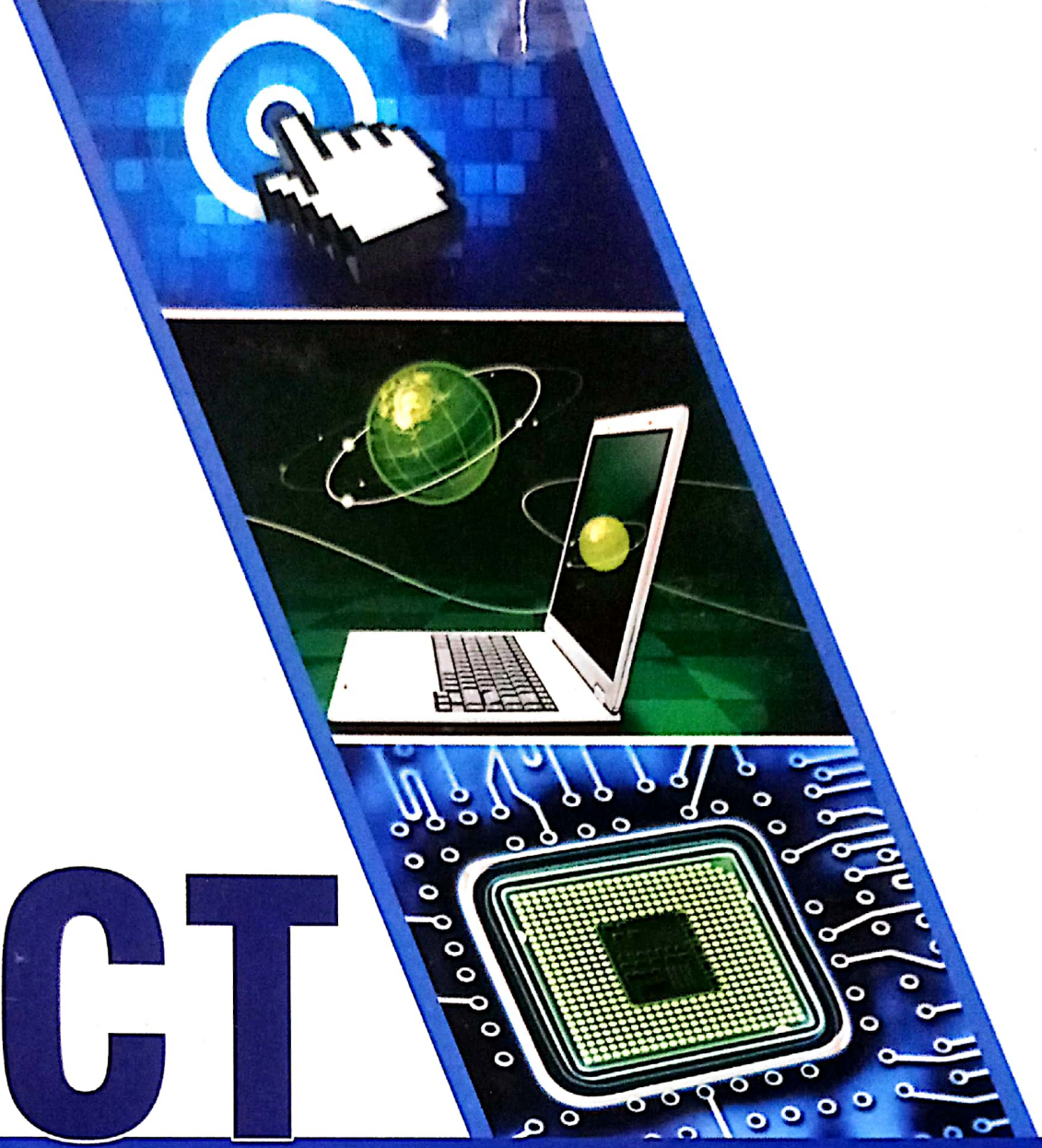

ICT in the Teacher Education

A Multiplier for Optimizing Teaching Potential

Chief Editor : **Dr. Anita Arora**

Editor : **Mr. Vipul Makkar**

INTERNAL QUALITY ASSURANCE CELL
JYOTI B.ED. COLLEGE, RAMPURA, FAZILKA (PB.)

