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Editor's Desk

The second issue of JIMS JOURNAL OF EDUCATION contains seven articles focusing on various aspects of education. The ultimate aim of this journal is to publish high quality research papers, articles, case studies, action research and other educationally useful contents for different stakeholders in the education. All the paper contributors had gone through rigorous efforts to make this issue successful.

On behalf of the JJE editorial team, I would like to extend a very warm welcome to the readers of Jims Journal of Education. I take this opportunity to thank our authors, editors and anonymous reviewers, all of whom have volunteered to contribute to the success of the journal.

JIMS JOURNAL OF EDUCATION has tried to put diversified and contemporary matters before the readers. The first article of the journal "Ensuring quality teachers in India by transforming the prototype in teacher education", focuses on some of the short-comings of current admission processes of pupil-teachers at different levels of schools that are ultimately leading to deterioration in the quality of teachers in the nation. Second article is concerned with the innovative teaching learning strategies. Third article deals with the prime concern of how gender functions as a determinant of politics of knowledge production. The fourth paper emphasizes the role of Information and Communication Technologies in quality education.

Further the role of human values in the holistic development of students, and to recognize and practice core values such as social responsibility, teamwork, empathy, love & care, brotherhood has been studied in the fifth research paper. The sixth article focuses on the establishment of the need and relevance of value practices in teacher education and examines the provision for the same in teacher education policies and programs. The seventh article presents a brief historical perspective and concept of Positivist Philosophy and also focuses on Paradigm Shift in research especially in Behavioural and Educational Science.

In the spirit of continuous improvement, any constructive input on improvement of the journal and streamlining our processes is very much welcome.

Dr. Tandra Sharma

Editor, JJE.

As a reflective academician, scholar and reflective practiceners in the field of education, one must have felt a need of a platform to share their ideas. Yes it is the Journal where research papers, articles, action research; case studies etc can be shared.

JIMS JOURNAL OF EDUCATION (JJE) is a peer reviewed annually published Journal under the patronage of reputed educational group JIMS. The Journal has tried to cover important aspects of education and its related areas. JJE explores all the perspectives of disciplinary and interdisciplinary knowledge. The Journal has focussed towards theoretical as well as practical implication of education.

Views and factual claims expressed in individual contributions are personal to the respective contributors and are not necessarily endorsed by the editors, their advisors, or the publishers of the journal.

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- **Title Page:** Title of the paper, Author(s) name(s), designation and affiliations, affiliation addresses, e-mail address, communication address and contact number of each author. Abstract and Keywords should be included in Title page.
- **General Rules for Text:**
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Ensuring Quality Teachers in India by Transforming the Prototype in Teacher Education

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ABSTRACT

Literacy rate in India has risen to 74.04% as per 2011 census but still there is a need to upgrade the teacher education system in India. Inadequate incentives, salary packages and lots of job-responsibility used to attract only a few youth towards teaching profession. The cream class of every year pass out students are moving more towards to civil services, technology, computers, IT and medical fields. Less competitive entrance exams and low minimum percentage required for appearing in entrance test of teachers training courses act as a boon for those who don't get a chance to take admission in other courses. Thus, there is a tremendous need to revise the entrance procedure for all teacher education courses and to set such parameters or standards that can be fulfilled or attained only by competent and efficient entrants. Present paper focuses on some of the short-comings of current admission processes of pupil-teachers at different levels of schools that are ultimately leading to deterioration in the quality of teachers in the nation and will suggest some measures to overcome from them. As rightly remarked by Jacques Barzun:

"Teaching is not a lost art, but the regard for it is a lost tradition"

Keywords: *Quality, teacher, prototype& teacher Education*

Introduction - Teaching as a Profession

Teacher Education is a program that enable a teacher in the preservation, transmission and advancement of culture, achieving the national goal of 'Education for all', conservation of the national traditions, accomplishment of the needs of the society, aspiring the national values, developing the feeling of national and emotional integration and finally preparing to meet the uncertain demands of future. Teacher education basically inculcates the knowledge and skill of teaching pedagogy in perspective teachers who desire and have chosen teaching as their profession for life.

Teaching as a profession is rooted on the grounds of long specialized, intellectual training, creative thoughts and contribution to some kind of research developments. Teaching profession, thus, embodies highly specialized intellectual services. The standardized success is hereby is measurable not with the personal gain or success but with the ability to meet the needs of the people in the society.

RTE, 2009 when implemented laid emphasis on the maintenance of a healthy Pupil Teacher Ratio (PTR) which was 1 teacher for every 30 students. However, there was a shortage of 12 lakh government school teacher at that time as reported by then HRD minister Kapil Sibal. This implies that the future of RTE Act is dependent to an extreme extent on the selection and recruitment process of these vacant teaching posts. In 2010, UNESCO Institute of Statistics reported that India will be in need of 20 lakh new teachers by 2015.

The teaching profession in India has lost its attraction as a profession to be opted among the toppers because of out dated teaching practices in government schools and less job security in private schools. However, with the implementation of 6th pay commission and now with 7th pay commission, teaching as a profession has started to grow once again. But still, medical, engineering, computers and commerce are predominant among adolescents as their career choices.

According to AISHE (All India Survey on Higher Education) 2014-15 by Ministry of HRD a small share of 7.3% students of total enrolment at different levels get enrolled at diploma level in India which counts to around 25.1 lakh student. Out of these 25.1 lakh students majority of students are enrolled in Teacher Training, Nursing and Technical streams. The total number of students enrolled in teacher training courses is 2.25 lakh only as compared to Polytechnics where the enrolment is 15.39 lakh. Similarly at undergraduate level when we see program wise we find that the total enrolment in B.Ed course is about 2,52,922 as compared to engineering course where B.Tech and B.E. courses alone constitute more than 30 lakh enrolment.

Thus, all the figures shows that the best students are running towards civil services, technical, medical, computers, commerce and management profession and only average and below average students are opting for teaching as a profession at primary and elementary level. Teaching profession has come out as an attractive profession because of comparative good salary, less job responsibility and high job security as well as job surety among students with average level of academic record. However, when we compare it internationally, no doubt the

teachers of India are underpaid as compared to the teachers of other countries of the world. But in India, it has emerged as the best alternative for those students who are just average or of below average calibre, or those who didn't get a chance to admission in other courses. Another group of such people attracted towards this profession are those job seekers who did not get a job after completing either graduation courses. According to AISHE 2014-15, out of total enrolment in Teacher Training Institutes a large number of students are from engineering and computers background.

All the above factors make it necessary on the part of educationists and policy makers to shift their focus from improving the quality of teacher to improving the quality of entrants in teaching profession

Quality Teacher

The quality and success of teaching undoubtedly depend on the quality of teacher. One can judge the quality of learner by the quality of its teacher as the quality of a product can be guessed by the quality of raw material used. Teachers, like other professions, have formed various organisations at local level, at state level and at national level in order to improve and safeguard teaching as a profession. For improving and maintaining the quality of teaching among teachers following are given some teacher education programmes:

1. Pre-service teacher education for graduate and post-graduate entrants.
2. Regular In-service teacher education program for already working teacher in order to upgrade their knowledge and skills leading to a professional growth.
3. Distance teacher education mode specially designed for untrained in-service teachers.
4. Adult and non-formal teacher education program for those AE/NFE teachers who are able to teach those learners who belong to the age group of 15-35 or more age.
5. Producing effective teacher educators for the distance education program.
6. Refresher courses, Orientation programs, Seminars, workshops and other faculty improvement programmes contributing to the professional growth of teachers and teacher educators.

For safeguarding teacher rights, ethics, and role as well as to provide recognition to teaching as a profession, the first teachers association known as *Women Teacher's Association* was founded in Madras, in 1890. The objective of this association was to make a remarkable improvement in the quality of education. In 1921, U.P. Secondary Education Association was

established for secondary level teachers. Today, in almost every part of India, teacher organisations are working for eg. *Associations of Subject Teachers like Hindi, Science, Mathematics etc, Associations of Primary, Secondary and College Teachers* and many others. The basic purpose of these organisations is to bridge the gap between local, state and national level of organizations and to improve the quality of teachers. Beside these associations like NCTE, UGC, NAAC and recently NTE are also working in India as statutory and independent bodies dealing with all matters concerned to teacher education.

Quality Entrant

The word 'Entrant' refers to a person who becomes a member of a group or organization or who takes part in a competition on an exam. According to Oxford dictionary, *'A person or group that enters or takes part in something is referred to as an entrant'*. Thus, all the persons or candidates who are willing to join teaching as a profession are referred to as entrants of teaching profession.

Administrators, educators and educationists have gradually realized the importance of quality entrant in the education system and now foremost job in front of them is to find out the best teachers. Mere increase in the number of candidates is not enough; the quality of calibre which these candidates possess is somewhat of more importance. A proficient educator must own a high level of intelligence that is mandatory for conceptual or abstract thinking. The membership of teaching profession should be restricted or bounded to candidates with high calibre, if education as a profession has to attain and assure a social status in the society. The Teacher Training Institutes and Schools would therefore have to be very carefully screen all the candidatures in training courses and should accept only those candidates who have throughout outstanding academic record and possess high level of creativity, interest in teaching, abstract thinking, reasoning and problem-solving skill, teaching aptitude and adjustment skills.

The above mentioned skills required for a quality entrant can be identified or judged only through a comprehensive entrance examination. But it is very hard to accept that the entrance examination of various teaching courses at different levels do not cover up all the above skill testing. A brief detail of all teaching courses at different teaching levels along with the minimum qualification requirement and pattern of entrance examination is given below:

1. **Teacher Education Program at Pre-Primary Level (for children of the age group of 3 to 5 years)**

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a) **D.E.C.Ed (Diploma in Early Childhood Education)**

Duration:

2 academic years

Minimum Qualification Required:

55% in Senior Secondary level or its equivalent examination

Admission Procedure:

Merit basis in most of the colleges/institutes and an entrance exam in some institutions

Pattern of Entrance Examination (if any):

No fixed pattern available

b) **N.T.T. (Nursery Teachers Training)**

Duration:

1 academic year (fluctuate in some institutions)

Minimum Qualification Required:

50% in Senior Secondary level or its equivalent examination

Admission Procedure:

Entrance examination + Interview + Percentage of Class 12^{th}

Pattern of Entrance Examination (if any):

No fixed pattern available

2. **Teacher Education Program at Primary/Upper Primary/Elementary Level (For standards I to VIII)**

a) **D.El.Ed (Diploma in Elementary Education)**

Duration:

2 academic years

Minimum Qualification Required:

50% in Senior Secondary level or its equivalent examination

Admission Procedure:

Marks obtained in entrance examination

Pattern of Entrance Examination (if any):

(Objective/Multiple Choice Questions)

Part I **General Ability Test**

General Intelligence

General Awareness

Teaching Aptitude

Part II **Teaching Subjects Comprehension Test**

(cover content upto Class X level)

Part III **Language Proficiency Test**

(cover content upto Class X level)

b) JBT (Junior Basic Training)

Duration:

2 academic years

Minimum Qualification Required:

50% in Senior Secondary level or its equivalent and in case of graduate candidate at least 45% in graduation

Admission Procedure:

Merit basis in most of the colleges/institutes and an entrance exam in some institutions

Pattern of Entrance Examination (if any):

No fixed pattern available

c) B.T.C (Basic Training Certificate)

Duration:

2 academic years

Minimum Qualification Required:

At least 55% in graduation degree

Admission Procedure:

On merit basis (sum total of percentages obtained in Class X, Class XII and Graduation)

Pattern of Entrance Examination (if any):

Not applicable

3. Teacher Education Program at Secondary Level (for standards IX and X)

(a) B.Ed. (Bachelor in Education)

Duration:

2 academic years

Minimum Qualification Required:

50-55% marks in Bachelor degree/Master degree or its equivalent

Admission Procedure:

Marks obtained in entrance examination

Pattern of Entrance Examination (if any):

