moral education by educationists**

Great thinkers and sincere educationists have been pleading for a serious change in the objectives of Education. Education should reassert its great responsibility of inculcating values in man. A new revolution should bring a change in the present education system and prepare itself to bring out a complete individual in man with noble qualities and necessary skills to be self-dependent and useful to the society.

**Confucius** has outlined the ethics of teaching in three beautiful words.

- Ren - which means an act of utmost love.
- Yi - refers to moral uprightness.
- Li - indicates etiquettes in personal and institutional life.

According to Confucian theory, only a person who is always a source of love, morally upright and whose behaviour not only in personal but also in the institutional life is impeccable, is worthy of being a teacher.

**Swami Vivekananda** said, "Education should combine the scientific knowledge of the west with the spiritual wisdom of the east. Education should be built on a spiritual foundation. Till then, there is no salvation for the people. Only such education could discipline the intellect, nourish fellow-feeling and develop social responsibility."

The traditional Gurukula system of education transformed the wholesome personality of the students and prepared them to lead a better life as responsible and useful citizens who could contribute to the welfare of the society. It developed great levels of insight and molded them as balanced individuals who could understand and make use of the great energy that flowed from their inner spirit.

**Bhagavan Baba** says, "The present educational system is polluting the social organism with narrowness and crookedness. Education cannot be got by merely mastering reading, writing and arithmetic. What is learnt in the books must be confirmed and corrected by practicing it in social living. Then only learning is transformed into true Education. He also says, "Promotion of human values should become an integral part of education. Education should strive to achieve national unity and national integration. Teachers and educationists should shed narrow loyalties and serve the society. By instilling human values in students and teachers, India can become an ideal country and example to the whole world."

True, children learn more by observation, perception, experience and intuition, rather than by being told or taught about values. They assimilate the codes of behaviour from the direct environment at home and at school, which eventually leads to the formation of character. Hence both parents and teachers, need to present themselves as role models, whom the children can look up to, for guidance. To be effective role models "self-realization" is the key, for it brings about an internal balance and harmony, which in turn is reflected externally by right conduct, character and personality. To achieve such a result we need to regulate our minds and purify our hearts by the constant practice of meditation. So, value based spiritual education must be made compulsory at school level, at least.

**Role of parents**

Parents are the primary and most important moral educators of their children. They should teach the following to their children:

- Care and compassion - Care for self and others
- Doing your best - Try hard, pursue excellence
- Freedom - Enjoy the rights and privileges of citizenship
- Honesty and trustworthiness - Be honest, sincere and seek the truth
- Integrity - Moral and ethical conduct
- Respect - Treat others with consideration and regard
- Responsibility - Be accountable for one's own actions
• Understanding, tolerance and inclusion - Be aware of others and their cultures, accept diversity

**Role of schools**

Value Education is effected in the School in two ways. The direct method is to impart value oriented education, i.e., teaching values through the subjects. This process enables a deeper and practical understanding of values and their relevance to day-to-day life. They are encouraged to make use of their knowledge for the social good. The second and the indirect method is to create a value-atmosphere in the School by virtue of the various programmes, the example of the teachers, the inter-personal relationships and all that the students feel and experience in the School.

• Everything in the school is organized around the development of relationships between and among students, staff, and community.
• The school is a caring community of learners in which there is a palpable bond connecting the students, the staff, and the school.
• Social and emotional learning is emphasized as much as academic learning.
• Cooperation and collaboration among students are emphasized over competition.
• Values such as fairness, respect, and honesty are part of everyday lessons in and out of the classroom.
• Students are given ample opportunities to practice moral behavior through activities such as service learning.
• Discipline and classroom management concentrate on problem-solving rather than rewards and punishments.
• The old model of the teacher-centered classroom is abandoned in favor of democratic classrooms where teachers and students hold class meetings to build unity, establish norms, and solve problems.
• By “caring community” we mean that everybody in the school—students, staff, administration—treats everyone else with kindness and respect. To accomplish such a lofty goal, your students will need to play an active role in shaping the culture and environment of the classroom, as well as of the school at large. Here are some ways to make that happen.

• Hold class meetings in which students establish group goals, decide on rules of conduct, plan activities, and solve problems.
• Have your students collaborate on academic tasks by working in cooperative learning groups. Give them regular opportunities to plan and reflect on the ways they work together.
• Organize a Buddies program in which younger and older students get together to work one-on-one on academic tasks and other kinds of activities.
• Teach conflict resolution and other social skills so that students become skilled at resolving conflicts fairly and peacefully.

These strategies help students learn to establish and maintain positive relationships with others. They also turn the school into a laboratory where students practice the kinds of roles, and cope with the kinds of challenges, they will face in later life.³

**Children when they develop moral values then they have the ability to:**

• Trust themselves to make meaningful decisions
• Learn to trust others
• Assume responsibility for their own actions
• Acknowledge their own value by learning that opinions count
• Build skill competence and independence
• Respect authority
• Understand that diversity is to be celebrated
• Respect themselves and others
• Value a sense of community membership
• Allow children to make important decisions that affect the whole group
Encourage children to address real challenges by problem solving and negotiating
Teach children to respect uniqueness and appreciate diversity
Assist children in assuming responsibility for the classroom environment
Respect children’s right to decide how they want to spend their time and with whom
Encourage children to try to do things independently even if they may have difficulty
Teach children that others also have rights
Helping children to develop empathy
Encourage role playing
Help children understand how other people feel
Helping children learn to be generous, altruistic and able to share
Help children learn to share equipment
Help children learn that being kind to others feels good
Helping is one way of expressing kindness

Conclusion

Children are by nature pure, sincere, and eager to learn. If the schools/colleges impart the moral character building values effectively, the purity of the students can be maintained and enhanced. Absorbing the moral values at an early and receptive age, will be very beneficial for the youth, and will in turn ensure that India has a shining future! Teaching moral values is very necessary for the all-round development of a person. It includes discipline, manners and etiquette, behavior, control over oneself, politeness, strength, patriotism, love and care for each other. It also includes speaking truth, no stealing, becoming a good citizen. Moral values are also necessary for developing healthy and friendly relations with everyone. Loss of moral values is a direct loss of the country. A child must be given moral education at an early stage. He must be taught the importance of moral, ethical and family values.

References


Values and morals in Education

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Introduction

Our society has become a degenerated one on number of aspects. On close observation, it can be observed that the present confusion arises out of a lack of understanding among individuals who are brought up in different circumstances. To succeed academically, it is essential for the pupils to realize his talents and potential goals. No one can neglect the fact, that the mutual health of an individual is very important for academic success and also for success in life. In this context, the study of adjustment behavior of pupils is undertaken. Today we live in a country of various destructive forces. Violence and corruption affect the present generation in an increased manner. Our society has become a degenerated one in many aspects. On closer analysis, we can observe that the present confusion and chaos arise out of a misunderstanding and discord among individuals, who are brought up in different circumstances. It is not an exaggeration to say that the root cause for such a state of affairs stems from degenerated families. To succeed academically, the mental health of an individuals is very important and also to succeed in the personal life.

Value Education

Value Education is a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners' appropriate social behavior, civic rights and duties to aesthetic and religious training. The field of value education is not only the most abstract and controversial, but also the most difficult to handle in concrete terms. A statesman may call for loyal, brave honest citizens; a philosopher for men and women who are truly respectful of the rights of others and completely tolerant of diversity; a psychologist may list certain values concerned, with law, life and property, urging that choices involve choosing between these values. Teachers may well agree with all these statements and yet yearn for more precise formulations of well defined and specific objectives to be pursued in schools. So, far as the value education is concerned values themselves seen to form the aims of teaching the subject.

An important aspect of value education programmes in all countries relates to the development of the spirit of national identity and patriotism in children. This is necessary for the purpose of integrating and strengthening a nation Value Education cannot be circumscribed by text-book material but should be left to the initiative and inspiration of the Teachers.