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ICT IN THE TEACHER EDUCATION : A MULTIPLIER FOR OPTIMIZING TEACHING POTENTIAL

by

Dr. Anita Arora & Mr. Vipul Makkar

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ICT IN EDUCATION

*Dr. Anita Arora**

ICT has become part of everyday life and all sectors from banking to tourism now depend heavily on ICT for carrying out their transactions. Education is no exception to this. The use of computers and the internet for enhancing the quality of education by making learning more relevant to life has been seen as an ideal by educational institutions. The citizens of tomorrow who are our students now are going to live in the age of the electronic media. The National curriculum framework 2005 (NCF 2005)also has highlighted the importance of ICT in school education. "Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration"- UNESCO

INTRODUCTION

The past decade has seen efforts made at different levels not merely to spread the use of computer and related technologies but also to integrate the same in the core functioning of institutions i.e. teaching learning. In this direction, new opportunities and possibilities, especially those in electronic and other related applications for skill development outside formal learning arrangements stimulate the reform of the existing educational provisions. Incorporation of ICT in regular teaching is the latest trend and is here to stay for years to come.

THE NEW ROLE OF THE TEACHER

Modern constructivist educational theory emphasizes critical thinking, problem solving, "authentic" learning experiences, social negotiation of knowledge, and collaboration – pedagogical methods that change the role of the teacher from disseminator of information to learning facilitator, helping students as they actively engage with information and materials to construct their own understandings. That is, students learn *how* to learn, not just *what* to learn (cf. Forman & Pufall, 1988; Newman, Griffin, and Cole, 1989; Piaget, 1973; Resnick, 1989; Strauss, 1994).

The new development agenda of the country is transformative, placing new demands on education. In order to achieve the vision of equitable and inclusive quality education and lifelong learning, innovative approaches were needed and the education community must continually leverage ICT to promote and scale up innovation. The potentials of ICT in transforming education, including

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(1) Overcoming the limits of time and space and providing an effective way to narrow learning divides and promote equity in education;
(2) Fostering a "twofold revolution" meaning transforming both teaching and learning and therefore promoting resource sharing and improving education quality;
(3) Building "schools without fences" and multiplying learning pathways for EFA goals and lifelong learning opportunities; and
(4) Converging vast knowledge and resources, and providing an important platform for human civilization to pass on and update across the generations

The new learning environment differs from the one we are familiar with; the teacher has to cope with many more uncertainties. A curriculum in which lessons and content are fixed no longer exists. As a result, the teacher has to organise his work in another way. Moreover, the teacher cannot create new learning environments completely independently (anymore). He has to depend on all kinds of things like the technical infrastructure, timetables and the activities of other teachers. In doing so, the teacher looses a part of his autonomy (another core problem) and therefore, he is forced to collaborate with his colleagues in a way entirely different from that he was used to.

It requires skills like:

- Creativity
- Flexibility
- Logistic skills (e.g. for assigning work- and study places and grouping students)
- Skills for working in projects
- Administrative and organisational sills
- Collaborating skills.

The main challenge today is how to empower teachers. Technology can only support the transformation of education by empowering teachers to rethink what is being taught and how. ICT is tools that have the potential to empower teachers to teach differently and to develop innovative pedagogies. Teachers play an important role; consequently, empowering them to use ICT both in classroom settings and in professional development is the key to implementing pedagogical innovations.

IMPACT OF ICT IN TEACHING AND LEARNING

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "**Knowledgeû0Comprehension**"· "**Practical skill**" and "**Presentation skill**" in subject areas such as mathematics, science, and social studies.