(Objective/Multiple Choice Questions)

Part I **General Ability Test**

General Intelligence

General Awareness

Teaching Aptitude

Part II **Language Proficiency Test**

(cover content upto Class X level)

Part III **Subjects comprehension Test**

(cover content upto graduation level)

4. Teacher Education Program at Higher Secondary Level (for standards XI and XII)

(a) B.Ed (Bachelor in Education)

Minimum Qualification Required:

50-55% marks in Master degree or its equivalent

Duration & Admission Procedure is same as for Secondary Level

5. Integrated Teacher Education Program (for secondary level)

(a) B.El.Ed (Bachelor in Elementary Education)

Duration:

4 academic years

Minimum Qualification Required:

55% marks in Senior Secondary or its equivalent

Admission Procedure:

Marks obtained in Common Entrance Examination

Pattern of Entrance Examination (if any):

(Objective/Multiple Choice Questions)

Part A **(i)** **Bilingual Language (Comprehension)**

(ii) **Subject Knowledge (Mathematics upto Class X)**

Part B **(i)** **Subject Knowledge (Science upto Class X)**

(ii) **Subject Knowledge (Social Sciences upto Class X)**

6. Teachers Eligibility Test

(a) CTET (Central Teachers Eligibility Test) & TET (Teachers Eligibility Test at State level)

Pattern of Examination:

(Objective/Multiple Choice Questions)

Paper I **Primary Stage (for classes I to V)**

Structure & Content

(i) Child development and pedagogy

(ii) Language I

(iii) Language II

(iv) Mathematics

(v) Environmental studies

Paper II **Elementary Stage (for classes VI to VIII)**

(i) Child development and pedagogy

(ii) Language I

(iii) Language II

(iv) (a) For mathematics and science teacher: Mathematics and Science

(b) For social studies/social science teacher: Social Science

Shortcomings of Current Teacher Education Programs in Terms of Having Quality Entrant

The entire above teacher education program at different level shows the duration, minimum qualification requirement and process of selection of candidates. Thus all the above details of various courses show the following shortcomings:

1. There is no focus on the reflective capabilities of candidates.
2. In courses like B.T.C. and N.T.T. the candidates are selected on merit basis only and are made eligible for teaching at primary and elementary level.
3. The current entrance examination pattern lacks the focus on some of the most important skills required for a quality teacher e.g. reasoning, problem-solving and creativity ability.
4. The subjective knowledge of entrants is not tested in any entrance examination. As teaching is a very subjective and skill based profession, only objective knowledge of course content is not enough.
5. Minimum percentage requirement in each course is very low.

Necessity of Transforming the Prototype of Entrance Pattern in Teacher Education

Improvement in the quality of teachers produced by different teacher education program is the main matter of concern for most of the educators. But a product can be of good quality only if the raw material used in its production is of good quality. Merit-based admission in

teaching courses, temporary appointment of teachers at different levels, untrained teachers working at low salary have corrupted the education system of India; as a reason to this, the quality of entire education system is reducing day by day. These factors lead to failure in the retention of good teachers in teaching profession because they feel underemployed in teaching jobs. The topper candidate, if join teaching profession, use to move to some other profession, as they don't get satisfied in their job because of the feeling of under-valued and least utilization of their efficiency.

Nowadays, an increase in number of teacher training institutes has increased the problem of wastage also in teacher education. Students, with B.Ed, D.El.Ed and even M.Ed degree are not able to crack the CTET exam due to which they are losing the hope of getting government job and are moving towards Private Institutions/Colleges/Schools with a very low acceptable salary. This is again hampering the quality of education system of India. The government has taken a good initiative of clearing the CTET or State level TET before entering to the teaching profession but what about those lakhs of people, who have completed their teacher education courses but fail to clear the Teacher Eligibility Test? What is going to be their future? Which Profession can they choose now after spending 2 or 4 years of education? Continuous failure in CTET and TET exams is pushing such persons into depression while on the other hand, government also spend a lot of fund in conducting these examinations, but it is also unable to get the return as the success rate of these exams is very low.

Therefore, in order to stop this human as well as resource wastage, a necessity is felt so that in spite of focussing merely on quality of teacher and quality of curriculum some focus should be made to improve the quality of entrant also.

CONCLUSION AND SUGGESTIONS

No profession is able to meet all the standards completely; every profession has its weaknesses. By the time, the educators have realized the importance of the quality of candidates entering in teaching profession. Although an effective barrier through Teacher Eligibility Test is put before teacher trainees for entering in the field of teaching, a similar significant barrier is also required before opting teaching as an occupation or profession. Only a true educator knows the worth and dignity of a man. No doubt there are several other important factors responsible for improving the level of teacher education, quality entrant is

the first and foremost factor which need a due consideration of educationists and policy makers. Following actions are suggested in this regard:

1. An entrance-test should be made compulsory for all teacher training courses at all levels of teacher education. No institution should be allowed to give admission to any candidate (either on the name of management quota or some else) in any teachers training course without a standardized entrance test.
2. The entrance test should be so designed that is could test not only the objective knowledge of course content but also the subjective knowledge of the applicant.
3. Reasoning, reflective, creativity, problem-solving skills and teaching aptitude should become a necessary part of the entrance examination.
4. In order to judge the communication skill of the candidate an interview should be there followed by the entrance examination.
5. The minimum percentage requirement should increase to at least 60% in qualifying exam.
6. The future promotion of in-service teachers should be made performance based so that only genuine and effective candidates can dare to choose teaching as a profession for life.

Near about 10 times applications against actual number of seats available come, every year, for almost every teacher training course of any good institution. One cannot say very confidently that candidates who are not selected do not deserve to be a teacher. Similarly, it also cannot be said that the selected candidates will prove a good teacher in future. Therefore, a careful screening of all the candidatures in teacher training courses is mandatory.

Like other countries, India too has to develop such education system which can be able to meet the future needs of the society. Thus, the teachers in India have to be competent and professional in order to meet two broad roles i.e. serving and constructing the humanity.

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INNOVATIVE TEACHING LEARNING STRATEGIES

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ABSTRACT

Problems in education have no fixed answers. No teacher education program can prepare teachers for all the situations they will encounter. Teachers themselves will make the final decisions from among many alternatives. Such judgments may be good or poor. Therefore, it is important for teachers to constantly revaluate their decisions. This can be achieved through collaborative and reflective practices in teacher education even before the teacher enter the school life. Co-operative learning in teacher education can instil values of social interactions in future teachers. Reflection improves a teacher's ability to carry out "Best Practices" in TE recorded from several commonwealth countries. These case studies are reported by well-developed institutions having good infrastructural and human resources as well as institutions from remote and disadvantaged areas with resource scarcity and pressing socio-economic-political pressures. Each case study presents a distinct institutional perspective. It has to be seen as an effective practice within that institutional context, be it face to face, ODL (open distance learning) or mixed mode. Teachers have to be innovative and their grooming has to start from their training institutions. Innovations in teacher education include IT literacy, interactive teleconferencing etc. National Policy on Education (1986) stated "The existing system of teacher education needs to be overhauled or revamped."

What are the strategies for learning?

In simple terms, a **learning strategy** is an individual's approach to complete a task. This would mean that, the teacher should encourage students to think, comprehend and learn rather than promoting the traditional rote learning method.

The jigsaw technique is a "tried and true" cooperative **learning strategy** that helps students creates their own **learning**. Students are arranged in groups and assigned a

different piece of information. In their groups, students learn the piece of information well enough to be able recollect later in life.

What are the different types of teaching strategies?

Lecture method: A lecture is an oral presentation of information by the instructor.

- **Discussion method**: Discussion involves two-way communication between participants.
- **Buzz groups**: It is a small intense discussion group which involves three people who then respond to specific questions or rather they search together for very precise information.
- **Brainstorming**: It is a teaching technique in which group members jot down a list of ideas to reach a conclusion for a specific problem
- **Role Plays**: It is a method where each student is assigned the role of another character from a particular play or story and this ensures effective learning.

How can one be innovative in teaching?

1. The teacher should promote project-based learning.
2. The teacher should clear the concepts of the students.
3. Give importance to skills along with knowledge.
4. Should teach the students importance of team work.
5. The teacher should promote thinking and creative tools.
6. A teacher should give positive motivation for discovery.

The teaching strategies to enhance higher-order thinking skills of the students are:

1. To encourage questioning among the students and with the teachers.
2. Allow the students to Connect their previous knowledge with the Concepts taught in class.
3. Teach Problem-Solving Strategies in order to ensure effective learning on behalf of the students. What is innovation in teaching?

   Classroom and course management **innovations**, including new ways of **teaching** that promote student engagement, reorganization of a course(s) that improves students' ability to apply what they learn, course content that clarifies historical changes in theory, novel assignments that lead to increased student engagement, to ensure students **engagement** in the **classroom, the teacher** must prepare lessons that keep **students**

active during the learning process. **Students** enjoy working with and learning from each other.

The teacher can use the following strategies in the classroom:

- Flipped Classroom (Inverting your class):
- Design Thinking (Case Method)
- Self-learning
- Gamification
- Social Media
- Free Online Learning Tools

Strategies to motivate students to learn:

1. Become a role model for student interest and effective learning.
2. Get to know students on personal level.
3. Use examples freely connecting to the topic of the lecture.
4. Involve student that would ensure their participation and thus ensuring learning on behalf of the students.
5. Set realistic achievement goals and help students achieve them by motivating them to set their own reasonable goals.

How do you help a struggling student?

Strategies to help a struggling student are

1. A teacher should use an Incremental Approach to Lessons.
2. To help a struggling student a teacher must understand the Importance of Multisensory Instruction.
3. The teachers should be well aware of the advantages of the 72 basic phonograms.
4. The teacher should focus on one particular topic at a time.
5. The teacher should focus on teaching reliable rules.

What are the basic principles of teaching?

The basic seven principles of teaching are:

- Encourage contact between students and faculty.
- Develop reciprocity and cooperation among students.
- Encourage active learning.
- Give prompt feedback.

- Emphasize time on task.
- Communicate high expectations.
- Respect diverse talents and ways of learning.

What is the most effective teaching strategies?

Strategies through which teachers can help students with learning disabilities are :

Academics & Organization

1. Allow the children to learn step by step.
2. Evaluate regularly to check understanding.
3. Provide feedback regularly.
4. Information should be visually and verbally provided to the students.
5. The teacher should use audio visual aids such as diagrams, graphics and pictures to support instruction.

Some characteristics of a good teaching are:

- The teacher should play the role of a friend, philosopher and a guide.
- The teacher should possess a good personality. ...
- The teacher should have vast content
- The teacher should have good communicator skills.
- The teacher should promote two-way learning.
- A teacher should have good sense of humor and presence of mind.

The teacher should be a strong upholder of good teaching. Good Teaching practice motivate on student learning - a desired outcome and primary goal of higher educational institutions. **Teachers** strive to meet the principles of **good** practice in an effort to provide the best learning experience for their students.

Qualities you need to be a teacher:

1) The teacher should be passionate about teaching.

2) Love for kids.

3) Love for their subject.

4) The teacher should understand the role of a school in a child's life.

5) The teacher should follow the work ethics.

6) The teacher should have willingness to reflect.

7) The teacher should be organized.

8) The teacher should understand that there is always a room for improvement.

Some skills of teaching are:

- Professional Development
- Confidence.
- Communication.
- Team Player.
- Continuous Learner.
- Imaginative.
- Leadership.
- Organize

INNOVATIVE TOOLS

(A)MULTIMEDIA LEARNING PROCESS

This includes variety of digital media such as text, visuals, audio and video, in such a way that the presentation conveys target information to the audience. Traditional teaching learning approaches have come up as a mismatch between what is being taught to the students and what the industry demands. Many institutions are producing graduates who are creative, think critically and analytically and are focused on problem solving and all this by moving towards problem-based learning. Since knowledge is not the end but a means to create better problem solvers and encourage continuous learning from womb to tomb.