A value is a behavioral concept related to an individual or a group. For definition purpose, values consist of ‘a set of personal principles and standards’. This definition can be further expanded to include ‘the established ideals of life that the members of a given society regard as desirable’. It is a concept of the desirable, which influences the choice of available means and ends. This perception of values depends on paradigms and prejudices of an individual. Values in the ethical sense represent an individual’s response to and perception of any thought and action.

Need of Value Education

Education can be regarded meaningful only when it fosters synthesis in the contradiction of social life. Compassion in economic life and sacrifice in political life. The author argues that the quest of meaningfulness in education is the quest of human existence. Education must open up the hearts and mind of the young and the old alike.
so that one would communicate and live in harmony and peace in a society fulfilling one's duties towards the whole society and entire humanity. Alexander Pope has said: “It is education that forms the common mind, just as the twig is bent, the tree’s inclined.” Humanity is indeed facing a value crisis, which has crossed limits. There is energy crisis, water crisis, resource crisis, etc. but they are all the direct outcomes of a value crisis. Education must awaken the spiritual strength of man, inculcating in him greater awareness physical, moral and spiritual. Education can be regarded meaningful only when it fosters synthesis in the contradiction of social life, compassion in economic life and sacrifice in political life. The destiny of India is now being shaped in her classrooms, no doubt. But, we have to see whether educational growth is in consonance with the growth in moral values.

The destiny of India is now being shaped in her classrooms, no doubt. But, we have to see whether educational growth is in consonance with the growth in moral values. National development is not identical with public works development or in material development. The concept of economic growth with social justice, material development with human resource development has emerged as the important parameters of educational planning. Development is not just about factories, dams and roads, it is basically about the people. The goal is the people's material, cultural and spiritual fulfillment. The human factor is of supreme value.

**Value orientation of Education**

Education has a crucial contribution to make towards promoting national integration, understanding and a sense of togetherness and harmony. Hence, there is a great need for an integrated and value-oriented education with national perspective. Education is the manifestation of the perfection already in man. It is the teacher or Guru, who helps the pupil to discover his own personal philosophy or the invisible sun within him.

**Values in Technology**

Technology is not value neutral, as many people tend to believe, but carries with it the value system of its progenitors. In fact, the values act like a “sieve” which allows only those technologies to “pass through” and propagate which are in consonance with it. These values remain encoded in the technology in the form of its basic characteristic, akin to the “genetic-code”. Thus, the modern technology, which has been evolved and nurtured in a crass materialistic world view, has fundamental traits like centralization, mass production through automation, planned obsolescence etc. all of which enable it to give high profits to the industrialists. It is quite natural that propagation of this technology has played a key role in the spread of materialism and all its adjusts like consumerism, inequity, corruption, strife, crime, violence etc. throughout the world. Gandhi visionary that he was, could foresee this fact about a century ago, much before the onset of these problems, and suggested the evolution of a humane technology. In this paper relationship between technology and values is brought out I detail through numerous illustrations, and suggestions are made for changes in technologies in tune with Gandhi's vision which could help bring about a change in the worldview.

**Values in Teaching Learning Process.**

Teaching – Learning processes and interactions among teachers and pupils have unlimited potential for value generation. The teachers convey values through their personality as role models, presenting knowledge in ways leading to development of selective cultural position among pupils as well as their interaction with pupils. Teacher, therefore, is a very essential area of preparing for value education.

It is not only when teachers are deliberately setting up projects in value education or extracting lessons in values from their work in literature or history that learning of values is going on. Moral attitudes are caught from every interaction of teacher and pupils since these, again, like all human interactions, are moral interactions. It will be apparent that the school will contribute to this kind of unreflective learning of values both by its deliberate attempts to ensure the acceptance by children of certain values and through this kind of unconscious absorption of the value implicit in its pattern of
working and its structure, in short, through what has been called the ‘hidden curriculum’.

Conclusion

Values are not static but have to the realized as values in action, from time to time, by individuals. Value system differs from individual to individual, family to family, society to society and nation to nation. A value becomes a value only when the individual experiences it as a value. We should reaffirm our faith in the value orientation of education. The curriculum should be revamped to integrate the values. The synthesis of science and spirituality, or blending of material prosperity with human values must be emphasized. Adequate reading materials must be prepared and students should be encouraged to read. Extension programmes of peace, national integration, etc. need to be encouraged as part of co-curricular activities. Students should be taken to historical and cultural sites. Extension programmes of peace, national integration, etc. need to be encouraged as part of co-curricular activities. Collective celebrations of festivals of different religions must be reformed properly. Examination system must be reformed properly. Students should be encouraged to participate in work experience to understand dignity of labor, meditation and yoga programmes, group prayers, daily assembly, etc.

It is high time to rethink on these two issues where individuality of the student plays a significant role in acquiring values. Also it is the right time to judge whether school authorities through their activities communicate any negative feeling regarding values. During early age every action of the teacher, every activity in school has immense influence on the students. So only a one – hour ‘moral science’ lesson or similar classes are not enough to affect students in proper way towards value. So value education in school should not be restricted to one classroom lecture only. The whole environment of the school and the actions of the teachers have a very important role in this regard.

References

Singh, Nagendra, Modernization of Teacher Education, Commonwealth Publishers, New Delhi
A Study of Value Perception and Leadership Behaviour of Teachers of Secondary Level in Thanjavur District.

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Abstract

The teachers of secondary level possess variety of styles of leadership. It is a great need that the teachers are to have good leadership traits and also inculcate the same to students. They are also expected to be a good leader and a role model to the students community. The researcher decided to conduct a short research project to know the leadership styles of teachers of secondary level in Thanjavur district. The researcher followed the Normative Survey method to conduct the research. The researcher himself prepared a teachers value inventory and leadership behaviour scale with the guidance of the experts committee. The teachers values inventory consisted of 25 statements, in which six possible answers. One answer corresponding to one value. The researcher selected stratified random sampling technique, in which the different strata are sex, experience, place of living, qualification and income. The researcher has selected 300 teachers. The data were carefully tabulated and statistically analyzed for drawing conclusion. Findings of the study of it is found that 27% of the teachers are of Autocratic type and 67% of the teachers are of Democratic type and 6% of the teachers are of Laissezfair type. It is found that majority of the teachers are of democratic type in the academic as well as in the personal life. There is no significant association between the variables such as sex, educational qualification, experience and style of leadership behaviour of teacher of secondary level.

Introduction

Education aims at the total development of the students. Education is a dynamic mission which gives practical training to become leaders suited to our democratic country. The teachers of secondary school level organize a number of curricular, co-curricular and extracurricular activities in order to develop personality of students. The secondary school level has the age group of students between 10 and 15. It is a period wherein all the skills and talents of the students are shaped up. In order to organize suitable experiences to students first the teachers are to possess good skills and talents, especially the teachers act as a role model to the growing students. It is essential for every teacher to possess a good style of leadership. The teachers of secondary level possess variety types of values. It is a great need that the teachers are to have good value traits and also inculcate the same to students. The researcher decided to conduct a short research project to know the value perception of teachers of secondary level in Thanjavur district.

Objectives of the Study

- To study the level of values of teachers of secondary level.
- To study the percentage of teachers belonging to different types of values and leadership styles.
- To study whether there is any significant association between the sex of the teachers and the leadership behaviour.
- To study whether there is any significant association between educational qualification of teachers and value perception and leadership behaviour.
- To study whether there is any significant association between experience of teachers and value perception.

Method of Study

The researcher followed the normative survey method to conduct the research in Thanjavur district.
The Tools Selected For The Study

The researcher himself prepared a Teachers value inventory and leadership behaviour scale with the guidance of the experts committee. The teachers values inventory consisted of 25 statements, in which six possible answers. One answer corresponding to one value. The leadership behaviour scale consisted of 18 statement, in which six items are suited to autocratic type of leadership behaviour and another six items are suited to democratic type of leadership behaviour and the last six items are suited of laissez-fair type of leadership behaviour.

The Sample of the Study

The researcher selected stratified random sampling technique, in which the different strata are sex, experience, place of living, qualification and income. The researcher has selected a total of 300 teachers using the above sampling technique.

Pilot Study

A pilot study was conducted for about 30 teachers to learn the workability of the tool.