In terms of transforming teaching and learning, ICT has the potential to: (i) connect teachers; (ii) connect learners; (iii) reschedule learning (people decide what and when to learn); and (iv) widen the pedagogical repertoires by expanding access to content and supporting collaboration for knowledge creation with learners as active participants. ICT can amplify innovative teaching

practices; for example, hands-on pedagogies in game development and experiential learning. ICT-enabled inter-disciplinary and new pedagogical approaches, development of emotional skills, innovations such as Bring Your Own Device (BYOD), gaming based learning, bringing open problems to the classroom (science curiosities), and inquiry based learning present new styles of learning and help learners stay more engaged and achieve better results (for example, in science and maths).

> *"ICT can make a significant contribution to teaching and learning across all subjects and ages. It can engage and motivate children and young people and meet individual learning needs" (DfES 2003a).*

CHALLENGES OF USING ICT IN EDUCATION

It is generally believed that ICTs can empower teachers and learners, promote change and foster the development of '21st century skills, but data to support these beliefs are still limited.

Dale et al (2004) commented that: "the use of ICT in teaching and learning remains only partially understood and inconsistently practiced in schools."

Use of ICT can enhance learning, but not simply because it is used instead of traditional methods. This has been observed that some of the factors which prevent an institute from excellent and imaginative use of ICT.

These factors include:

Need for clear goals

ICTs are seen to be less effective (or ineffective) when the goals for their use are not clear. While such a statement would appear to be self-evident, the specific goals for ICT use in education are, in practice, are often only very broadly or rather loosely defined.

Lack of confidence of teachers in using ICT;

It is hardly surprising that teachers are reluctant to experiment with ICT if they are concerned that their students' knowledge is greater than their own.

Lack of detailed planned

How ICT can be used to enhance the teaching and learning; when using ICT and that pupils must be encouraged to understand the process involved rather than simply focusing on the output.

Technical problems and shortage of computers in classrooms-

It is important to acknowledge that ICT can have technical problems. Students lost so much time when the computers would not work. One of the enduring difficulties of technology use in education is that educational planners and technology advocates think of the technology first and then investigate the educational applications of this technology only later.

More opportunities for pupils to get off-task-

It has also been noticed that students use more and more ICT outside the classroom rather than inside or pupils will spend the majority of a lesson experimenting with different colours and backgrounds and have no time left to create the required content. Strategies are therefore needed

to capture their attention and help them use ICT more for learning rather than for entertainment.

The 'black-box' syndrome-

Pupils may be able to produce the desired outcome using ICT but may not understand the processes involved. This is known as the **'black-box'** syndrome;

The need for teachers to change their pedagogy.

ICT is only an effective tool in the hands of an effective teacher, and not a subject knowledge of the teacher and their ability to weave the use of ICT into the existing curriculum. It is necessary for teachers to be very aware of what the Internet is being used for and to ensure that the information used is unbiased and from reliable sources.

Timetabling difficulties

Incorporating ICT across the curriculum requires careful timetabling and cooperation among departments. The times when the ICT suites are available may not suit the schemes of work planned by the teachers.

CONCLUSION

Most students enjoy working on computers and if it a novelty rather than the norm, then that makes it even more motivating. However, whilst student enjoyment is an important factor in education, adherence to the curriculum is even more so and therefore, careful planning is an essential element of teaching with ICT is required. The teacher will always have an important role in the classroom, no matter how advanced the technology gets. Students require attention, praise and discipline and their learning need to be set in the context of a curriculum that builds on prior knowledge and exposes them to new concepts and skills; something that ICT cannot do on its own.