Nowadays the institutions should we focus on using multimedia technology as an innovative teaching and learning strategy in a two-way learning environment by giving the students a multimedia project to provide them with overall development. Two- way learning is favoured in educational institutions as a tool to address the insufficiency of traditional teaching. Since the traditional approaches do not give the students the right to question what they have learnt or to associate with previously acquired knowledge and concepts, two-way learning is seen as an innovative strategy to encourage students to learn how to learn by putting them into real-life problems. The teacher uses multimedia tools to make the changes in the contents of the material. It will help the teacher to present in a more meaningful way by the help of u different media elements. These media elements can be transformed into

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digital form and can be modified and customized for the final result. By assimilating digital media elements into the lesson plans, the students are able to learn better since they use multiple sensory organs, which keep them motivated and they pay more attention to the information presented and retain the information effectively for a longer period of time.

(B) OTHER INNOVATIE STRATEGIES ARE:

(1) MIND MAP

Mind maps were evolved in the late 60s by Tony Buzan as a way of helping students in making notes that used only important key words and images, but mind map can also be used by teachers to explain concepts and topics in an innovative way. They are uncomplicated to make and much facile to remember, review and comprehend because of their visual quality. The one-dimensional nature of mind maps makes it linkable to the concepts easily. Mind Maps can also be reviewed easily, as it is easy to rewind and forward information in your mind just by silently at one glance. Mind Maps can also be effectual mnemonics and memorizing the shapes and structures can provide the cues required to remember the information written in it. The engagement of brain is required while using a mind map and not the hand-written notes.

(2) TEACHING WITH A SENSE OF HUMOR

A teacher is good when she/ he possess a good sense of humor. Using fun and games as the integral part of the classroom not only fosters relationship between the teachers and students but also helps the students to learn a complicated topic in a much simpler and innovative way.

Teaching and Learning both are a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is much easier than all. We are assured by experience that incorporating humor in teaching is a wonderful tool for both the teacher and student. Humor nourishes the relationship between the student and the teacher, reduces stress, makes a topic more enjoyable and if relevant to the subject, may even enhance retain the material for a longer period of time.

Three innovative strategies for teaching high school educators:

1. Visualization

It is very hard for the students to understand scattered facts and hence all of them should be organised in the form of a step by step map to make the knowledge organized and making a bridge between the concepts and knowledge acquired with a goal of mastering. If one includes the ability to visualize the concepts, it can lead to the ability to transfer knowledge and also leads to a deeper, longer-term understanding and retainment of what has been taught.

Visualization is specially a good teaching strategy for reading and literacy teachers. Teaching students via visualization helps them to understand, comprehend, retain and think critically about subjects they study in their classroom.

2. Cleverly managed classroom technology

Computers, Projectors, tablets, digital cameras, mobile phones, video conferencing technology, and GPS devices can all enhance a student's learning experience. Possible uses of classroom technology include using video games and interactive applications to teach math and foreign languages, Influencing the students to use video calls to communicate with foreign classrooms or guest speakers from around the world, or the teachers should give the students multimedia projects that allow them to explore the subject matter using film, audio, and even applications can be created by them related to their content matter.

Initiating new technology ideas and devices in the high school classroom demand that the teachers must affix a segment called leadership for education via technology in the usual classroom time table. Giving students laptops or tablets, for example, means teaching them to use devices systematically and preventing damage to the equipment. Tech-savvy teachers can use the following strategies in using classroom technology effectively:

- The teachers should explain the students that the use of technology tools in class is a privilege and not everyone is privileged with it and if abused, it can be discontinued.
- During the lecture, the teachers should move around the classroom or use monitoring application to ensure that the students are using their devices appropriately and wisely. When they understand that the teacher will interfere if they go off-topic, students will know that they must focus on their assignment given by the teacher.

- The teacher should make the students in charge of the updates of the devices. There can be separate classes for the students to learn tech terms, basic maintenance and updation tasks, and also the teacher should appoint a few students to serve as tech monitors responsible for the storing of the equipment. Doing this gives the student a sense of responsibility for the technology used in the classroom.

3. Student Active learning: Peer matching, discussion groups, and cooperative problem solving

All high school students usually have blank face or silence in the classroom after the teacher open up a topic for class discussion. According to the Johns Hopkins Center for Educational Resources (CER), devoting time to active learning projects is one way to get students thinking, talking, and sharing information in the classroom. The CER publishes a series of articles titled "The Innovative Instructor" that investigates these methods.

One particular article in that series, *Bring on the Collaboration!*describes a class structure where the instructor provides the students with the short overview of the day's topic and gives students a challenge to the students which should be completed by them by the end of the class, such as answering a question or solving a problem. Students break into small teams to do research work, list out ideas, and discuss possible ways to meet the challenge. Groups upload their work to the google group made officially by the teacher, where the teacher can then review it and at the end of class, each group shares what they've learned with their peers. This strategy leads to higher engagement overall and students get a sense of responsibility and importance of team work during the group work.

CONCLUSION

In the 21st century, a lot of developments have taken place in introducing innovative practices in teacher learning strategies. The focus has shifted from being a teacher centered system to a student centered system. Learning by doing is being followed in majority of the schools. Smart classes have become the need of the hour in the modern teaching scenario.

There is an urgent need to improve the understanding of the viewpoints and realities of all schoolteachers, teacher educators, pre-service teachers, education authorities, politicians, parents and students of all ages. Holistic approaches to program design have also increased opportunities for communication between stakeholders.

Hoban (2004) recommends an integrated approach in program design that is more reflective of an authentic teaching situation where disciplines overlap, as compared to "a conceptual framework that promotes a fragmented teacher education program and does not complement the nature of teaching as a complex profession". Clearly, an integrated and connected approach is preferable. Closing the gap between what pre-service teachers learn at university and what they experience on their professional experiences becomes less of a concern when stakeholders are more aware and respectful of 'what is going on' in each other's domain. Another opportunity for improved awareness and respect is enlightened professional development in which teachers and teacher educators profit from each other's practical and theoretical knowledge. We think it is time to re-view the notion of the gap between theory and practice. Innovation is considered as a process of change to do away with the traditional practice of rote learning. Now focus has shifted on e-learning, e-portfolio and virtual learning.

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Gender Concerns in Education: Need to be Reviewed

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ABSTRACT

Education has the inbuilt potential of initiating social change in the context of gender relations. Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. A landmark initiative to gender relations was undertaken in 1986, with the enactment of the National Policy on Education (NPE). The CABE Committee on Universalisation of Secondary Education (2005) stated that high quality secondary education would be provided to all adolescent girls and boys up to the age of 16 by 2015 and up to the age of 18 by 2020. Gender is a women's and people's issues shaped by power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most endemic form of discrimination operating across cultures in developed and developing societies. When one analyses the present context of gender discourses, the prime concern is how gender functions as a determinant of politics of knowledge production. All capacity building programmes designed for RashtriyaMadhyamikShikshaAbhiyan (RMSA) should once again mainstream gender concerns by emphasizing on four C's; i.e. Concern, Consciousness, Capacity building and Capabilities among all children particularly girls from the most marginalized groups for empowerment and their overall participation in every walk of life.

Key words: CABE, POA 1992 NPE 1986, NCF-2005, RMSA,

Introduction

"I am uncompromising in the matter of Women's rights. In my opinion she should labour under no legal disability not suffered by men. I should treat the daughters and sons on a footing of perfect equality". (Mahatma Gandhi, Young India, 17-10-29)

Gender is as; 'the relations between men and women, both perceptual and material. Gender is not determined biologically as a result of sexual characteristics of either women or men, but is constructed socially. Gender is a social construct that impacts attitudes, roles,

responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. It is a women's and people's issues shaped by power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most endemic form of discrimination operating across cultures in developed and developing societies.

Gender Concerns in Education

Education has the inbuilt potential of initiating social change in the context of gender relations. Therefore, conscious and pluralistic interventions have been put forward by the Government of India to address gender equality in education at the centre and state level. A landmark initiative was undertaken in 1986, with the enactment of the National Policy on Education (NPE) and its revised POA 1992. This philosophy has also been reflected in the National Policy on Empowerment of Women 2001. The policy focuses on promoting gender sensitive curriculum for addressing gender discrimination at all levels of education.

Gender concerns in education have also been reflected in curriculum frameworks developed by apex national organization like National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made specific efforts to focus attention on gender disparities in education. The journey has been from concern to substantial inclusion. While a lot of efforts have been made on integrating gender concerns in education; globalization, liberalization and expansion in information technology have once again made it mandatory for revisiting gender concerns in education in a proactive manner as an important developmental agenda. There is now an emerging need to reflect and focus in a proactive manner on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. Gender debates and discourses have to be operationalised within the overarching concern for democratizing education.

RashtriyaMadhyamikShikshaAbhiyan (RMSA)

The genesis of *RashtriyaMadhyamikShikshaAbhiyan* (RMSA) can be traced to the Secondary Education Commission (1952-53) that focuses on development of democratic citizenship, improvement of vocational efficiency, promotion of leadership and development of personality. The significance of this stage of education was touched upon by the National Policy on Education 1986. The CABE Committee on Universalisation of Secondary

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Education (2005) stated that high quality secondary education would be provided to all adolescent girls and boys up to the age of 16 by 2015 and up to the age of 18 by 2020. The National Curriculum Framework 2005 also mentions that secondary school is period of intense physical change and formations of identity. It is also the period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond here and now. A critical understanding of the self in relation to society also emerges during this period.

In order to translate the policy statement into practice, the RMSA Scheme not only lays thrust on universalization of secondary education for Classes IX and X, but makes a specific mention of addressing gender disparities in education and promoting education of girls from varying socio-economic backgrounds.The recent promising initiative is the RashtriyaMadhyamikShikshaAbhiyan (RMSA) programme began in 2009 that attempts to universalize education at the secondary level.

RMSA focuses on secondary education. This stage of education encompasses critical mass of children between the age group of 14-18 years. This stage of education serves as a bridge between elementary and higher education. It is the twilight years of adolescence. In India, adolescence constitute about one fifth of the population. This large and increasing share of adolescent and youth in India need to be provided with quality education that promotes empowerment, skills and employability. To address this concern, RMSA programmes envisages an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage. The other objectives include improving quality of education imparted at secondary level through making all secondary school conform to prescribed norms, remove gender, socio-economic and disability barriers.

The focus of RMSA is also to gear towards making specific reforms in teaching and learning process and in all those related activities that would make the schooling ethos inclusive in all aspects.

Objectives:

- To familiarize RMSA functionaries on equity interventions provided in the Scheme with a focus on girls,
- To identify gender bias and stereotypes in textual materials,

- To encourage teachers to adopt participatory approaches in the teaching and learning process,
- To make classroom environment gender inclusive,
-

Strategies for Enhancing Girls' Participation at Secondary Level:

The enrolment scenario of girls at secondary stage of education is mentioned in Table 1.