Data Collection

The researcher has systematically selected about 23 schools from different areas of Thanjavur district and personally met the headmasters to seek permission for the collection of data. The researcher visited every school and met the secondary level teachers and explained about the significance of the study and requested to give the data sincerely. The teachers values inventory and leadership behaviour scale was administered to 300 teachers. The data were carefully tabulated and statistically analyzed for drawing conclusion.

Table – 1
Experience and Types of Values

<table>
<thead>
<tr>
<th>Experience</th>
<th>Economic</th>
<th>Aesthetic</th>
<th>Scientific</th>
<th>Social</th>
<th>Political</th>
<th>Religio</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to 10 years</td>
<td>57</td>
<td>46</td>
<td>28</td>
<td>25</td>
<td>26</td>
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<td>202</td>
</tr>
<tr>
<td>10 – 20 years</td>
<td>20</td>
<td>22</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>14</td>
<td>87</td>
</tr>
<tr>
<td>20 &amp; above</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>70</td>
<td>38</td>
<td>41</td>
<td>37</td>
<td>34</td>
<td>300</td>
</tr>
</tbody>
</table>

Chi-square value = 7.006 which is less than the table value 18.307 at 0.05 level. Hence there is no significant association between experience and types of values of teachers.

Table – 2
Sex and Leadership Styles

<table>
<thead>
<tr>
<th>Sex</th>
<th>Autocratic</th>
<th>Democratic</th>
<th>Laissez Fair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>92</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>106</td>
<td>12</td>
<td>172</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>198</td>
<td>20</td>
<td>300</td>
</tr>
</tbody>
</table>

Chi-square value = 3.659, which is less than the table value 5.99 at 0.05 level. Hence there is no significant association between Sex and leadership styles of teachers.
### Table 3

**Qualification and Types of Values**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Economic</th>
<th>Aesthetic</th>
<th>Scientific</th>
<th>Social</th>
<th>Political</th>
<th>Religious</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>22</td>
<td>20</td>
<td>21</td>
<td>35</td>
<td>35</td>
<td>27</td>
<td>160</td>
</tr>
<tr>
<td>PG</td>
<td>22</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>34</td>
<td>24</td>
<td>140</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44</td>
<td>35</td>
<td>41</td>
<td>60</td>
<td>69</td>
<td>51</td>
<td>300</td>
</tr>
</tbody>
</table>

Chi-square value = 1.269, which is less than the table value 11.070 at 0.05 level. Hence there is no significant association between Qualification and types of values of teachers.

### Table 4

**Qualification and Leadership Styles**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Autocratic</th>
<th>Democratic</th>
<th>Laissez Fair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>45</td>
<td>104</td>
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</tr>
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<td>PG</td>
<td>37</td>
<td>94</td>
<td>9</td>
<td>140</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>198</td>
<td>20</td>
<td>300</td>
</tr>
</tbody>
</table>

Chi-square value = 0.513, which is less than the table value 5.99 at 0.05 level. Hence there is no significant association between Qualification and leadership styles of teachers.

**Findings of the Study**

- It is found that majority of the teachers are of Economic, Social and Aesthetic type in the academic as well as in the personal life.
- It is found that 27% of the teachers are of autocratic type and 67% of the teachers are of democratic type and 6% of the teachers are of Laissezfair type.
- There is no significant association between the variables such as sex, educational qualification, experience and type of value perception and leadership behaviour of teachers of secondary level.
- It is also found that the locality wherein the teachers live and the community that they belong have sum degree of association with the types of values of teachers.

**Recommendation**

It is recommended that the teacher training programme should take in account to develop democratic type of leadership behaviour. Extracurricular activities like N.S.S, Red Cross and Rotary activities are to be organized. If the democratic type of leadership behaviour is developed among teachers they would be good role model for the students to follow the democratic leadership behaviour and become suitable citizens of our India which is democratic in nature. Visit to centres of creative arts, museums may be arranged to enhance the aesthetic value.

**Conclusion**

Based on the research it is concluded that majority of the teachers are of Economic, Social and Aesthetic value type of teachers. Who give complete freedom are meager in number, but this would help the students to enjoy total freedom and that may help for creative nature of the students. Anyhow autocratic type of teachers are to be changed as democratic type slowly.

**References**


Moral Education in Modification of Behavior

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Introduction

For any society (or school) to exist, its members (students, teachers, and administrators) must share a number of moral virtues: they must be honest, responsible, and respectful of one another’s well-being. Schools have a vital role to play in nurturing these consensus virtues and values, as the character education movement rightly emphasizes; indeed, a major purpose of schooling is to help develop good persons. If we are to live together peacefully in a pluralistic society, we must also nurture those civic virtues and values that are part of our constitutional tradition: we must acknowledge responsibility for protecting one another’s rights; we must debate our differences in a civil manner; we must keep informed. A major purpose of schooling is to nurture good citizenship. But when we disagree about important moral and civic issues, including the nature of morality itself, then, for both the civic and educational reasons students must learn about the alternatives, and teachers and schools should not take official positions on where the truth lies. The purpose of education should be to nurture an informed and reflective understanding of the conflicts. What shape moral education should take depends on the maturity of students. We might think of school continuum in which character education begins immediately with the socialization of children into those consensus values and virtues that sustain our communities. As children grow older and more mature they should gradually be initiated into a liberal education in which they are taught to think in informed and reflective ways about important, but controversial, moral issues.

Character education and liberal education:

Character education and liberal education cannot be isolated in single courses but should be integrated into the curriculum as a whole. The curriculum should include room for a moral capstone course that high school seniors might take, in which they learn about the most important moral frameworks of thought—secular and religious, historical and contemporary—and how such frameworks might shape their thinking about the most urgent moral controversies they face.

Liberal Education as Moral Education

A good liberal education will provide students with a basic cultural literacy about those aspects of the human condition sufficiently important to warrant a place in the curriculum. We have argued in earlier chapters that a major purpose for studying history and literature is the understanding and insight they provide into the human condition. History is a record of social, political, moral, and religious experiments; it provides interpretations of the suffering and flourishing of humankind. The study of literature gives students imaginative insights into how people have thought and felt about the world, in different times and places. History and literature provide students with a multitude of vicarious experiences so that they are not at the mercy of their limited and inevitably inadequate personal insights and experiences.

Religion and Moral Education

Most proposals for moral education are alike in employing vocabularies sterilized of religious language. The net effect, yet again, is the marginalization of religion. The implicit message is that religion is irrelevant to the development of virtue, moral judgment, and the search for moral truth. But if students are to be liberally educated and not just trained or socialized, if schools are not to disenfranchise religious subcultures, and if they are to be neutral in matters of religion, then we must include religious voices in the discussion.
Conclusions

One purpose of moral education is to help make children virtuous—honest, responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project—making sense of life. On most accounts, morality isn’t intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews.

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Value of A Teacher – An Overview

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Abstract

Teacher to be a positive personality requires some values to be followed. Value orientation should be one of the main objective of education. This orientation also helps the students to develop their integrated personality. A teacher should be aware of ethical, spiritual, personal, intellectual, interpersonal, psychological and social values and a good teacher must maintain all these values in his professional and personal life. This paper values of a teacher – An overview tries to bring out a few ideas on the required values for a teacher to make his role more effective.

Introduction

Value is that which renders anything useful, worth or estimable value covers the entire domain of the development of an integrated personality value oriented education includes all the subjects and all the teachers who can correlate their lessons to a higher purpose and meaning in life for their students. Value education is essentially a matter of educating the feelings and emotions. It is training of the heart and consists in developing the right feelings and emotions.

Value orientation should be one of the main objectives of education programme to develop students impersonality. A teacher easily inculcate values if he has professionalism and love towards his profession and children. Love is the eternal value through which a real teacher can inculcate other values of life among children values to make him/her to be the effective social worker in the society. Some of the values are:

1. ETHICAL VALUE

Teachers need ethical value because these are moral goods in nature. These are of two kinds: Immediate and ultimate. Some give importance to immediate good or pleasure ignoring the future. Some others give importance to the ultimate good ignoring the present. Teachers must follow and promote this ethical values.