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- Resistance to change generally and specifically change brought about by ICT
- Limited availability of or access to in-service training in ICT
- Lack of ICT expertise and/or interest of specialist SEN support staff (i.e. psychologists)

Sugesstions

- A clear ICT in SNE policy in the school.
- Commitment and support of school managers.
- Availability of appropriate specialist hardware and software resources and support of the school and classroom level.
- Access to specialist training that develops teachers' feelings of confidence.
- Availability of specialist information and examples of other teachers' practice.
- Teachers' teamwork and sharing of experiences and expertise.
- Teachers' increasing motivation to and competence in using ICT flexibly.
- Positive outcomes in terms of pupils' learning and/or motivation as a result of ICT application.
- Increased usage of ICT at home, by parents and in society generally.
- Possibilities and awareness of these possibilities for new teaching strategies presented by the use of ICT.
- Awareness raising of benefits of ICT at all levels of educational provision (policy makers included).
- Regional co-ordination of all forms of ICT in SNE support.

Types of Disabilities

Disabilities can affect people in different ways, even when one person has the same type of disability as another person. Some disabilities may be hidden, known as invisible disability. There are many types of disabilities, such as those that affect a person's:

- Vision
- Hearing
- Thinking
- Learning
- Movement
- Mental health
- Remembering
- Communicating
- Social relationships

How Can ICT Help to Disabled in Learning

ICT has the potential for reducing discrimination and providing more opportunities to engage people with disabilities in all aspects of life including teaching and learning. ICT offers a range of specialized software and hardware solutions for communicating, accessing and inputting data/ information to/from web applications. Following are some of the ICT tools/applications for assisting different kind of disabled learners:

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ICT AND SPECIAL NEED EDUCATION

*Mr. Vipul Makkar**

This paper shows the impact of the Information Age on the life of people with special needs, to explain the necessity of ICT implementation into education for a differently abled child. The paper shows the issues of equal opportunities in education and information access to be provided for each and every member of a society, primarily for people with special needs. Particular emphasis is made on ICT resources available for students with special education needs. The main objective of the writing is too focused on the development of motivation to use ICTs in SNE.

Introduction

Information and communications technology (ICT) is often used as an extended synonym for information technology (IT). It is a more extensive term (i.e. more broad in scope) that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information.

Inclusive Education

It is a process whereby students, who are in the special education program, enroll in general education classes. They are officially included in the general education roster and are graded by a common education teacher, while continuing to receive support from a special education teacher.

Students with Special Educational Needs

Those students who for a variety of reasons (intellectual, physical, social, psychological) experience learning difficulties which are more significant than those experienced by the majority of learners of the same age. Such students need special educational help and assistance.

The inclusion of students with barriers to learning in ordinary schools is a part of the global movement for human rights. All learners have a right to education, regardless of their individual characteristics or difficulties.

Starting in the 1980s, inclusive education has aimed to promote academic learning, social competence and skills, attitude change, and positive peer relations in inclusive settings for students' with special needs.

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ICT in Education

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address.

ICT in Modern Society

In modern society ICT is ever-present, with over three billion people having access to the Internet. With approximately 8 out of 10 Internet users owning a Smartphone, information and data are increasing by leaps and bounds. This rapid growth, especially in developing countries, has led ICT to become a keystone of everyday life.

A big question to think- If ICT is used in every sphere of life, then why not for the education of Differently abled Children?

Information and communications technology (ICT) can be a valuable tool in the process of inclusion for learners with special needs, enabling them to take advantage of their entitlement to a broad and balanced curriculum. Information and communication technologies have become the most suitable tool, which can help people with different learning demands exercise their right to education, employment, social life and leisure, and access to information and democratic channels. The use of new technologies in the sphere of education must enhance independence, integration, and equal opportunities for all people.

Teachers' Responsibility

The SEN teacher is not the only responsible for inclusive education, because there is a shared responsibility among all teachers. Teachers should coordinate in teaching activities and create materials for a complete participation of SEN pupils. Teachers should work for:

- A non-discriminatory class atmosphere, allowing the creation of positive social-affective relationships;
- The adoption of inclusion strategies and methodologies (i.e. cooperative learning)
- The preparation of homework documents and material accessible in electronic format or through assistive technology;
- Strengthening the active construction of knowledge.