Table1: Gross Enrolment Ratios

(All Categories)

Years	Class VI-VIII (11-13 Years)		Class IX-X (14-15 Years)		Class XI-XII (16-17 Years)	
	Boys	Girls	Boys	Girls	Boys	Girls
2006-07	77.59	69.64	58.57	47.44	31.53	26.09
2007-08	81.48	74.36	62.62	53.23	36.26	30.40
2008-09	82.7	76.6	64.8	55.5	37.2	31.6
2009-10	84.53	78.30	66.65	58.45	38.31	33.31
2010-11	87.7	83.1	69.0	60.8	42.2	36.1
Scheduled Castes						
2006-07	83.14	67.33	58.30	44.57	29.18	21.84
2007-08	82.07	78.08	55.81	48.99	30.12	25.31
2008-09	86.8	83.3	66.2	58.7	35.6	30.7
2009-10	90.51	86.59	71.19	63.50	37.42	33.48
2010-11	93.8	90.6	74.0	67.5	40.3	36.1

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Scheduled Tribes

2006-07	80.22	68.22	47.48	35.49	23.39	14.72
2007-08	81.09	70.16	48.84	37.22	24.25	16.20
2008-09	85.7	76.4	51.7	40.7	27.7	19.4
2009-10	87.81	78.81	54.24	44.22	31.36	22.32
2010-11	90.7	87.0	57.1	49.1	32.7	24.8

*(**Source:** Statistics of School Education, MHRD, GOI, New Delhi.)*

In order to give effect to universalization of secondary education and bridge gender gaps, special provisions have been made for girls to enhance their participation at this stage of education. A National Scheme of Incentive to Girls for Secondary Education was launched in 2008. It covers all SC/ST girls who pass Class VIII and girls who pass Class VIII examination from Kasturba Gandhi BalikaVidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for Class IX in State/ UT Government, Government-aided or local body schools in the academic year 2008-09 onwards. Beneficiaries of the scheme should be below 16 years of age (as on 31st March) on joining Class IX. A sum of Rs.3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th Class examination.

The other initiative is related to construction and management of Girl's Hostel for students of secondary and higher secondary schools. This scheme was launched in 2008-09 and implemented in 2009-10. 100 bedded girl's hostel to be set-up in each of 3479 Educationally Backward Blocks (EGGs). The girl students in the age group of 14-18 years studying in Classes IX and XII belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. 50% of seats would be reserved for them. Students passing out of KGBV will be given preference in admission in hostels. Further, more female teachers in schools and separate toilet blocks for girls have been envisaged.

In the context of quality and equity related concerns, teaching learning reforms have been stated under the RMSA scheme that include textual materials, pedagogical processes,

transmission of hidden messages, classroom and outside classroom activities and overall assessment that include self, peer and group assessment.

Textbooks and Gender

In the Indian context textbooks are important warehouse of knowledge. It is an important teaching and learning material that teachers and students rely upon across the country. Implicit and explicit knowledge woven in textual materials pertain to the domain of social science, science, mathematics, languages and other emerging & applied fields of knowledge. The content of all disciplines are determined by experts, who de-limit it as per age, ability and level of understanding of children. In addition, books are part of the social milieu and they attempt to mirror social realities. Therefore, some very crucial questions that arise in minds of all stakeholders are:

- Do textbooks reflect social realties?
- How do they address issues and concerns of different segments of society?
- How are Gender relations portrayed in the content, visuals and exercises?
- Are Human values woven in textbooks?
- Do textbooks depict sensitivity towards the habitat?
- Do they inculcate reading habits among children?

In contemporary times globalization has led to expansion in information technology. Children can now have access to different disciplines through the usage of internet, by browsing e-books and accessing different websites. However in small town and in the rural areas printed textual materials continues to be an important aid underlying the contours of disciplinary knowledge.

Since textual materials are pivotal sources of knowledge it is important that they include issues of equity and equality, as children both boys and girls from all segments of society access them. Therefore, portrayal of Gender relation and their contributions are important in the thematic selection pertaining to all disciplines and their portrayal in the visual depiction. Textual materials world over and in the Indian context have been analyzed from different perspectives including gender. A gender audit of textual material would help in knowing:

- Whether textual materials relates to all disciplines address contributions and achievement of men and women in an adequate manner.

- Whether textbooks reflect heterogeneous identities of all groups in an inclusive manner
- Whether textbooks bridge all segments of society related to gender, caste, class and religion and location.
- Whether they assist in initiating transformatory attitudinal changes among learners
- Whether they help in addressing different forms of conflicts
- Whether they sensitize on promoting critical thinking among children for questioning stereotypes, myths and misconceptions and customary practices derogatory to the status of women.

Gender and Teaching Learning Process:

Textual materials at the secondary stage have sharper contours related to science, social science, languages and mathematics. It is important that at this stage, children are able to acquire knowledge embedded in different subjects, apply the knowledge to understand their lived realities, and are skilled enough to communicate, negotiate and critically understand their surroundings from a gender lens. While teaching subjects at the secondary stage, the pedagogical processes have to be well designed for making classrooms, in multiple settings, genders sensitive.

Classroom transactions have an important bearing on the personality of children. The methodology followed in delivering the content, related to various domains of knowledge, not only promotes learning and understanding but also overall personality of children. In the context of gender, engaging children in discussions, problem solving, multifarious activities and voicing their doubts and experiences are ways of breaking gender barriers related to caste, class, region and location. In the teaching and learning of different subjects offered to student at the secondary stage of education you may consider some suggested gender inclusive activities.

Curriculum and Gender Development

Curriculum is an important tool to control the overall development of a child. It is like a race field where we can run our students like the derby race horse in controlled conditions without any discrimination. Science is based on hands – on – and inquiry based approach. Students of both genders would become curious to know the natural phenomena existing around them and continue their journey of exploration, invention and application. The boundary or

discipline in Sciences gets engraved at secondary stage like Physics, Chemistry, and Biology under the broader rubric of Science and girls are being underestimated.

Social science forms an integral component of general education up to the secondary stage. It helps adolescent learners to understand contemporary society from the perspective of continuity and change. It enables them to get an in-depth understanding of their immediate environment and the world in which they live. It includes subjects like History, Geography, Political Science and Economics. This domain of knowledge provides information on diversity, difference, issues that impact the lives of all sections of society that encompass gender, class, caste, religion and location. The subject also includes strategies to address conflicting issues of developing societies of the world including India.

Activities to Enhance Gender Equality

- We can prepare a project on eminent women in the field of language and literature.
- Thoughts of eminent Indian thinkers on women can be collected and translated in different languages.
- Poems of saint poets of India can be compiled and translated.
- In language classes you should attempt to use gender inclusive words such as they , them, us, we, you, he/ she, him/ her.
- We may ask children to write essay on gender equality.

Classroom Organization and Gender Issues:

In India school and classrooms vary in many contexts. There are large and small size classrooms in the urban, semi-urban, and rural contexts. The classroom organization and management goes a long way in shaping gender relations. Several research studies over the years have clearly shown how the classroom environment can facilitate students learning and remove gender bias and stereotype. In fact, a gender friendly environment can easily be created by a teacher in any context. It just requires sensitivity and positive intent. A gender friendly classroom environment and its overall management can build harmonious relations between boys and girls at different stages of education. This can be done by adopting some of the suggestive measures:

- To begin with teachers must define their roles as mentors and facilitators and not as instructors and knowledge experts aiming to disseminate information.

- As a facilitator, the teacher should ensure that physical and social environment of the classroom promotes healthy relationships between boys and girls. Sitting arrangements and all activities should as far as possible be done in mix group in co-educational schools and in single sex, it should cut across class, caste, region and faith.
- Equal participation of boys and girls in teaching learning process must be ensured for ensuring greater participation of girls, participatory activities like- role play, problem solving, and quiz etc must be adopted in the teaching of languages, social science and science.
- Allocation of classroom duties should reflect gender neutrality. Boys and girls should participate equally in maintaining cleanliness, observing classroom decorum, decorating the class and conducting routine classroom chores.
- The teacher must also entrust the responsibility of organizing classroom activities equally to both the sexes.
- To develop effective oral communications skills, reading and recitation should be jointly assigned to boys and girls with correct pronunciation, voice modulation and expressions.
- The teacher should be able to identify slow learners and organize appropriate remedial classes for them.
- In the teaching learning process, special emphasis must be given to sharing of examples of women achievers who have contributed to different fields. This will help in attitudinal reconstruction.
- The use of visual aids like pictures and puppets, depicting women working in fields along with men, in hospitals as doctors and nurses, sharing household chores with men etc. can also help to create gender inclusion and parity.
- In the transaction of subjects like mathematics, sciences, social science and languages, care should be taken to include examples of both boys and girls, men and women drawn from different walks of life so that the message of equal capability gets highlighted.
- The classroom culture should be built in a manner that interactions between boys and girls reflect mutual respect. The classroom ethos should be made open and supportive, so that both boys and girls feel free to share their personal experiences without apprehensions.

- The concept of equality of sexes may be explained by elaborating on the intelligence and capabilities of girls and women. The teacher must also ensure equal participation of boys and girls in activities like drawing, painting, music and dance.

CONCLUSION:

In the context of gender, women and girls continue to occupy a secondary status in society, despite their participation in different capacities in all sectors of the economy. Further, they face the brunt of physical and emotional violence and their bodies get commoditized in print and audio-visual media. Gender concerns in education need to be addressed seriously in the context of globalization, liberalization and explosion in the field of information technology. These changes have impacted the lives and conditions of people from all sections of society. Also, demographic indicators, like the phenomena of declining sex ratio, gender disparities at secondary and senior secondary stages of education, has made gender an important area of concern for policy makers, educationists, planners and all members of the civil society.

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ROLE OF ICT IN QUALITY EDUCATION

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ABSTRACT

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The way these fields act today is different as compare to their pasts. Across the past twenty years the use of ICT has basically changed all forms of endeavour within business, governance and off-course education! ICT has begun to have a presence but unfortunately we are lacking to achieve desired impact. The education is a socially oriented activity. It plays vital role in building the society.

Information and Communication Technology (ICT) is increasingly becoming indispensable part of the education system. This paper considers the rapid spread of ICT applications which has brought drastic technological, social and economic transformations. These changes have caused educational institutions, administrators, teachers to rethink their roles, teaching and vision for the future. In educational system, the inputs are teachers, students, classroom materials, equipments of teaching, methods of teaching and the outputs are quantity as well as quality of student learning. The proper integration of ICT with teaching/ learning environment increases the chance of gaining education along with increased productivity. ICT provides various opportunities to learners and make teachers aware of their new roles & responsibilities in educational set up. The growing use of ICT will change many of the strategies employed by both teachers and students in the learning process. The role of ICT in the educational administration is recurring and unavoidable. The paper discusses various functions discharged by ICT in the field of Education and its most new usages. In general, ICT is going to play a vital role in bringing about qualitative change in every aspects of our life.

Keywords: ICTs, ICT-based / Virtual Education, ICT integration, Impact and Limitation of ICT

Introduction

The education has vital role in building the society. Education determines standard of society. The quality education helps to empowering the nation in all aspects by providing new thoughts, the ways of implementation of various technologies and so many such things. The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice. Technology is the most effective way to increase the student's knowledge. Here comes the role of ICT in the education sector! Being an academician I cannot imagine education without ICT. Nowadays ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities.

What is ICT?

ICT is an acronym that stands for "Information Communication Technologies". Information and communication technologies are an umbrella term that includes all technologies for the manipulation and communication of information. ICT considers all the uses of digital technology that already exists to help individuals, business and organization. It is difficult to define ICT because it is difficult to keep up the changes they happen so fast. ICT is concern with the storage, retrieval, manipulation, transmission or receipt of digital data. The definition taken from the guidance in the QCA schemes of work for ICT is "ICTs are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education."

ICT as Medium of Teaching and Learning

ICT as Medium of Teaching and Learning refers to the tool for the purpose of teaching and learning itself. More than three decades ago, computers and related information technologies were introduced to educators for direct teaching and learning purpose. It started with CAL/CBT/CAI, then moved to Multimedia courseware and finally to Web Based instruction & Computer Mediated Communication (CMC) system. Using CAI for drill and practice of basic skills can be highly effective according to a large body of data and a long history of use (Kulik, 1994). Students usually learn more, and learn more rapidly, in courses that use computer assisted instruction (CAI). This has been shown to be the case across all subject areas, from preschool to higher education, and in both regular and special education classes. Effective instruction requires presenting information, guiding the learner, practice, and assessment of student learning. The use of a computer to provide any combination of these

factors may be termed computer-assisted instruction. It should be noted that there is no requirement that the computer provides all of these elements. Rather, any combination of these can be appropriate computer intervention in the learning process. Interactivity, flexibility and learner control is the hallmark of these technologies. The application of educational technologies to instruction has progressed beyond the use of basic drill and practice software, and now includes the use of complex multimedia products and advanced networking technologies. Today, students use multimedia to learn interactively and work on class projects. They use the Internet to do research, engage in projects, and to communicate. The new technologies allow students to have more control over their own learning, to think analytically and critically, and to work collaboratively. An increasing body of evidence suggests positive results of the ICT integration with teaching and learning (Alessi and Trollip,1985).