2. SPIRITUAL VALUES

Spiritual value and moral values go together. Similarly spiritual and religious value go together. Self discipline, patience, non-violence, introspection, self less services, Empathy, truth fullness, non-stealing etc are some of the spiritual values teacher must follow this values and promote this values among the students.

3. PERSONAL VALUES

These are the values which a personal cherishes as his own. Values like joy, ambitions, trustworthiness and possessions. If these values do not affect other, they are said to be of a higher order. If otherwise they are said to be of a lower order. A teacher must process higher order values.

4. INTELLECTUAL VALUES

A good teacher must process intellectual values. Intellectual in sense

i) Deep knowledge of the subject.

The primary task of teacher is to get his students to learn. Lack of subject preparation stands near the top of virtually every list of causes of teacher’s failure. The teacher, must know; broadly and deeply the field in which he teachers.

ii) An abled communicator

Only a good communicator can guide a discussion, stimulate interest and create in the classroom an environment which is rich in materials and where pupils are challenged to work and learn together. A teacher should be a good storyteller is an abled communicator he can provide his intellectual power to his own students.

5. INTERPERSONAL VALUES

A good teacher must maintain a very good interpersonal relationships. He needs to have good relationship with colleagues, parents, school personal, administrators community, etc and relations with professional organizations and workers. Faith, loyalty and respect will be given to a teacher who is having very good interpersonal values.
6. PSYCHOLOGICAL VALUES
A good teacher should do the right thing at the right moment. Even if the circumstances are not healthy, the teacher should be able to adjust the situation for this task. A teacher needs sound mental health, patience, self-control, and emotional stability.

7. SOCIAL VALUES
A teacher should have faith that he is building the society and must also believe that man is a social being. Hence, a teacher requires some social values to build up the society. A teacher should have faith that international brotherhood should be promoted and must develop understanding. A teacher must also encourage social and histological interactions. He must also process a firm faith in freedom, justice, equality, and fraternity in all his endeavors.

CONCLUSION
Teachers have an important and effective role in the inculcation of values – good or bad among the pupils. The behavior of the teacher becomes important because action speaks louder than words. If the teacher has good habits, good manners, and above all, good values, the teacher becomes a teacher with nobility in the society. This paper presents an overview on the required value of a teacher.

REFERENCES
VALUES AND SKILLS FOR BETTERMENT OF TEACHERS

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Abstract

Education without ethics is blind and soulless. Education signifies the transmission of values and accumulated knowledge of the society. Acute and subtle intellectuals, if undisciplined, are destructive both to themselves and the society. So in higher education, a teacher need not just the knowledge related to the subject, but also a whole range of emotional and ethical competencies. In this paper author discuss about altruistic values of teaching, attitudes and behaviours. Also mentioned some points about what values do teachers. Teachers should develop their interpersonal skills and values. By improving the values of teachers, students become a better learner.

INTRODUCTION

As caring teachers concerned with the whole development of individuals we would like to think that we offer a moral model to students through our conduct and our treatment of others. The empathic teachers do see themselves as moral models and work exhaustingly to treat pupils as individuals, valuing them and moreover expecting them to value others. However, the high moral aims of teachers appear to be subverted by the education system itself which, by a variety of means, undermines their attempts to provide a model of good conduct resulting in students receiving very mixed messages. This process is not deliberate, or conspiratorial, but appears to be a subtle by-product of the current conventions of education which we take for granted at our teachers’ and students’ expense. The process is hidden and insidious.

IMPORTANT CATEGORIES OF VALUES

Honesty/Integrity/Morality
- Adaptability/Flexibility
- Dedication/Hard-Working/Work Ethic/Tenacity
- Dependability/Reliability/Responsibility
- Positive Attitude/Motivation/Energy/Passion
- Professionalism
- Self-Confidence
- Self-Motivated/Ability to Work With Little or No Supervision
- Willingness to Learn.

FIVE ALTRUISTIC VALUES OF TEACHING

Being a teacher is a wonderful career choice if you value the intrinsic rewards it brings. I've always thrived on the energy of seeing a human advance in a subject or in relational-academic skills. This is what I think of as the “human-profit” margin. For example, one of my goals is always to see each kid improve her/his standardized test score over the preceding year. There are many altruistic values of teaching that motivate and keep us on track in our job. If you are a new teacher, take a look at these occupational traits. They are five things I value above and beyond financial compensation that make me want to come to work every day.

1. Kids are now what we once were and they will one day run society
2. Many times you are the only role model of a normal life
3. Students need a frame of reference to understand art
4. Students don’t always know how to be nice
5. Finally, kids need to learn respect for authority.

VALUES, ATTITUDES, AND BEHAVIOURS: THE ESSENTIAL ENVIRONMENT

The most important element in the learning environment is invisible. It is made up of the values, attitudes, and actions that we and our classes take part in every day. As the teacher, you can exemplify the values that lead to intellectual curiosity and learning, and you can foster those values in the children in your class. The ways that you interact...
with children can establish the classroom as a place that nurtures investigation and experiment, hard work, and appreciation for the unique abilities of each learner.

The ways that you set up for children to interact also contribute to the daily creation of the learning environment. Are children put into competitive situations? Or is co-operation the most valued activity? Are children asked to support each other’s learning, or are they asked to learn in isolation? As the teacher, you create structures - in the form of learning activities - that channel and shape communication between children.

**KEY CONSIDERATIONS**

There are many factors to be considered in the making your classroom into a positive and supportive learning environment.

- Treat all learners equally
- Encourage participation.
- Establish structures for learning.
- Organise the presentation of lessons and activities.
- Avoid negative communication.

**VALUES DO TEACHERS**

In addition to being knowledgeable about the subjects they teach, teachers must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand the students’ educational and emotional needs. Teachers must be able to recognize and respond to individual and cultural differences in students and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative. Teachers also must be able to work cooperatively and communicate effectively with other teachers, support staff, parents, and members of the community. Private schools associated with religious institutions desire candidates who share the values that are important to the institution.

**DEVELOPING SKILLS FOR TEACHERS**

Teaching can be considered as fifty percent Knowledge and fifty percent Interpersonal Skills. That means while teaching a teacher should not just maintain the quantity of his lecture but also the quality of lecture. This quality of lecture can be provided with the help of interpersonal skills. Interpersonal communication is the manner in which information is shared or exchanged between a small numbers of people, whether they are same or different from each other. These can be healthy as well as harsh. Healthy Interpersonal Skills lead to creative & effective approaches to solving problems and getting work done. A number of interpersonal skills are needed to assist teaches as they interact with students.

**Communication Skills:** Communication skills are the most important when we talk about winning the hearts. The tone, volume, rhythm and emotions of the communicator play a vital role while dealing with students.

**Empathy:** Teachers’ messages must convey empathy i.e. the ability to communicate care and concern along with an understanding of the child’s problem that is, the ability to place oneself in a position to view the problem from the student’s perspective.

**Positive Motivation:** Good motivation usually produces learning outcomes. Some students do not know why they should study a particular subject. We can show applications of that subject in the areas in which students are interested. Thus they get motivated and take interest while studying that subject.

**Feedback:** A good teacher is genuinely interested in students’ thoughts, feelings and opinions. Feedback is one way that a teacher can tell how you are absorbing and integrating the materials and lessons. This feedback calls upon the relationship you have developed with the student.

**Effective Body Language:** Body language is the quiet, secret and a powerful tool to maintain healthy interpersonal skills. Good verbal skills combined with effective body language create interest, long-lasting impression on the minds of students and off-course their involvement in the discussion.
Silence: The ability of a teacher to use silence is usually effective. Silence here means giving few more seconds to students to respond to a query. Silence can help the students to correct their response.

Good Sense of humor: A teacher needs to have a keen sense of humor in order to keep students learning & motivate. A teacher who can’t take a joke or give one, who can’t lighten up, who is too serious will not survive.