Some Factors hindering a teacher's use of ICT in SNE

- Teachers' lack of confidence in applying ICT within SEN programmes and curricula.
- Lack of information exchange, sharing of expertise at the school level and between schools
- Limited school level availability of specialist hardware and software resources
- ICT in SNE not a clear element within school development plans
- Age and gender barriers in using ICT
- Teachers' perceptions of the limited uses of ICT
- Lack of incentives for teachers to accept ICT responsibility in schools

- ICT bases specialized vocational training to perform functions within abilities
- Specialized Keyboards, such as Braille
- Braille Printer
- Conversion of local language to Braille
- Screen Readers
- Touch Screens
- Eye Tracking
- Talking word processors
- Screen Magnifiers

What Is Assistive Technology?

Assistive technology can be defined as any item, piece of equipment or system that helps people bypass, work around or compensate for learning difficulties. Assistive technology is an umbrella term, which can be divided into two main groups: hardware and software. Hardware refers to actual equipment. For example, tape recorders and calculators are two common types of hardware. On a computer, the hardware includes the central processing unit (the computer's "box"), the monitor (the screen) and the internal circuit boards. Software, on the other hand, refers to the programs that run on computers, telling the computers what to do. The purpose of assistive technology is to work around specific deficits, rather than fixing them. It helps people with learning differences reach their full potential and live satisfying, rewarding lives. Assistive technology, however, should be a part of an overall program to help individuals with learning differences

Resources

ICT can support students with special needs when used in a purposeful and meaningful way.

Important Web Sites for ICT Resources

- NCTE Website **www.ncte.ie/SpecialNeedsICT**
  This section contains information and advice for teachers who are interested in the use of technology with students with special educational needs.
- National Council for Special Education **www.ncse.ie**
  The aim of this website is to provide some introductory information about the work of the Council and to provide a wide range of helpful information about educational provision for children with special educational needs.
- SEN Teacher **http://www.senteacher.org/Print/**
  This website offers a range of resources which are free to download, including printable worksheets, handouts and teaching aids, most of which can be customized to suit a range of learners.
- Special Education Support Service **www.sess.ie/sess/Main/Home.htm**
  The purpose of this website is two-fold:

1. To inform users as to the role of the Special Education Support Service and the

types of support we provide.

2. To act as a portal for accessing information on a range of topics relating to special education, both in Ireland and internationally.

- Special Needs - Dyslexia Friendly Classroom **www.teachfind.com**
  This video programme from *teachfind* (looks at increasing the understanding of what it is to be a dyslexic at school and offers innovative classroom strategies to help dyslexic pupils to achieve.
- Scoilnet website **www.scoilnet.ie/T_Sen.aspx**
  Scoilnet is the NCTE developed 'Portal for Irish Education', this section of the website focuses on links to advice and information relating to the use of ICT in SEN as well as to organizations and institutions involved in Special Education.

Conclusion

Finally we can conclude that benefits of new technology, i.e. the use of technology for students in the field of education has tremendous potential in alleviating particular problems associated with specific disabilities as well as making employment opportunities available for persons with special needs. This is achieved through specialized computer programs and models that enhance the capacity of the disabled, by sharing the teaching and learning skills, successes and challenges of fellow educators working with students with disabilities.

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EMERGING COMPUTER TECHNOLOGY IN EDUCATION

*Dr. Seema Sethi**

The new communication and information technologies have profoundly affected our social structure. There is a growing interdependent between technology, information (message) and society. At the policy level the use of communication technologies in education and training has been identified emphatically. The CABE (Central Advisory Board of Education) Committee on Distance Education (1994) recommended the urgent need for the use of electronic media in the education process in view of its vital importance, particularly to support distance education. It also recommended undertaking some experiments with new technological systems/developments, with an eye on the future and in keeping with the technical skills and advanced infrastructure available in the country.