Emerging Methods of ICT Integration

I. **E-learning**: - Is a learning program that makes use of an information network- such as the internet, an intranet (LAN) or extranet (WAN) whether wholly or in part, for course delivery, interaction and/or facilitation. Web-based learning is a subset of e learning and refers to learning using an internet browser such as the model, blackboard or internet explorer (Tinio, 2002).

II. **Blended Learning:** - Refers to learning models that combines the face-to-face classroom practice with e-learning solutions. For example, a teacher may facilitate student learning in class contact and uses the model (modular object-oriented dynamic learning environment) to facilitate out of class learning.

III. **Active learning:** - ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information in order to provide a platform for student inquiry, analysis and construction of new information. The learners therefore, learn as they do and, whenever appropriate work on real-life problems in-depth. Moreover, ICT makes the learning less abstract and more relevant to their life situations. In contrast to memorization-based or rote learning, that is the feature of traditional pedagogy; ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning can also be 'just-intime' learning that the learners choose what to learn when they need.

IV. **Collaborative learning:** - ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are.

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IV. **Collaborative learning:** - ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are.

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Apart from modeling real world interactions, ICT-supported learning provides opportunity to work with students from different cultures, thereby helping to enhance learners teaming and communication skills as well as their global awareness. It models learning done throughout the learner's lifetime by expanding the learning pace to include not just peers but also mentors and experts from different fields.

V. **Creative learning:** - ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the duplication of received information

VI. **Integrative learning:** - ICT-enhanced learning promotes a thematic integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice, which characterizes the traditional approach.

VII. **Evaluative learning:** - ICT-enhanced learning is student-directed and diagnostic. Unlike static, text or print-based education, ICT-enhanced learning recognizes the presence of different learning pathways to explore and discover rather than merely listen and remember.

VIII. **U-Learning:**-Ubiquitous learning, also known as u- learning is based on ubiquitous technology. The most significant role of ubiquitous computing learning in u- learning is to construct a ubiquitous learning environment, which enables anyone to learn at any place at anytime. Some says that the evolution of ubiquitous learning has been accelerated by the improvement of wireless telecommunication capabilities, open network, continued increases in computing power, improved battery technology, and the emergence of flexible software architectures. This leads to u –learning that allow individual learning activities embedded in daily life. However it is clear that there is clear definition of u-learning due to rapid changes of learning environments.

Overview of Pedagogy in the Traditional versus Information Society As adapted by Voogt (2003) from (Voogt&Odenthal, 1997; Wijnen et.al., 1999)

Aspect	**Traditional pedagogy**	**Emerging pedagogy for the information society**
Active learning	Activities prescribed by teacher	Activities determined by learners
	Whole class instruction	Small group
	Little variation activities	Many different activities
	Pace determined by the programme	Pace determined by learners
Collaborative	Individual	Working in teams
	Homogenous groups	Heterogeneous groups
	Every one for him/herself	Supporting each other
Creative	Reproductive learning	Productive learning
	Apply known solutions to problems	Find new solutions to problems
Integrative	No link between theory and practice	Integrating theory and practice
	Separate subjects	integration between subjects
	Discipline based	Thematic
	Individual teachers	Teams of teachers
Evaluative	Traditional pedagogy	Emerging pedagogy for the information society

Tinio (2002) describes each of the pedagogic aspects in the table above in terms of implication for ICT use as follows.

Active learning: - ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information in order to provide a platform for student inquiry, analysis and construction of new information. The learners therefore, learn as they do and, whenever appropriate work on real-life problems in-depth. Moreover, ICT makes the learning less abstract and more relevant to their life situations. In contrast to memorization-based or rote learning, that is the feature of traditional pedagogy; ICT-enhanced learning promotes

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Limitations of ICT use in Education

ICT as a modern technology that simplifies and facilitates human activities is not only advantageous in many respects, but also has many limitations. Many people from inside and outside the education system, think of ICT as "Panacea" or the most important solution to school problems and improvements. However, many conditions can be considered as limitations of ICT use in education. The limitations can be categorized as teacher related, student related, and technology related. All of them potentially limit the benefits of ICT to education. Teachers' attitude plays an important role in the teaching-learning process that utilizes computers and internet connections. Although teachers' attitude towards use of these technologies is vital, many observations reveal that teachers do not have clarity about how far technology can be beneficial for the facilitation and enhancement of learning. Of course, some teachers may have positive attitudes to the technology, but refrain from using it in teaching due to low self-efficacy, tendency to consider themselves not qualified to teach with

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technology. In this respect, Bandura (1986) describes self-efficacy as "individual's opinion of capabilities to organize and perform courses of actions to achieve particular types of performances." Moreover, as identified by Brosnan (2001), attitude, motivation, computer anxiety, and computer self-efficacy are factors affecting teachers' use of computers in their lessons. Teacher resistance and lack of enthusiasm to use ICT in education may also be another limitation. Furthermore, many teachers may not have the required IT skills and feel uncomfortable, nor do they have trainings needed to use the technology in their teaching. Unless teachers develop some basic skills and willingness to experiment with students, ICT use in education is in a disadvantage (Brosnan, 2001).

Usages of ICT

Conventional teaching has emphasized on content. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curriculum is being concerned more about how the information will be used than on what the information is.

1. **Competency and Performance- based Curriculum:** - The moves to competency and performance based curriculum are well supported and encouraged by emerging instructional technologies. Such curriculum tends to require:-
    - Access to a variety of information sources.
    - Access to a variety of information forms and types.
    - Student centered learning settings based on information access and inquiry.
    - Learning environments centered on problem centred and inquiry based activities.
    - Authentic settings and examples and teaching as coaches and mentors rather than content experts.

    Contemporary ICTs are able to provided strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance based curriculum that make sound use of the affordances of these technologies.

2. **Information Literacy**:- Another way in which emerging ICTs are impacting on the content of education curriculum stems from the way in which ICTs are dominating so much

of contemporary life and work. Already there has emerged a need for education institutions to ensure that graduates are able to display appropriate levels of information literacy, "the capacity to identify and issue and then to identify, locate and evaluate relevant information in order to engage with it or to solve a problem arising from it".

3. **Constructivism:** - Is a paradigm of learning that assumes learning as a process individuals ''construct'' meaning or new knowledge based on their prior knowledge and experience (Johassen, 1991). Educators also call it the emerging pedagogy in contrast to the long existing behaviourism view of learning.

4. **Learner- centered Learning environment:** - Is a learning environment that pays attention to knowledge, skills, attitudes, and beliefs that learners bring with them to the learning process where its impetus is derived from a paradigm of learning called constructivism. In the context of this article, it means students personal engagement to the learning task using the computer and or the internet connection.

CONCLUSION

Information communication technologies are influencing all aspects of life including education. They are promoting changes in working conditions, handling and exchanging of information, teaching-learning approaches and so on. One area in which the impacts of ICT is significant, is education. ICTs are making major differences in the teaching approaches and the ways students are learning. ICT-enhanced learning environment facilitates active, collaborative, creative, integrative, and evaluative learning as an advantage over the traditional method. In other words, ICT is becoming more appropriate in the realization and implementation of the emerging pedagogy of constructivism that gives greater responsibility of learning for students. Several surveys are showing that ICT use in education systems of developed nations has comparatively advanced than ICT use in education systems of developing nations. In addition, the major promises of ICTs use in education systems of developing countries focus on training teachers in new skills and introducing innovative pedagogies into the classrooms, investing on ICT infrastructure for schools and creating networks among educational institutes, improving overall standard of education by reducing the gap in quality of education between schools in urban and rural areas, initiation of smart school with objectives to foster self-paced, self assessed, and self-directed learning through the applications of ICTs, and developing ICT policy for education and training. On the other hand, this article discusses the major limitations of ICT use in education as teacher related,

student related, and technology related. In addition, the key challenges of ICTs integration into education systems discussed relate to policy, planning, infrastructure, learning content and Slanguage, capacity building and financing.

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Inculcating Human Values among School Students

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ABSTRACT

Values are individual beliefs and principles which are worth for an individual's life and society. Values can be depicted in the form of actions, language, thought and behaviour. It takes place during the process of socialization. In case of school children the socialization is provided by immediate family, school teachers, peers, play area etc. So it is an important role of school which is contributing in the development of values among children. Moreover values are also learned as a habit during the process of growing up by simple commands from parent's side. But when child enters school then it is the responsibility of teachers to inculcate appropriate values in order to make the child a good and responsible citizen. Values are categorized as moral, ethical and human values. The present paper aims on the development of human values among the students of upper primary level with novel strategies. The objectives of the paper are:(1) To study the role of human values in the holistic development of students, (2)To enable students to recognize and practice core values such as social responsibility, teamwork, empathy, love & care, brotherhood.

Methodology of the study include various strategies through participatory and experiential learning, the sample of the study comprises of 40 students of class VI from government school of Delhi. The analysis of the study is done qualitatively and the findings are discussed according to the objectives framed.

Key Words: Human values, Holistic Development, Participatory learning, Experiential learning

Introduction

The term **"Value"** originates from the latin word *Valere*which means "worthwhile". A value is the one of the many alternatives that a person chooses and acts upon because it increases human development. International Encyclopedia of Social Science (1968) defines values as "a set of principles whereby a conduct is directed and regulated as a guide for individual or social groups".

According to Good (1959) values can be defined as any characteristics deemed important because of psychological, social, moral and aesthetics consideration".

Values are an integral part of the individual and are formed on the basis of interest, choice, needs, desires and preferences. Values are considered as an enduring belief upon which human beings act by preferences. In the context of education values like truth, happiness, peace, and beauty are considered desirable for any society.

Various education policies have emphasized the concern for value education from time to time.

Secondary Education Commission (1952-53) emphasized the proper training of character and personality of students for the value based contribution to the well- being of the community.

The Education Commission of 1964-66 viewed that values to be taught with the help of ethical teaching. The National policy on education (1986) advocated turning education into a "forceful tool for the cultivation of social and moral values. National Curriculum Framework for School Education (2000) emphasized the ongoing erosion of the values and increase in cynicism at all levels".

The National curriculum Framework, 2005 provided the vision of education where values are inherent in every aspect of schooling.

Values can be developed through a process of socialization. The values can be developed in the various contexts. The smallest context in which child lives and more is the immediate family, school teachers, schools etc. Another context can be the interaction when the child is growing up it has been observed that values are learnt as we learn habits in the process of growing up. Early in the life it develops through the interaction with the parents and adults at

home. The children learn which behaviours are approved and which are not, which are likely to bring rewards and which might lead to punishment. As this being established by Kohlberg's theory of moral development. Thus the notion of good or bad, right and wrong are attached. Thus, it is important that during the process of socialization at home and school, deliberate attempts are made to promote awareness, understanding, sensitivity, appreciation, reflective thinking about good or bad, right or wrong etc.

One of the major debates around value education is what values should be inculcated among students. Values are complex mix of understanding, attitudes, beliefs, behavior and skills. There are cluster of attitudes and beliefs associated with a particular value. Values are overlapping and interdependent. The Indian constitution has explicitly laid down the various universal values which need to be inculcated. Besides those the moral, ethical and human values must be inculcated among the school going students.

Objectives of the study

The objectives of the present study are

1) To study the role of human values in the holistic development of the students.
2) To enable students to recognize the practice core values such as social responsibility, team work, empathy, love& care, brotherhood.