Ask open-ended questions: Make it a goal to find out what your students think, not just what they know. Ask for information using open-ended questions that begin with "How...," "What...," "When...," "Where...," and "Why." This strategy allows teachers to help clarify a given question for both the child and itself.

Understand and then be understood: Most students don’t like being told what to do. They often want a chance to have a say in what goes on in the classroom and a chance to prove it will work. In solving classroom problems, it is better to listen than to direct. Teams can be formed to figure out solutions to problems and teacher can empower them to carry out the solutions. Students who identify what should be done take on greater and greater responsibility for getting it done. Thus a teacher seeks to understand the problem from the point of view of the problem solvers rather than force his own perspective on a solution to be understood. This helps to improve interpersonal skills among students as well as between teacher and students.

Self-disclosure: Often sharing a relevant story of your own experiences in similar situations can prove helpful in opening meaningful dialogue.

Use of Technical Skills: The latest method which is now a day’s used to improve interpersonal skills with students is by using technical skills too i.e. ability to work with latest teaching aids like computers, multimedia or other technical equipments. The uses of such technical skills bind the interest of students in their lesson and also keep both the teacher as well as students up to date.

CONCLUSION

To conclude, students are the future of our nation their future relies on – How they are grown up and brought up in the society. Much of this depends upon teachers, so by cultivating better interpersonal skills and values among teachers and students so as to make them better learner, the overall personality of students and thereby our nation can be improved. So let’s make Interpersonal Skills crucial ingredients and values as a part of our life.
Moral Education of Constructivist Theory and Research

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Abstract

Structural developmental theory has proven to be a fruitful paradigm for investigators interested in moral development. Piaget’s theory of equilibration, the primary mechanism of developmental progress, has provided researchers with numerous testable hypotheses. Specifically, the search for sources of disequilibrium—essential to the process of development in the moral or any other domain—has resulted in the discovery and development of several effective interventions, such as scaffolded moral discussion, community service activities, and participation in democratic decision-making. The most effective interventions combine all of these, establishing complex and sophisticated moral environments, which through their complexity, can obscure the basic processes of developmental and behavioral change. For example, it is not uncommon for researchers to have difficulty seeing the connection between Just Community schools and Piagetian or Kohlbergian theory.

Introduction

The term, moral development, encompasses the notion that our moral selves evolve with time and experience. In fact, it is now taken for granted that we develop morally in ways that affect both thought and action, though there are many views about the mechanisms, components, and processes involved in this development (e.g. from the psychoanalytic tradition)

Moral Judgment

(1) Stages imply distinct or qualitative differences in modes of thinking or of solving the same problem at different [developmental levels].
(2) These different modes of thought form an invariant sequence, order, or succession in individual development. While cultural factors may speed up, slow down, or stop development, they do not change its sequence.
(3) Each of these different modes of thought form a “structured whole.” A given stage-response to a task...represents an underlying thought-organization...which determines responses to tasks which are not manifestly similar.
(4) Cognitive stages are hierarchical integrations. Stages form an order of increasingly differentiated and integrated structures to fulfill a common function...[Each stage] includes all the structural features of [the previous stage] but at a new level of organization ...However, there is a hierarchical preference within the individual, i.e., a disposition, to prefer a solution at the highest level available to him.

The Components of Morality

One of the most perplexing problems for moral developmentalists is the elaboration of models of moral development that account adequately for the various factors that influence moral behavior. It incorporates four components. These include (1) the subject’s sensitivity to moral situations, including her ability to identify a moral problem, determine who the affected parties are, and identify alternative solutions; (2) the way in which the subject structures a moral judgment, (3) the weight that moral issues are given relative to other issues, such as personal considerations, and (4) the way in which the ego strength or moral character of a subject influence her persistence and courage in pursuing a moral end. Until recently, most research in the moral realm was concerned with the second component, moral judgment, though smaller bodies of work on perspective-taking moral motivation affect and ego have expanded our understanding of some aspects of moral sensitivity, decision-making factors, and ego strength.

Environmental Influences On Moral Development

According to Piaget, thought is organized into structures called schemes. Groups of these are further organized into subsystems, which are, in turn, part of a total system. Each scheme is composed of a set of associations. For example, infants develop, during
the first few months of life, a reaching and grasping scheme that incorporates the set of acts required to reach for an object and hold on to it. During development, such schemes become more differentiated and are coordinated with one another in increasingly complex ways. For successful grasping to occur when the object of interest is in motion, the reaching scheme must be coordinated with the visual tracking scheme. Subsystems are composed of schemes that are organized and integrated at a new level of complexity. At the subsystem level the reaching and tracking schemes integrate to form a reaching while-tracking-subsystem. All of these schemes and subsystems are part of the total cognitive system.

Moral Atmosphere And Moral Education

Indeed, the structure of the environment in which an individual studies, works, or lives is a good predictor of the moral reasoning stage she will attain (Arbuthnot, J., 1984, Armon, 1993, Commons, Krause, & Meaney, 1993, Rest & Narvaez, 1991). The moral environment imposes other restraints on thought and behavior. It has been demonstrated that even those individuals who have developed reasoning at a higher moral stage will adapt their reasoning in particular situations to fit in with the less developed moral structure of the institution in which they must function (Arbuthnot, 1984, Higgins, Power, & Kohlberg, 1984).

These findings lead to the conclusion that the moral atmosphere of institutions not only plays a role in the development of moral reasoning, but can restrain individuals from functioning at their highest level. In a study of dental students (Bebeau, 1993) one student who had scored at stage 5 upon entrance into his dental program scored at stage 4 at the time of graduation several years later. He was sought out and re-interviewed by the researcher, to whom he explained that he had deliberately changed his way of thinking to fit in with the ethics of his new occupation. When asked why, he explained that he could not survive for long in dentistry if he allowed himself to be guided by principled reasoning. In dentistry, as in medicine, adhering to an accepted standard of practice is necessary to the maintenance of one’s insurance and license, while acting autonomously can lead to the loss of both. It is easy to see how such constraints could discourage the use of one’s highest stage.

conclusion

Moral Education is a vast area of research and practice which has only been touched upon here. The structural developmental approach, though conceptually and theoretically complex, has contributed much to our understanding of moral development, and has been particularly helpful in providing the theoretical and empirical foundation for educational programs such as the Just Community schools. In the future, researchers will undoubtedly find more adequate ways to (1) describe and develop measures of the components of moral behavior, (2) describe, measure, and manipulate moral atmosphere, and (3) assess the long term effects of participation in moral education programs such as Just Community schools.

However, it would be remiss for educators to await the results of this inquiry before establishing moral education programs. Clearly, our current knowledge about moral development is adequate for the design and implementation of successful programs.

REFERENCES


Inculcating Human Values through Yoga

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Abstract

Human values are closely integrated with human life. They are intertwined with our day to day chores. No human life is possible without values. It is only the proportion and combination of negative and positive values which separates a noble human being from a not so noble human being. Every human being is born neutral and is like a clean slate and no mindset. How much of virtues and vices are filled in depends solely on the parents, teachers, circumstances, environment, and sometimes even geographic location. Yoga education is the process by which people transmit values to others. It can be an activity that can take place in any organization during which people are assisted by others, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others’ long term well-being and to reflect on and acquire other values and behaviour which they recognize as being more effective for long term well-being of self and others. Healthy body is a good generator of healthy thoughts and inculcation of values becomes that much easier.

Introduction

We need a global approach and a global value system, which we can fall back upon to restore peace and harmony. We have to be globally united to feel globally secured. Today we need ‘We are one’ approach very strongly to restore peace and to rid ourselves of conflicts arising out of petty thinking. We are one human filled with inherent feeling of compassion, friendliness and urge for harmony and joy. These qualities unfold to ourselves and blossom in our being as we progress in the path of Yoga. Yoga is a philosophical science, born out of man’s seeking to fathom the meaning of existence. Yoga is derived from the Sanskrit word ‘Yuj’ which means ‘union’ or to ‘join’ or ‘to yoke’. Yoga is a powerful, internal experience, which integrates the body, the senses and the mind with the self. Sage Patanjali, the Father of Yoga, said in the second sutra of Samadhi Pada, “Citta-Vrtti-Nirodah” means, “The restraint of the modifications of the mind is yoga”. The ultimate aim of yoga is self-evolution. In ancient times, people lived the yogic way and were having good health. In these days when health deteriorated due to man’s changing values and lifestyle yoga gained ground in its use as therapy. According to World Health Organization, “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”.