Telecommunication clubbed with computer technology has revolutionised the area of human communication. The capability to exchange information on a global basis is possible through a powerful communication tool; the satellite. Computer technology has provided tremendous capacity to store and exchange information. The human-computer interface has made communication further efficient, in terms of cost, time and reliability. This is the reason why communication technologies are becoming popular in receiving and transmitting messages, data, voice and images. The technologies will enable us to develop what are often called virtual classroom, virtual universities, virtual conferencing, virtual labourites, etc.

Emerging technologies appear to offer the opportunity to gain access to knowledge and closer to real life. This would lead to a learning society. This is a single new development that can revolutionise the future of education. Virtual reality and simulation will provide the ability for people to enjoy experiences that we could not get otherwise. This is an experience without risk and promoted learning in a new way. So, communication technology will provide a new strategy for education, for training experience. We are not talking about the technologically developed countries only, virtual classrooms or institution is now getting established in the developing countries also, like Thailand, Malaysia, India, etc.

To compete and survive in the competitive world of education it is essential to create, adopt and utilise new technologies, which will have an efficient flow of data, voice and images to all those who want to remain updated in the fast changing world. With this education will cross the country's border and will change the world into global vilage.New technology almost always addresses the changing paradigms of education and training. It changing the way the teacher

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teaches and students do their work. It provides them new tools to increase the productivity in terms of learning outcomes. It makes learning easier, more effective and more enjoyable. In brief, technology brings the following changes

i. Teacher's work: A shift from the role of the sole dispenser of knowledge to students to help students acquire knowledge from a variety of sources will be clearly visible once new technologies are used. Appropriate use of technology in education students engage in learning activities.

ii. Treatments of students: New technologies can provide more individualised learning to the students in terms of content, length and time.

iii. Facility design : Appropriate application of technology in education may alter the requirements for facilities. Education practice may opt technologically-enhanced learning approaches. Educational facility designs can provide greater flexibility in using learning materials, provide for better students access to a variety of information for greater period of time.

iv. Productivity: Technology-enhance learning system can do both, increase productivity and provide products for export i.e. courseware developed could be marketed. Productivity is measured in terms of both quality, more and better.

Computer Technology

The major communication technologies : print, audio and video, are converging today at the computer. The convergence of these media makes the learners more than users, it invited them to be managers or controllers, of a large body of information that is easily available on a computer–based technologies available for educational purposes in the following way :

(i) **Computer:** A significant benefit offered by the computer technologies is the ease and speed with which it can manage the learning process. Computer technologies can perform the functions of a classroom teacher. It can be used for variety of instruction purposes :individual instruction, home studies and independent learning. It is easy for both the teachers and the students to understand difficult and abstract educational concepts by computer animation, graphics and clear colour presentation.

Virtual reality : A new development taking place in the field computer is virtual reality. This field of computing has emerged as a result of advantages in computer graphics for generation of display devices. Virtual reality (VR) aims at providing computer generated virtual environment which can be used as the most advanced tools of visualization for a large number of scientific applications such as study of computer structures, near realistic simulation of natural phenomenon and conducting hazardous experiments. The students can interact with a life-like artificial world that can be perceived, explored and manipulated at will. The various objects in the artificial world created by the computer behave in the same manner as the objects in the real world. In real life we perceive objects by our senses : seeing, hearing, touch, taste or smell. In virtual reality, computer are used for creating visual environment, audio environment and tactile environment for taking care of input to the three senses. Computer create images by using advanced graphic techniques. The VR is a tools of human being–machine interaction which is going to revolutionize education and training.

(ii) **Videodisc :** The videodisc is a product of the optical disc family. It has tremendous capacity to store information, data, visuals and voice. Videodiscs have been adopted by libraries, researchers, and schools for storage of information. A video disc can store thousands of still visuals, data and information. A videodiscs player makes it possible to view a single picture (also known as frame) for the time required by the student. The videodiscs player reads the same frame where the image/picture is stored.