Procedure:

The present research is exploratory in nature. Here an attempt has been made to gain further insight into the development of human values among students. The role of human values in the holistic development of student's personality as perceived by teacher is explored. An attempt is also made by the teachers to help students to recognize and practice core values.

Sample

The sample of the present study consisted of 10 teachers from government senior secondary schools of Delhi and 40 students studying in class VI

Tools

Interview schedule for teachers was constructed to conduct the present study. The schedule is meant to access the role of human values in the holistic development of the students. They were further enquired various strategies adopted to recognize and practice core values.

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Findings of the study

The findings of the study in the light of the objectives framed are as below:

Role of human values in the holistic development of learners

The students were able to develop the basic human values considered necessary for holistic development.

Teachers observed that the value of truth is developed among students through various activities as discussed above. They try to adhere to truth in all spheres. Truth was considered as the most important value for the development of a true personality and good character of the individual.

Value of right conduct in all situations developed among students through group activities. These values were displayed by the students in various interactions and class room behavior. They showed right conduct with their peer group and other members of schools.

The value of awareness and love towards their environment is another important value which is developed through discussions among teacher and students. They are taught not to harm the environment be it of the school or the society.

The students developed the value of peace through various strategies like plays, skit, etc. Peace is essential requirement for existence in today's society and today's world of chaos hatred violence, war etc. An individual who display a value of love and peace is creating an environment which is safe and filled with security and free from hatred.

The students were imbibed with value of non-violence under any circumstances non-violence is essential requirement for peaceful co- existence. Once these values are inculcated, students display a behavior of mutual tolerance and respect towards other cultures. This can be manifested by behavior in which students try to maintain a congenial environment in class and school. It is displayed through a feeling of universal brotherhood.

Practice of core human values

Most of the teachers have said that they can do role play for the students as a value inculcation activity where the teachers focus not on the acting skill of students but on the idea which students are experiencing while doing role play. They also explained that role play is conducted on the similar age group students. The activities which they practice are:

(a)Acting out a story, (b) depiction of certain value (c) miming and (d) reporting a certain event which any student has seen or experienced and value learned from that event.

The focus through this is on the reflection of student through which change in attitude and development of value takes place.

Mostly teachers said that they used to tell stories to strengthen the values among student as they think that story telling is the best way to convey value based messages. it is observed that stories effect the mind easily as the listener can relate him/herself to the characters of stories. Stories have an immediate motivating effect. Stories can be on the living legends their personal life experiences emphasizing on the greatness the achieve through hard work, patience and practice. Religious stories highlighting the values taught in religions and with a basic teaching that all religions over the globe are same.

Some teachers said they to tell short stories or ask students to share an anecdote with their peers which gives a value or moral message. "*Anecdotes are real life experiences which potray genuine human feelings and expressions.. it should be an event which created a lasting impression on a person's mind touched the core of heart and may have brought about a shift in the course of the life"*(Education for Values- A Framework)

Some teachers reported that group singing is an effective method of imparting values among students as the lyrics of the song remains in the consciousness for a longer period. For conducting this, the selection of song is important. The song must reflect good thought, feeling of sacrifice, universal love, love towards nature, love towards motherland, respect towards one's heritage and other's culture.

Group activities are also reported by most of the teachers. They said that group signifies unity towards a common goal, cooperation, discipline. It is a collection of individuals of common feeling and mutual influence, but when the group activities are conducted for the purpose of learning then the group members should be of diverse learning needs, as far as value inculcation is related, teachers said that some fundamental values such as love, tolerance, cooperation, peaceful co-existence, respect towards peers, teachers and society can be imparted through group activities. Students can learn working with groups, values others efforts, joy of doing best for the success of whole group. The teachers have also said that the important thing for group activities is the meaningful arrangement and planned organization of them.

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CONCLUSION

Schools are presently concentrating on academic achievements only, very less concentration is given to the all-round development of students,and apparently much has been talked on this area and the behavior of students. There is an urgent need to implement value and moral education practically in the schools which is still left in the books which are showcased in the shelves of libraries. Therefore the investigators felt a need to explore the role of human values and strategies used by teachers for the holistic development of the students. Various activities were explored such as role play group activities or group work,storytelling, anecdotes, group singing, questioning and group discussions and these activities plays and integral role in the development of basic human values such as social responsibility, teamwork, empathy, love & care, brotherhood.

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Value Practice In Teacher Education-Need and Relevance

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ABSTRACT

That the National Curriculum Framework for Teacher Education, 2009 comes with the sub-title "Towards Preparing Professional and Humane Teacher" is indicative enough of the need and relevance of value practices in teacher education. Unlike any other professional course, teacher education is not just about training individuals in the competencies and skills of the trade but to inculcate within the personality of teachers the virtue of humanness towards the learners. The country is attempting to rectify historic social injustices through a fair and just system of education which is above, all socio-economic differences and discrimination. In such a scenario the teachers as catalysts of social change will have to emerge as harbingers of value systems in the young minds. A world troubled with intolerance, racism and violence needs to usher in a generation of 'civilized' human minds which looks towards growth and development tempered with ethos and ethics. All educational programmes should be based on the values of trust and respect, non-discrimination and the right of the child to grow in an environment of peace thus,educators should be trained to create a value-based child-friendly learning environment. It is therefore imperative that twenty first century India builds up a battery of teachers who may implement the tenets of the Right to Education Act in letter and spirit across the length and breadth of the country. The paper establishes the need and relevance of value practices in teacher education and examines the provision for the same in teacher education policies and programs.

INTRODUCTION

In the 'Preface' to his novel *The Picture of Dorian Gray*, Oscar Wilde proclaimed: "There is no such thing as a moral or an immoral book. Books are well written or badly written. That is all." What is true about a book is also true about life and society itself- there is nothing as absolute morality, it is the value which one attaches to a thought, action, feeling or emotion is what counts in life and its pertinent to remember that such value standards keep changing with changing times.

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The word 'value' is derived from Latin 'Valere' i.e., "to be strong" or "to be of worth". Therefore, etymologically the term value denotes the worth of something. The traditional view in philosophy is that *values* are abstract ideals and Plato thought that values like justice were eternal ideas.

The Indian concept of value is represented in the concept of fourfold aim of human life which consists of (a) politico-economic values (artha), (b) hedonistic values (kârma), (c) moral values (dharma) and (d) religio-spiritual values (moksa). Our sense of value is an essential attribute of the human consciousness. Value serves as the basis for judgment, reference, choice and action. Values are the evaluative standards we use for deciding what is right and what is wrong, what is desirable and what is undesirable. All our moral judgment involves either assigning value to an action, person, or thing, or assessing the value that exists within an action, person, or thing.

Human society cannot sustain without human values. Hence, it is necessary to bring about awareness of human values into the modern society. There is no denying the fact that the present global society is facing a lot of crises and human value crisis is the most crucial leading to intolerance, destruction, terror attacks and the like. It is believed that various global and national problems may be solved through the practical application of human values in every society. In order to fulfill this goal, humanity is to be considered of the highest value in the global human society. The test for humanity is to achieve unity among all with the preservation of historical, ethnic and cultural differences as well as the distinctiveness of nation states and communities. Such human unity can be driven home only by recognizing human values such as truth, kindness, benevolence, peace, love, dignity, respect, forgiveness, etc. Our action must increasingly be based on an acknowledgment of global and universally accepted values. Because, it is the human values which are to be treated as the keys to solving the global problems. Thus, values are considered especially important in questions of social and cultural development and are central to concern for the preservation of cultural heritage and human civilization.

It is to be mentioned that importance of human values is seen right from the childhood of an individual. It is also to be noted that to bring a change in a child's wrong behaviour is more difficult than trying to inculcate a new desirable behaviour. It is critical therefore, to develop the child's personality in a planned and systematic process right at the beginning of one's formative years in order to prevent the wrong development of values. There are different

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factors which affect human values in the life of an individual and the society. Value education starts from families and it is continues in schools with the help of teachers. Because of this, family, teacher and educational programs should form a tripartite to impart value education.

In Japan, for example, the students do not appear for any examination till the age of 10, they only have small assessment tests. It is believed the first three years of formal schooling should be focused on character building- to establish moral values and good manners. Children are taught to respect other people and to be gentle to animals and nature. They also learn how to be generous, compassionate and empathetic. Besides this, pupils are taught qualities like grit, self-control, and justice.

Behavioral change is the most difficult to accomplish and more so in adulthood. The present 'Swachh Bharat Mission' campaign in India is proving to be a daunting task because it involves the change of behavior of the population. In Japan the students clean their school themselves which includes classrooms, cafeteria and even the washrooms. *Cleanliness* as a value therefore, gets ingrained right in the formative years of a child and becomes part and parcel of one's personality for a life time. The same is true for every other aspect of character building.

NEED AND RELEVANCE OF VALUE PRACTICES BY THE TEACHER

The Earth Charter is a declaration of fundamental ethical principles for building a fair, sustainable and peaceful global society in the 21st century. It serves as a base of ethical principles inspiring the UN Decade of Education for Sustainable Development and promotes an integrated approach to global issues.

It is the product of a decade-long, worldwide, cross-cultural dialogue on common goals and shared values. The project began as a UN initiative, but was carried forward and completed by a global civil society movement. It was launched as a people's charter in 2000 by the Earth Charter Commission.

The Earth Charter sets out fundamental principles, such as:

- Building democratic societies that are fair, participatory, sustainable and peaceful and securing the Earth's bounty and beauty for present and future generations;
- Protecting and restoring the integrity of the Earth's ecological systems;
- Ensuring that economic activities and institutions at all levels promote human development in an equitable and sustainable manner;
- Affirming gender equality and equity as prerequisites to sustainable development;

- Providing transparency and accountability in governance, inclusive participation in decision-making and access to justice;
- Integrating the knowledge, values and skills needed for a sustainable way of life into formal education and lifelong learning

The fundamental principles of the charter clearly demonstrate the role of value practices in the education sector.

Ordinary individuals can be trained to be exceptional teachers to bring about extraordinary transformation in the society. The most important thing for a teacher to remember is to practice what one preaches for the thing that affects the children the most is what the teacher does in the classroom. Teachers are a role-model for the students and their actions convey more than their words. Students learn values from observing what the teachers are practicing in their lives rather than from listening to what they are saying. Teacher makes maximum impact on the personality of a student in the formative years when students imbibe qualities subconsciously from their role models. Therefore teachers must have healthy and positive attitude and should possess worthy values.

A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. In modern times we are experiencing a transition. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, nurture love for her subject matter and care for her students. Students will naturally seek inspiration from teachers who have high self-esteem.

Dr. A.P.J. Abdul Kalam, in his book, *India2020: A Vision of the New Millennium* has rightly remarked that "If you are a teacher in whatever capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation." A teacher has a higher responsibility as compared to other professionals as students look upon the teacher as an embodiment of perfection.

In the Finnish system, teachers have much freedom, but they are also expected to takeresponsibility for different students' learning outcomes as well as students' holistic well-being. Finnish teachers play a role that is often described as "teacher leadership". Lieberman (1992) and Hilti (2011) have outlined the knowledge base of this type of teacher. Teacher leadership means that teachers are goal-oriented and they should have a clear vision of school development and high-quality teaching, and moreover, they are able to work collaboratively

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and in interaction with other teachers towards those goals. The main objective of the Finnish education policy is to offer all citizens equal opportunities to receive education, regardless of age, domicile, financial situation, gender, or mother tongue. Education is considered to be one of the fundamental rights of all citizens. Teachers are therefore expected to respect the ideals of *Equity* above everything else.

However, a consumerist society has also commercialized the educational environment and all involved in it, including teachers. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by setting live examples through their actions.