Four main Branches of Yoga

The four main branches of yoga techniques utilize the four major faculties in main: Intellect, Emotion, Will power and Executive capacities through the sensory and motor apparatus.

- Karma Yoga - Path of Service / yoga of selfless action
- Bakthi Yoga - Path of Devotion / right way of handling emotions through sublimation is taught
- Jnana Yoga - Path of wisdom – Jnana uses the intellect
- Raja Yoga - Harnessing the ‘will’ or to do in a different way is the technique of Raja yoga.

Raja Yoga

Harnessing the ‘will’ or to do in a different way is the technique of Raja yoga. Propounded by the great Indian sage Patanjali, these techniques help us to use the will at the physiological as well as a mental level to greater and greater extent.

The Eight Limbs of Yoga

1. Yama
2. Niyama
3. Asana
4. Pranayama
5. Prathyahara
6. Dharana
7. Dhyana
8. Samadhi
**Yama:** Ethical disciplines – Social disciplines are:

<table>
<thead>
<tr>
<th>Yama</th>
<th>Non-violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahimsa</td>
<td>Truth</td>
</tr>
<tr>
<td>Satya</td>
<td>Non-stealing</td>
</tr>
<tr>
<td>Asteya</td>
<td>Self-restraint and</td>
</tr>
<tr>
<td>Brahmacharya</td>
<td>Non-coveting</td>
</tr>
</tbody>
</table>

These commandments are the rules of morality for society and the individual, which if not obeyed bring chaos, violence, untruth, stealing and dissipation. The roots of these evils are the emotions of greed, desire and attachment, which may be mild, medium or excessive. They only bring pain and ignorance. Patanjali strikes at the root of these evils by changing the direction of one’s thinking along the five principles of yama.

**Niyama:** Niyama are the rules of conduct that apply to individual discipline as follows:

<table>
<thead>
<tr>
<th>Niyama</th>
<th>Purity (external and internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saucha</td>
<td>Contentment</td>
</tr>
<tr>
<td>Santhosha</td>
<td>Austerity - Severity</td>
</tr>
<tr>
<td>Tapas</td>
<td>Study of religious scripture</td>
</tr>
<tr>
<td>Swadhyaya</td>
<td>Worship of the Lord, surrender of the ego.</td>
</tr>
</tbody>
</table>

Together the yamas and niyamas form high moral character and ethical conduct.

**Asanas**

The third limb of yoga is asana or posture. Asana brings steadiness, health and lightness of limb. A steady and pleasant posture produces mental equilibrium and prevents fickleness of mind. Asanas are not merely exercises; they are postures. To perform them one needs to clean airy place, a blanket and determination, while for the other system of physical training, one needs large playing fields and costly equipment. Asanas can be done alone, as the limbs of the body provide the necessary weights and counter weights. By practicing them, one develops ability, balance, endurance and great vitality. Asanas have been evolved over the centuries so as to exercise every muscle, nerve and gland in the body. They secure a fine physique, which is strong and elastic without being muscle-bound and they keep the body free from diseases. They reduce fatigue and soothe the nerves. But their real importance lays in the way they train and discipline the mind.

**Pranayama**

Just as the word yoga is one of wide imports, so also is Prana. Prana means vital force, breath, respiration, life vitality, wide, energy or strength. It also connotes the soul as opposed to the body. The word is generally used in the plural to indicate vital breaths. Ayama means length, expansion, stretching or restraint. Pranayama thus connotes extension of breath and its control. This controls the overall functions of breathing:

- Inhalation or inspiration, which is termed as puraka (filling up lungs)
- Exhalation or expiration, which is termed as rechaka (emptying the lungs) and
- Retention or holding the breath, a state where there is no inhalation or exhalation, which is termed as kumbhaka.

In hatha yoga text, kumbhaka is also used in a loose generic sense to include all the three respiratory processes of inhalation, exhalation and retention.

**Prathyahara**

It is withdrawal of the senses from objects.

**Dharana - Concentration**

This is to concentrate the mind upon either an external object or an internal idea, to the exclusion of all other thoughts.

**Dhyana - Meditation**

Meditation means constant observation of the mind

**Samadhi – Super conscious state**

It is sublime beyond description, beyond the mind to grasp. Samadhi transcends all ordinary, sensory experience as well as time, space and causation. Samadhi represents the goal of all existence. It is what all living beings are moving towards.

**Five Principles of Yoga**

<table>
<thead>
<tr>
<th>Proper Exercise</th>
<th>Asana</th>
</tr>
</thead>
</table>
Proper Breathing - Pranayama
Proper Diet - Satvik food
Proper Attitude - Positive Thinking & Meditation and
Proper Relaxation - Body & Mind relaxation

Proper Exercise (Asana)
Our physical body is meant to move and exercise. Proper exercise is achieved through the yoga postures or asana which systematically works on all parts of the body. Proper regular exercise helps stretches and tones the muscles and ligaments and improves blood circulation. The asanas are designed to regulate the physical and physiological functions of the body. Practicing these yoga poses makes the body relaxed gives more strength and energy and rejuvenates the various systems of the body.

Proper Breathing (Pranayama)
Pranayama is generally defined as conscious breath extension process. Prana means vital energy or life force. Yama means control and expansion or extension. Pranayama means control or extension or expansion of breathing. This means breathing fully and rhythmically, making use of all the parts of the lungs to increase oxygen intake. Proper breathing should be deep, slow and rhythmical. To achieve this, one need to be able to regulate the length and duration of one’s inhalation, exhalation, and the retention of air in lungs or the pauses between breath.

Proper Diet (Satvik food)
Proper Diet is one that nourishes both mind and body. It should be well balanced and based on natural foods.

Proper Attitude: Positive Thinking and Meditation
Thinking highly affects one’s way of life. Practice of meditation gives a positive outlook to life and this will facilitate in having a peaceful mind. Positive thinking and meditation helps one remove negative thoughts and put one’s mind under perfect control. Meditation means constant observation of the mind.

Proper Relaxation – Mind & Body relaxation
When the body and the mind are constantly overworked, their efficiency diminishes. Modern social life, food, work and even entertainment make it difficult for people to relax. Many have even forgotten that rest and relaxation are nature’s way of recharging. In order to regulate and balance the work of the body and mind, it is best to learn to economize the energy produced by our body. This may be done by learning to relax. In order to achieve perfect relaxation, three methods are used: Physical, Mental and Spiritual.

Physical Relaxation: Physical relaxation first begins with the toes and then moves upward. The auto suggestion passes to all parts of the body.

Mental Relaxation: When experiencing mental tension, it is advisable to breathe slowly and rhythmically for a few minutes; soon the mind will become calm.

Conclusion
There are many elegances, practices and approaches to yoga, however the benefits and value to life are ultimately the same. Yoga is a living and breathing experience. A dedicated practice then allows us to evolve and grow. Each day of dedication to the values of yoga changes us inside and we are never the same. Just as a rose is given divine time to gently open and blossom, so we too must allow ourselves the compassion and divine time to open and blossom to our own true potential. Yoga will be the constant companion and it will teach to ask the questions to life and then to look inside for the answers.

References
Value Education

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Introduction

Philosophy and value education are like the two side of the same coin the one is implied by the other; the former is the contemplative side of life, while the latter is the active side. J.S.Ross.

Etymological Meaning of philosophy

The word philosophy is derived from two Greek words ‘philo’ and Sophia’ philos means love and Sophia means wisdom. In his famous book Republic Plato says “He who has a fasten for every sort of knowledge and who is curious to learn and is never satisfied may be just termed a philosopher.

What is value Education

Value Education is not a dead process. It is lively dynamic bipolar process of transformation. According to this view there must be two poles for its operation the one is the teacher and the other is the child as student. The teacher possesses some belief, Ideas and value and these influence the child. Value Education is the dynamic silent philosophy. It is the active aspects of philosophical belief. Value may change from one society to another society values means being valued and good means being thought good. Values are determined by the situations.

Value education is education for becoming. It is an encounter with the total personality of the individual keeping in view all aspects of personality development the intellective social and emotional, will and character. The process of values education calls into play the three domains –knowing, feeling and doing.

Process of Integrated value-based learning

- Contents
- Experience
- Reflection
- Action
- Evaluation

Psychology and value education

Value education however must be process of bringing out the child’s intellectual and moral capacity to the highest level possible and must be based on sound psychological principles of different age groups.

1. Primary stage: Age group 5-8
   - Powers of expression do not always match their powers of comprehension.
2. Age Group 6-8 years
   - Very sensitive age
   - Learn quality what is fair and unfair.
3. Middle stage pre-Adolescence.
   - Sense of autonomy.
   - Extremely eager to assume responsibilities
4. Secondary stage Age Group 13-17 Adolescence.
   - Development of their own perspectives of reward and punishment.

The three Domains of values Inculcation

- Cognitive
• Affective
• Conative domains of learning

Levels of value development
• Knowledge
• Appreciation
• Discrimination
• Action with effort

Classified Values
Spiritual values - Social values - Moral values -political Values - Economic Values Cultural Values - Aesthetic values.

Good teachers radiate knowledge everywhere. They are unique, divine looking personalities they inspire the young students prepare them to face any challenges in life. They instill in them courage, hope confidence and a sense of victory values so that they march on the path of brilliance to achieve their rightful density.- A.P.J. Abdul kalam.

Classification of values in Education
• Biological values
• Intrinsic values
• Instrumental Values
• Health Values
• Recreational Values
• Spiritual Values

Importance of values Education
The present educational system with all its complexities has proved to be deficient in so far as it neglects or does not give the deserving importance to values in human life. Thus human suffering and sorrow are forever in the increase in spite of the phenomenal explosion of knowledge.

Values have become the neglected in the current educational system and consequently the maxim “Education change the man” ceases to be meaningful or has almost lost his values.

“Education without vision is waste;
Education without Values is crime;
Education without Mission is life Barden”.

If a action is to strong then the character of the people of that nation needs to be elevated.

Approaches to Value Education In Schools
• Direct approach
• Atmospheric approach
• The integrated approach
• Evocation Approach
• Inculcation approach
• Awareness approach
• Moral Reasoning approach
• Analysis approach
• Moral approach
• The union approach

Programmes for Values Education
• Community prayer everyday in the campus.
• Health and cleanliness programmes.
• Social useful productive work.
- Training in citizenship camp
- Various cultural programs.
- Running literacy centers in villages.
- Promoting subject clubs
- Participation in traffic control, elections
- Action to bring social justices.
- Programmes for the protection of environment.
- Family welfare programmes.
- Save the Environment programmes can be launched.

**Value Education and the Roll of Teacher**

The end of all education all training is man making. The problem of value oriented education of the young has assumed increasing prominence in educational discussions during recent times parents, teachers and society of larger are concerned about values and values oriented education.

Teacher in fact are the designers of the future of the students. Teachers are the dynamic forces to inculcate education in students. Education is supposed to be a powerful instrument of change and has a progressive impact on human behavior.

Value education is education in values and towards the inculcation of values. Is value education important or academic education of course both are equally important.

**Academic education helps**

*To develop 3R’s –*
- Reading, writing and arithmetic
- Try to manage simple things in daily life.
- Try to get a good job.

**Values education helps**
- Behavioral development
- Imparting fruitful education
- Helps to develop welfare of the self and others.

**Conclusion**

Education is becoming day-by–day more or less materialistic and the value traditions are being slowly given up. The modern India is being educate mainly with the bread and better aim of education and as a result most of our graduates run after money, power, comforts without carrying for any values. Moral religious and spiritual education is being deliberately neglected in our educational system. The teacher is the principal agency for implementing educational programmes at various levels the teacher has to perform two functions. First, has to play an important role in the transformation of knowledge based on the syllabus and second he should be a key factor in the transformation of our value system.
Value Based Teacher Education

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Abstract

Values are integral to the process of education. All education is, in sense, value education. ‘Value-less’ or ‘value neutral’ education is a contradiction in terms, given the meaning of ‘value’ and ‘education’. Education is a process of bringing about desirable changes in the way one thinks feels and acts in accordance with one’s concept of the good life. In this sense, education necessarily involves the transmission of values. This paper discusses the need and meaning of value education for teachers, approaches and Douglas Supreka’s eight different approaches.

Introduction

Values are integral to the process of education. All education is, in sense, value education. ‘Value-less’ or ‘value neutral’ education is a contradiction in terms, given the meaning of ‘value’ and ‘education’. Education is a process of bringing about desirable changes in the way one thinks feels and acts in accordance with one’s concept of the good life. In this sense, education necessarily involves the transmission of values. Our aims of education development of personality, pursuit of knowledge, preservation of culture, training of character are no more than statements of our value preferences.

Meaning and Need of the Value Education

Value education is a process of education. This means that it is a process of inducing learning. Learning is not a passive process of absorption. It involves thinking, reflecting, questioning, feeling, doing, caring, experiencing. Value education, accordingly, is not a process of authoritarian indoctrination of dogmas, exhortation or propaganda. Nor is it the direct inculcation of a body of pre-determined ‘right’ values in the learners through didactic approaches.

Value education is also education in the sense that it is education for ‘becoming’. It is concerned with the development of the total personality of the individual intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. As such the process calls into play all human faculties knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to care, to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. In other words, to ‘value educate is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learner.

Need of value education for Teachers

The purpose is to kindle the moral and aesthetic sensibilities of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in life. Through involving the learners actively in discussion, dialogue and practical activities, the teacher should make them think and reflect on human actions and events. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences.
Value education is not a sphere of activity that is distinct from the teacher's other professional activities teaching, guiding pupils and interacting with them, organizing co-curricular activities and the like. The very nature of teaching imposes certain obligations and commitments on a teacher. Essentially, teaching is an act to bring about learning. The primary obligations of a teacher are to the learner and knowledge. These obligations of a teacher are non-negotiable. They imply that the teacher has to understand the learner as a person as well as a learner. Regarding the former, the teacher has to love the students and be genuinely interested in their growth and development. To get them to learn, teachers have to understand the way children learn, and equip themselves with all necessary pedagogical skills to promote learning in them. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance. They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession. Teachers’ education should provide sample experiences for the trainees to understand the professional code and its rationale, and ensure its honest observance by teachers and teacher educators in the training institution.

Approaches to Value Based Teacher Education

Currently various kinds of programmes, both pre-service and in-service, are being conducted for the orientation and training of teachers in value education. Under one scheme, identified 'lead institutions' conduct 3-4 weeks long residential courses for teachers. Shorter duration programmes for teacher educators are also organized. Some observations on the format and content of these programmes are given below: First, the typical programme (as can be made out from its contents) addresses teachers and teacher educators as individuals and not as professionals having specified roles to carry out. It sidelines the value educating functions of the teachers and teacher educators and treats them as individuals seeking spiritual perfection. It is true that the two aspects are related, but a teacher education programme in value education should be primarily concerned with the roles and functions of teacher educators as 'value educators'. It is expected to aim at the development in the trainee’s understandings, skills and attitudes as would equip them to discharge their functions as value educators.

Secondly, it misses the nub of value education, that it is a learning experience that induces one to think, reflect, feel, question, criticize, care, judge and act, and not a prescription for personal peace, and happiness, a kind of an intellectual sedative. The point emphasized is that the entire process of value education is a highly comprehensive and complex one that involves a wide range and variety of learning experiences. All forms of learning cannot be provided through single source or teacher should draw form a variety of learning resources either independently or in combination. With this analysis and understanding background, the following methods and techniques may be suggested.