SCOPE OF VALUE PRACTICES IN TEACHER EDUCATION

Addressing a huge conglomeration of educationist, principals and teachers, at a National Progressive Schools' Conference (NPSC) in 2014, diplomat and former Governor of West Bengal, Gopalkrishna Gandhi, says that "Teaching is a Calling". It is true that teaching has always been regarded as much more than a mere job and the teacher or the guru was given a god-like stature in Indian society. However, in 21st century Indian where we need a huge force of professional teachers to meet the need of the hour, we cannot rely upon a handful for whom teaching may be a calling of the inner being. We have to pull out competent individuals from our existing social milieu and transform them into inspiring teachers who are not just excellent pedagogues but role models to put a sound value system in place for the young learners and future citizens.

The National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". Teacher education programs therefore, are crucial to the growth and development of the entire nation and to build up the national character based on the ethos and ethics of the country. That the National Curriculum Framework for Teacher Education, 2009 comes with the sub-title "Towards Preparing Professional and Humane Teacher" is indicative enough of the need and relevance of value practices in teacher education.

NCFTE,2009 points out that "Though verily a professional, the teacher's personality, in being humane to the learners, is the core foundational issue on which this Framework is based, in order that it has a bearing on transforming the very dynamics of teacher education *per se*. Two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the

fundamental tenets enshrined in the Constitution of India have guided the development of this Framework."

Moreover , the symbiotic relationship which exists between school education and teacher education makes it mandatory that value based practices are part of teacher education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives - have thus become core components of the teacher education programs which is essential to sensitize would be teachers towards changing norms of the present Indian society. Along with pedagogical skills a trainee teacher needs to adopt several soft skills and sensitivity towards the needs of the children and their all round development. NCFTE points out-"At the heart of teacher education is the question 'What value does teacher education add to the prospective teacher's ability to face challenges of facilitating the development of critical and creative students and subsequently adults?' Reform of teacher education has been one of the abiding concerns in the reports of major Education Commissions and Committees on education."

For pre-service training, the National Council of Teacher Education (NCTE), a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions (government, government-aided and self-financing) interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality.

The recently modified two-year B.Ed curriculum under NCTE guidelines therefore, has ample scope for value education as well. The curriculum is spread around three major areas- *Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. Perspectives in Education* explore various areas-the course on 'Childhood and Growing up' enables student-teachers to engage with studies on Indian society and education and of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' develops a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Teaching and Learning' focuses on aspects of social and emotional development; self and identity, and cognition and learning. The course on 'Creating an Inclusive School' develops an understanding of the cultures, policies and practices that need to be addressed in order to

create an inclusive school. The classroom environment should also address the emotional make-up of children by creating a congenial environment that encourages them to voice their opinions and feelings and mix freely without fear of being intimidated. The creation of such an atmosphere would go a long way in strengthening the bonds between teachers, children and the school.

Content and methodology of teacher training programmes organized by several national, state and private agencies at the pre-service and in-service level need to integrate concerns related to gender, life skills, environment, conflict management and social tensions in an integrated manner with disciplinary knowledge. Training should also include self-reflective exercises for teachers so that they can reflect upon their own processes of socialization and be convinced enough to critique certain customary practices and traditions that are derogatory and negatively impact the status of marginalized communities. In designing the content of training materials at the pre-service and in-service level, care should be taken to incorporate themes that deal with exclusion, inclusion, peace-building processes, equity, equality and quality concerns in education.

CONCLUSION

Dr. A. P. J Abdul Kalam remarks, "Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher that will be the biggest honour for me." Teaching is more than just a profession; it is a 'calling'- an urge to give one's best towards a cause which is bigger and beyond oneself. Teacher education programmes are far reaching and demands of the trainee teachers a dedication which would enable them to face the multifarious challenges of their profession. MHRD in its documents point out that to prepare a curriculum policy and framework for teacher education which is consistent with the vision of the NCF, 2005, and NCFTE, 2009 and to translate it into imaginative syllabi and textbooks for pre-service courses in the mandate of the day.

An important component of such programmes is essentially issues related to value practices as the present society demands inculcation of human values among young learners for the sustenance and survival of the society itself. Teacher education programmes should not just aim at developing the cognitive areas and pedagogic skills but focus on personality development of the would- be teachers. A sound value system in place amongst the teaching community of the society acts as a rudder to direct the entire nation in the path of the

democratic ideals of justice, equality and liberty. The inclusion of value practices in teacher education is therefore, not only relevant to the needs of the present Indian society but is the helm of a peaceful global community for the existence of the human kind.

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Positivism: A Paradigm Shift in Behavioural Sciences

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Abstract: Much of the modern philosophy of science simply elaborates upon various empiricist positions, most especially the radical empiricist stance known as Positivism. Positivism has been depicted as the view that all true knowledge is scientific and that all things are ultimately measurable. Because of its close association with reductionism, it involves the view that entities of one kind are reducible to entities of another such as societies to numbers or mental events to chemical events and even that social processes are reducible to physical systems. Thus, Positivism has influence not only on social processes but also on scientific and Behavioural Science. This article is presenting a brief historical perspective and concept of Positivist philosophy. It focuses on paradigm shift in research especially in Behavioural and Educational Science i.e. how it leads to selection of a different venture in methodology of doing research. It also emphasizes on differences between prevalent research paradigm and Positivist paradigm which open up a more scientific approach to research.

Key Words: *Historical Perspective, Positivism, Research Paradigm and Critical Appraisal*

Development of Positivism: A Historical Perspective

The term Positivism and Positive philosophy were first time introduced by French philosopher Claude Henri Saint Simon (1760-1825) to refer to a scientific approach to the world. The English noun Positivism was re-imported in the 19th century from the French word Positivism, which is derived from *Positif* in its philosophical sense. It refers to a broad and wider attitude about science and philosophy. Positivism got its emergence as a philosophical paradigm in the 19th century with Auguste Comte's rejection about metaphysics and his assertion that only scientific knowledge can reveal the truth about reality. It was later formally established as the dominant scientific method in the early 20th century by members of Vienna circle including Gustav Bergmann, Rudolf Carnop, Herbert Feigi, Philipp Frank, Karl Menger, Otto Neurath and MoritzSchlick. In 19th century, the British utilitarian Jeremy Bentham and John Stuart Mill also espoused positivism. There are two eras of Positivism, one of nineteenth century and other that of the twentieth. Common to both eras is a continuation of the eighteenth-century philosophy of the Enlightenment. The older positivism of Auguste Comte viewed human history progressing through three stages i.e. *the religious, the metaphysical, and the scientific*. His positivism was presented as articulating and

systematizing the principles underlying this last stage. Law, morality, politics, and religion were all to be reconstituted on the new scientific basis. Twentieth-century positivism came to be in existence as *logical positivism*, to distinguish it from the older philosophy. The main contributors of Positivism are *Auguste Comte, Bertrand Russell, Boleslaw Prus, Carlo Cattaneo, Frederic Harrison, Herbert Spencer, John Stuart Mill, Maria Konopnicka, Paul-Emile Littre, Richard Congreve, Richard von Mises and Willard Vvan Orman Quine.*

Epistemologically, the term *Positive*, indicates a value-free or objective approach to the study of humanity which has commonness of methods with natural sciences as contrasted with normative which is indicative of how things should or ought to be. Positivism is also called as *the invisible philosophy of science* because its proponents consider it as the purely scientific approach and tends to avoid or ignore philosophical problems. Positivism as a philosophy sticks to the view that only factual knowledge gained through observation including measurement is trustworthy. According to its principles, it depends on quantifiable observations that lead themselves to statistical analysis. It has been noted that as a philosophy, positivism is in accordance with the empiricist view that knowledge stems from human experiences. It has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner. (Collins, 2011). The positivists' paradigm asserts that real events can be observed empirically and explained with logical analysis. The criterion for evaluating the validity of a scientific theory and whether our knowledge claims are consistent with the information we are able to obtain using our senses. Positivist research methodology emphasizes micro level experimentation in a lab like environment that eliminates the complexity of the external world.

Positivism: A New Venture in Scientific Philosophy

Positivism is a doctrine in social sciences which is characterized by the view that social phenomena should be studied in a scientific manner, in the same way as the natural sciences. It originated out of French Enlightenment with Auguste Comte who sought to the replace the brain power approach of rationalism by leveraging the principles of the natural sciences. Its general aims are (i) To formulate general laws for demonstrating relationships between social phenomena. (ii) To reveal those social phenomena by observation and experiment, which do or do not resemble to particular hypotheses. (iii) To use quantifiable and measurable data for explanations about the impact of social structures upon human behaviour. (iv) To apply scientific methodology of research to the study of society, with the aim to bring about social changes. Comte's central positivist claims were that *science is the highest form of knowledge*

and that philosophy therefore must be scientific, there is one scientific method common to all science and metaphysical claims are pseudoscientific. His three stages of scientific knowledge can be represented by table 1.

Table1: *Comte's Three Stages of Knowledge Attainment*

Comte's stages	Stage 1	Stage 2	Stage 3
Stages of Knowledge	Fictitious knowledge	Metaphysical Knowledge	Scientific Knowledge
Foundations of Belief	Faith and custom	Philosophy	Rational logic
Social Base	Family	State	Humanity

The six tenets of Positivism are represented in fig 1.

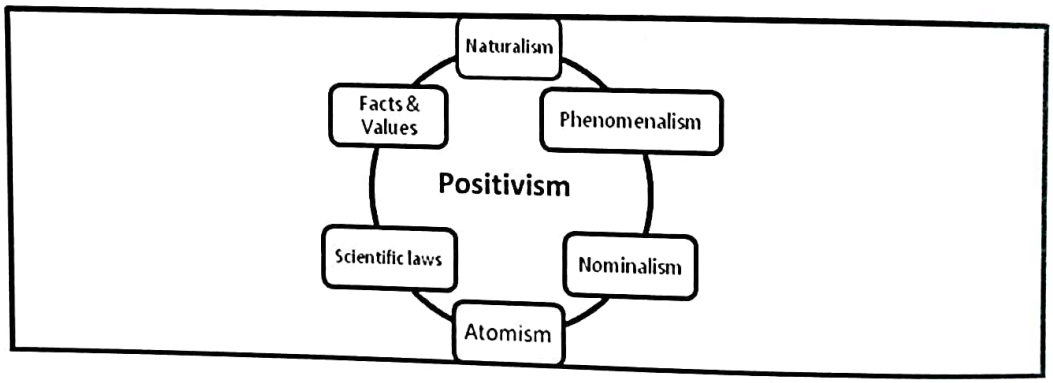

Fig. 1: Six Basic Tenets of Positivism

Positivism is a philosophy of science with assertion that information derived from logical and mathematical procedures and sensory experience and perceptions, is the exclusive source of all authoritative knowledge. Positivism is of the opinion that only scientific knowledge is authentic and this knowledge can only come from positive affirmation of theories by following strict scientific methodology. There are three main aspects of positivism that need to be considered in terms of how they are able to function within modernity as a way of knowing and ordering the world. These aspects are: (i) The way in which language is conceptualized by positivism as something that need to be operationalized and measured in relation to modernity's attempt to create language as an object to be studied and known. (ii)

The attempt to consider man as both as a subject who knows and an object which is to be known. (iii) The response which has an endless desire to make itself more scientific, more precise and more able to explain different political phenomena. Some key features of positivism by Ramanathan, (2008) are tabulated in table 2.

Table 2: *Key Features of Positivism*

S.N.	Features	Positivism
1	Observer	Independent
2	Human interest	Irrelevant
3	Explanations	Demonstrate causality
4	Research progress	Through hypotheses & deductions
5	Concepts	Need to be operationalized so that they can be measured
6	Units of analysis	Reduced to simplest terms
7	Generalizations	Through Statistical Probability
8	Sampling	Random selection

Positivism is a family of philosophical views characterized by a highly favorable account of what is taken to be the scientific method. As such, the position is somewhat circular because, according to most versions of Positivism, there is an identifiable scientific method that is understood to be unitary and positivistic but all those claims that there is an identifiable and speciable scientific method that there is just one such method and that is positivistic. There are five main principles behind positivism. They are:

(i) The *logic of enquiry* which is the same in all sciences.
(ii) The *goal of inquiry* which is to explain, predict and discover conditions.

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(iii) Research should be carried out on *empirically observable* data and should follow inductive logic to develop theories and laws.

(iv) Science is *not the same as common sense*. Researches should be free from common sense bias.

(v) Science should be *judged by logic* and must be value free and objective.

Selection of the Research Paradigm and Methodology of Positivism

Positivistic views implicitly treat research as a mechanical and purely logical process. Research is seen as report of correlation between observational variables. Crowther and Lancaster (2008) inform that as a general rule, positivist studies usually adopt deductive approach whereas inductive research approach is usually associated with a phenomenology philosophy. In addition to this, Positivism is closely related to behaviorism, the view that all knowledge about psychological phenomena must be studied by observing the behavior of organisms. A positivist approach to research is based on knowledge gained from positive verification of observable experience rather than intuition. Scientific methods or experimental testing are the best way of achieving this knowledge. Positivistic research steps given by Coolican (2004) are often represented as a cycle or wheel.

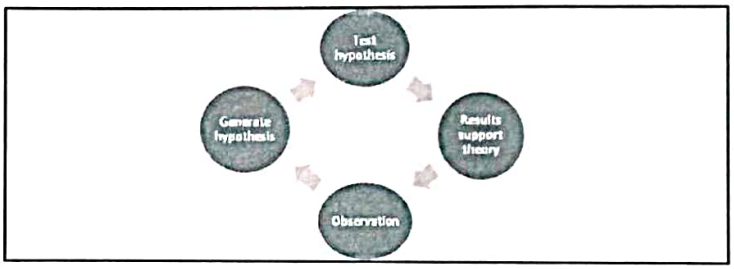

Fig. 2: Research Wheel for Positivist Research

This approach holds certain beliefs like *Prediction and control* that there are general patterns of cause and effect relationships that can be used as a basis for predicting and controlling natural phenomena. *Empirical Verifications* that we can rely on our perceptions of the world to provide us with accurate data. Research is *value free* provided a strict methodological protocol is followed, research will be free of subjective bias. As a Positivist, Comte believed that the *scientific study of society* should be confined to collecting information about phenomena that can be objectively observed and classified. Comte argued that sociologists should not have any concern with the internal meanings, motives, feelings and emotions of individuals. Since these mental states exist only in the person's consciousness, they cannot be observed and so they cannot be measured in any objective way.

The second aspect of positivism emphasizes *its use of statistical data*. Positivists believed that social world can be very well classified in an objective way. These classifications can then be utilized for observations and producing statistics and data. The third stage of positivist methodology entails looking for *correlations between different social facts*. The fourth stage of positivist methodology involves a *search for causal connections*. If there is a strong correlation between two or more types of social phenomena, then a positivist sociologist might suspect that occurrence of one phenomenon is affected with that of other. Positivists focus on use of multivariate analysis to establish causal connections between two or more variables. If these findings are cross-checked in a variety of contexts, then the researchers can be confident that they have attained the ultimate goal of positivism, *a law of human behaviour*.

The positivist paradigm has its roots in physical science. It uses a systematic and scientific approach to research. Hughes(2001) explained that the positivists paradigm visualizes the world as unchanging, based on universal laws and that everything that occurs around us can be explained by these universal laws. During the past century, different paradigms have taken birth due to the remarkable growth in social sciences research. There are mainly two paradigms for the verification of theoretical propositions i.e. *Positivism and Anti-positivism.*

The *Positivist paradigm* of exploring social reality is based on the philosophical ideas of Auguste Comte, who emphasized observation and reason as true means for understanding and analyzing human behavior. According to him, true knowledge comes from sense experiences and thus, can be obtained by observation and experiment. Positivistic thinkers follow scientific method for knowledge generation. Hence, Positivism can be explained by the framework of the principles and assumptions of science. These assumptions are: *Determinism, Empiricism, Parsimony and Generality*. *Determinism* means that present events are caused by other circumstances and understanding of these causal links is necessary for prediction and control. *Empiricism* means collection of verifiable empirical evidences in support of theories or hypothesis. *Parsimony* refers to the explanation of the phenomena in the most economical way. *Generality* is the act of generalizing the observation of the particular phenomenon to the world at large. Positivism paradigm, thus systematizes the knowledge generation process with the help of quantification for enhancing precision in the description of parameters and relationship among them.

Although positivistic paradigm continued to influence educational research for a long time, but in the later half of the 20th century, it was criticized due to its lack for subjective states of individuals. It regards human behaviour as passive, controlled and determined by external

environment. Hence, Positivism dehumanized the human beings, without any consideration for their intention, individualism and freedom. According to the critics of this paradigm, objectivity needs to be replaced by subjectivity for scientific inquiry. This criticism then give rise toanother paradigm i.e. anti positivism or naturalistic inquiry.

Anti-Positivism emphasizes that social reality is viewed and interpreted by the individual himself according to his ideological positions. Therefore, the knowledge is personally experienced rather than acquired from or imposed from outside environment. The anti-positivists believe that reality is multilayered and a single phenomenon can have multiple interpretations. They emphasized that the verification of a phenomenon should be adopted when the main task is to probe into unexplored dimensions not to establishing relationships. It is marked by three schools of thoughts in the social science research. These are *Phenomenology, Ethnomethodology and Symbolic interactionism. Phenomenology* is a theoretical view point which believes that individual behavior can be understood by human's direct interaction with the situation. It rules out any kind of objective external reality. Husserl and Schutz are the main proponents of this school. *Ethnomethodology* is an approach of phenomenological sociology and was developed by Harold Garfinkel and his fellows. It deals with the everyday life situations. This approach studies the process by which people invoke certain steps for granted rules about behavior which they interpret in an interactive situation and make it meaningful. The school of thoughts for *Symbolic interactionism* was pioneered by Dewey, Cooley and Mead. It basically emphasizes the understanding and interpretation of interactions that take place between human beings. The peculiarity of this approach is that human beings interpret and define each other's actions instead of merely reacting to each other's actions.

These two paradigms are concerned with the concepts of social reality. While Positivism focuses on *objectivity, measurability, predictability, controllability and constructs laws* and rules of human behavior, Non-positivism or Anti-positivism emphasizes *understanding and interpretation of phenomenon and interpreting meaning from this process.* Along with the presence of these two major paradigms, another trend which got developed during the past-sixties was paradigm of *Critical theory.*

The main proponent of *Critical theory* was Jurgen Habermas, who worked at the Frankfurt schools of Germany, to develop an investigatory approach in the social sciences. They were critical to earlier paradigms as they were not tuned for any transformation in the existing situation. Critical theorists developed typology of interest theories. They suggest two kinds of

research methodologies namely *Ideology critique and Action research* for undertaking research work. Concrete understanding of research paradigms is represented in table 3.

Table 3: *Research Paradigms of Positivist Philosophy in Behavioural Science*

Research Paradigms	Research Approach	Research Methods	Examples
Positivism	Quantitative	Surveys, longitudinal, cross sectional, experimental and quasi experimental, ex-post facto research	1. Attitude of distance learners towards inline based education 2. Relationship between students' motivation & their academic achievement.
Anti-positivism	Qualitative	Biographical, phenomenological, ethnographical, case study	1. A study of drop-out among the female students. 2. A case study of a open distance learning institution in a country.
Critical theory	Critical and action research	Ideology critique, action research	1. A study of development of education during the British rule in India. 2. Absenteism among standard five students of primary school

Differences between positivist paradigms and phenomenology paradigms are illustrated in table 4.

Table 4: *Differences between Positivist Paradigm & Phenomenological Paradigm*

S.N.	Features	Positivist Paradigm	Phenomenology Paradigm
1	Basic notion	1. The world is perceived as external and objective. 2. Independency of observer 3. Value free approach to science	1. The world is perceived to be socially constructed and subjective. 2. Observer is considered as a part of the object of observation 3. Human interest drives science.
2	Responsibilities of researcher	1. Focusing on facts. 2. Causalities & fundamental laws are searched.	1. Focus on meaning. 2. Aiming to understand the meaning of events.

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		3. Phenomenon is reduced to simple interests. 4. Hypothesis formulation & testing them.	3. Exploring the totality of individual case. 4. Ideas are developed by induction from data
3	Research methods	Concepts have to be operationalized	Using several methods for different aspects of phenomena
4	Sample	Large sample	Small samples

Critical Appraisal of Positivism

Max Horkheimer criticized the classic formulation of positivism on two grounds. The first criticism argued that Positivism systematically failed to appreciate the extent to which the so-called social facts it yielded did not exist 'out there', in the objective world, but were themselves a product of socially and historically mediated human consciousness. Secondly, he argued, representation of social reality produced by positivism was inherently and artificially conservative, helping to support the status quo, rather than challenging it. Positivism has also come under fire on religious and philosophical grounds, whose proponents state that truth begins in sense experience, but does not end there. Positivism fails to prove the existence of abstract ideas, laws, and principles, beyond particular observable facts and relationships and necessary principles, or that we cannot know them. Nor does it prove that material things constitute the whole order of existing beings, and that our knowledge is limited to them. According to positivism, our abstract concepts or general ideas are mere collective representations of the experimental order.

Today among most philosophers, positivism is at least as dead as a philosophical stance or movement ever becomes, but it is still alive among many scientists and those who are not well versed in or knowledgeable about, what has occurred in technical philosophy since the 1950s. The demise of positivism came for many reason, among them that no specification of the positivist verification principle could ever be found that would withstand critical investigation. A second reason was the growing realizations that there is not one identifiable scientific method and possibly no rigidly specifiable scientific method at all. Moreover, the notion that there is some unity of the sciences has also been much criticized today. The demise of positivism does not mean that anything goes in science or any other arena of h8uman knowledge or investigation or that there is no dist8bction between genuine science

and pseudoscience. But there is no longer any philosophically, logically methodologically rigorous basis on which metaphysics cannot be eliminated, even form science itself. Other criticisms of Positivism include:

1. The quest to promote a better society via social change has no place for moral options which social change necessarily entails.
2. Scientific truths are sometimes ideologically tainted. Thus, science itself is not as objective as it claims to be.
3. The quest to develop universal laws has not been realized.
4. Positivism is not an appropriate method for studying human beings since humans have free will, therefore their behavior cannot always be explained in reference to particular social laws.
5. Positivism ignored the consideration of the historical and social conditions affecting the representation of social ideas.
6. Positivism falsely represented the object of study by reifying social reality.

Conclusion

In philosophy, positivism had a marked impact on analytic philosophy. Positivism is largely responsible for the central position in philosophic training. But its influence was much greater on science, and on the borders between science and philosophy, than on philosophy itself. On its empirical side, positivism added especially in psychology and sociology, to the growing emphasis on observation and data, as against the theoretical and even speculative bent of the preceding generation or two. Positivism also contributed in the behavioral science as something more than an alternative designation for the more traditional disciplines. It must be noted, however, that the positivists were not, on the whole, inclined towards a strict behaviorism. The positivist interest in the logic of measurement and in the nature of probability at least coincided with, if it did not directly contribute to the growth of disciplines like psychometrics and socio-metrics. It is on its logical side, Positivism exerted its most unmistakable and distinctive influence. The increasing interest during the last several decades in the application to empirical materials of various logical and even mathematical systems is clearly indebted to the positivistic philosophy of science. In the social sciences, the influence of positivism can be recognized in the concern with miniature systems and model building. In sum, the influence of positivism has been on form rather than substance, methodology rather than on content. It has given new vigor to the ideals of clarity and precision of thinking, in a

perspective in which the emphasis on theory is conjoined with an equal emphasis on the ineluctability of empirical data. But too much self-consciousness as to methodology may have a repressive effect on the conduct of scientific inquiry. Unintentionally, and even contrary to its own purposes, modern positivism may have contributed to a *myth of methodology* that it does not much matter what we do if only we do it right.

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