1. Classroom learning activities methods/approach
2. Practical activities method
3. Socialized techniques and activities
4. Incidental learning method

1. Classroom Learning Activities Method

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities of value content of school and classroom activities. The methods and activities should be free from attempt to indoctrinate the learner. Capacity for value judgment and internalization are to be achieved by exposing students to a variety of experiences and activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts form essays, articles, classics and newspaper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom
incidents/anecdotes/ conflicts. These sources can be used in many different ways to involve the learner in thinking and reasoning about values.

2. Practical Activities Method / Approach

Value education merely by cognitive precept is not enough even though it is essential. Children should engage themselves in life related practical activities which will promote the application of principles and values in daily life. The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Under the rubric of practical activities a wide range of activities may be organized. Practically, all subjects of school curriculum lead to project or practical work and this may be designed as to make it relevant to value education.

3. Contrived Incidents/ Socialized Techniques approaches

A variety of group oriented techniques may be used in value education. The learner in socialized techniques is involved in activities and experiences which best represent functions and problems of agents of socialization. The experience the learner gets here is not the same type of experience deriving from direct encounters with reality, nor is it completely indirect and abstract as in the case of cognitive area. They are the simplified versions of real social experiences and one necessary and useful when the reality is too abstract and obscured. These include social role playing enacting and modeling. The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing. Role playing activities should be organized based on the life experiences and age level of students. Expected role of an ideal student, teacher, parent, patriot should encourage student to take role taking activities voluntarily. Negative precepts are to be discouraged in role playing.

4. Incidental Learning Method

An incident is an episode or experience in the life of an individual or group. The incidental approach has a very good point in its favor in that it can be used both inside as well as outside the classroom for value education purposes. It consists in identifying the wrong or right actions of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered around experience of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems. Several attempts have been made to evolve methodologies suitable to the development of values in children and youth.

Conclusion

Teacher preparation courses need to consider the changes in society in order to produce quality teachers. Value based teacher education as innovations in teacher preparation. It highlighted the various strategies and approaches therein and their outcomes. This innovation would serve to make teacher education in keeping with the needs of the present society. The challenge for teacher educators is to assist both pre and in-service teachers by providing a deeper understanding of how to implement values education. Because the approaches have different methodologies they defy a uniform teaching model. Teachers also need to know how seemingly disparate approaches can be integrated into lessons, and how they can be incorporated into evolving models of constructivist learning and teaching.

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Mrpupaul; Neftfqfs;

- fhejarpj dfsh d mfi k r e c k > Raff Loghj > j d d gie f > n j hpg d;
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- c s s l j f s b a i y t u f M rp u u s ;
- ejrKjajij Na toeljf jfs ba toph bahr Mrpaun nayglit jy j;
- gsskuWk; Rjkjajij Pf i Nj Mrpaun xUgykhf narglitt jy j; ;j;
- yky; Rjkjajiff D t o P f j y j;
- tsUk; kzh I j s d ; r%KdtsurwpkWk; fwy; gorr d fs; n h U g h Neuk i h w d w z q f is A k; M rpauf s b k; t suj y j;
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- N Ngh Wgh Us p; rhugd h Lf; $ W f s h d e k g fi f s k; k d g h d j k f s k; k j p s;
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- nhf s y; N h d r w w o f p y t d; d w a k a h j M F K; r%f fyt y p r%f kwhw j Pf n g b k; c j T f d w . C I f q f S K; r%f kwhw j Pf u f j fi s g y g b U f py;
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- U f F k;
- r%f kwhw j j y; Mrpauf s j q F F k; g z p a k;

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- u z l t j fyt pKjajij j; c s s j B e l k i w F i s A k; % e k g fi f s A k; khw p m i k g g y;
- K id g H l t j F k; K j y t i f y t a y; Mrpa u r%f kwhw j j d,
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Abstract

In the present study an attempt has been made to study the concept of team teaching in teacher training and its impact on student learning. The current study was conducted on 120 students of B.Ed. Leaving Certificate level in two different schools in a rural urban setting in Annamalai University. The study employs the experimental method. The results showed that the team teaching approach is effective in improving learning outcomes for students. The findings of the present study are important for the teacher educators and policymakers. These findings may help in the design and implementation of effective teaching strategies in teacher education institutions and educational institutions.
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VHS (Virtual High School), VHS (Netcourse Instructional Methodologies)

Curriculum in Communication Technology
Usage of Technology in Internet

Ability of Teacher in ICT Technology
Integrated Coaching of Computerized System in Teacher Education
Innovations and Challenges in Teacher Education

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4. eH bd; Nj tff VWg gl l (UG), gl l NKvgbgG (PG), Mat p; ep vQh (M.Phil) kwW; Ki d tft (Ph.d) gl l bgbi g NKwnfh S jy; gyfi yffof nj hj yl hu fytp Ki wap; et @ Afjjs; 1. kNdh dz p k; Rej ud H; gyfi yffofk; j mney Nyp y p , gyfi yffof jy rKj haf; fyY hps; j pkrL nrar y lg pfj. j dh tft ejt djyld; Gpj z H xqyqk k; nrqagL l gy nj hoy; rth ej gwF Sff f gaw p ms Ffggf pfj. Ra Nt i ythagGr rhej gy FWfa fhy bgbgi s toqF fpj. 2. ghj pth; gyfi yffofk; N bkG j Ht CPOF (Centre for Participatory and Online Programme) Ki wap; knj l l msty; gy $1LwT ejnt djyld; Gpj z H xqyqk k; nrqagL l gy gh g; gbfi s nj hj yl hu fytp Ki wap; kprrggF nrar yhwpt Ufpj. 3. jkpeh. fyhei l kujj t mwr pfy; gyfi yffofk; (TANUVAS), gyfi yffofkhdj nj hj yl hu fytp Ki wap; tprhA kwW; f pkrLwFw, i s qHF S fnd dy ti fahd Ra Nt iythagGr rhej gbh gis toqF pt oprl Fpfj. 4. ghz brnhgpfi yffofk; ghz brnhp Lt pl (Twinning) Ki wap; ky fyY hps l xqyqk k; NKwnfh s ggl l t hu t Kiki w ehF sf y; klk; gy ti fahd gh ggF Sff f nj hth tFgs; eljyp fytp a; juj c aNly Kawpr NKwnfh s ggl L tUfpJ. i taAld gy agy; UGnHFJ qFsf l; fytp; jk; c aUIt N hl t hofi f jk; c aU c jt ahf; Uel tUfpJ. 5. e Nyhp pf: , ki wap; fWk; fytáhdj et @ Afjjs; gsd gl tj p mj itj, i za toqF gh qfs; elj jggl l mj WF t oFfF nrqagL l jk; c aU t oFfF pfj (kgAll h rkqeg ghd gh g; gbfi s)

6. jkpeh. j mej ep yg; gyfi yffofk (TNOU) nrdj d jkpeh. j mej ep yg; gyfi yffofkhdj nrdj d; nrar ygl l tUfpJ. fytp mw ngw N zb gy ti fahd bgbhgis gs p; fytpy; , ilapy; eWj jat lFs FffH Tk; nj hgrtrhej gbghgis Ask; toqF pt UfpJ. kj ggF

nj hj yl hu fytp ahdj j wFgh f z p t oFfF Tk; nj hoy Elg KdNwW; fhz kfTk; gh g; FwogaFlis s gja nraji tFfTk; mtW W Ntiahd Nejhy; mrrbj nts apTk; cjtp qhF pfj. nj hj yl hu fytp Ki wahi; ngh tFf bgbi g , ilapy; eWj jat lFs FffH Tk; f pkrLwFw kzh tFf FffH Tk; Nj yagj; Uel nhz N bggttF FffH; gFjp Neu bgghis Fs FffH Tk; rKj ha kwW; nghUS lh hu epyagy; gdfq a kzh tFf FffH Tk; kFpTk; gadgL L tUfpJ. nj hj yl hu fytp Ki wahi; rKj haji; fytp mw ngw cjtp nraFpfj. fytpw p jk; c aU t oFfF nraFpfj. c aFh fyt mw ngw cjFfTpJ, tW; hy; t hoffij jk; c aU Fpfj.

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