Advantages of Videodiscs

a. Videodiscs is a flexible medium giving control to study paths, access at any point in the programme, and feedback as required.
b. Random access
c. Information read without physical contract giving exceptional durability.
d. Permit rapid, almost instantaneous, access to various segment to a programme.
e. Good display quality.
f. Slow motion and reverse display.
g. Each frame identified by frame number.
h. Superior freeze-frame viewing.

Limitation of Videodiscs

a. Comparatively high costs usually associated with production.
b. Most videodiscs are a affixed medium – can be neither recorded nor edited using standard video production facilities.
c. Unfamiliar to most teachers and teacher educators.

Consequently there are limited applications in Indian context.

Compact disc – interactive (CD – I): CD – I is an optical storage system primarily geared to educational markets. It is a sophisticated audio – video tool that supports a variety of playback format. CD – I can also support animation, video and photographic quality images.

CD – I is an interactive tools. A student can interact with the database of information through CD –I player and remote control device. Instead of watching and listening to a prearranged presentation, much like a video tape, the student can select the information he wants to hear and see and the order in which it is to be played. Based upon the student's needs and requests the computer would retrieve and display specific information stored in the interactive disc.

Uniqueness : The combination of the two technologies (its functionality and use, and the enabling technology) provides a medium which has the potential for providing unique educational material as adjuncts to the teaching and learning process. Well designed programmes can effectively enhance the learning process. This is achieved through the active participation of the learner and the level of visual obtained through simulation and surrogacy.

As an educational tool it has been enthusiastically received by learner and is clearly enjoyable to use, but it has not yet proved to be cost effective and evaluation of its educational benefits is to be assessed.

Evidence of effectiveness : in the education context, it is far easier to find evidence of an enthusiastic response to the medium than to find hard evidence of its effectiveness following an

objective and carefully executed evaluation. In the training context, there is no doubt that it is highly effective in improving retention compared to other forms of instruction in appropriately chosen topics.

There is also no doubt that CD–I has the attributes required for providing the most effective types of learning environments, and that potentially it is an effectively adjunct to conventional teaching. Like all new educational technology products, there is a pressing need for evaluation of the effectiveness of CD–I programme before their widespread introduction into the curriculum. Evaluation, however, requires substantial time and resources if anything more than an informal survey of attitudes is to be attempted. CD–I has many characteristics. Some important once are summarised below:

Versatility : CD–I is an extremely versatile medium. In one application it may serve as a pictorial database for a museum collection of photographs held as video stills and, in another enable manager to take part in a realistic simulation game.It can serve as an entertainment source by giving access to a selection of videos, or it might serve as a training programme for motor – vehicle mechanics.

CD–I is most powerful when operating in a simulation mode. This may take the form of a dialogue with a teacher, a realistic representation of surrogate travel, the conducting of an experiment, the management of a commercial or business venture or the manipulation of real equipment interfaced to the CD – I system. The great advantages of the highest level of functionality are that the education lists can teach the student, for example, how to be a physicist, a traveler, a manager, or a welder, not merely what physics, travelling, managements and welding are about.

(iii) **Electronic – mail (E-mail):** E-mail has become quite popular all over the world. The business world has long since realized the advantages of this device, as it provides the facility called E-mail reported five essential advantages which E-mail has over traditional communication modes, as discovered by business institutions. They are :

a. Reduced cost.
b. Reduced paper handling.
c. Faster communication
d. Improved communication
e. Integration of data communication with records managements.

E – mail is primarily a store and forward messaging service. The messages/data are sent and stored electronically into the user's mail – box and remain waiting till they are retrieved. E – mail uses computer, text – processing and communication tools to provide a high speed information exchange service. The E – mail utility on a computer system enables one computer – user to communicate with another user or a group of users via the user's terminal.

E – mail, unlike paper – based communication, is fast and can transmit information (mail as the term indicates) in seconds or minutes across a continent. Replies can flow back just as rapidly E – mail is text – based. Unlike fax or telephone, E –mail has no picture or sound component. Information can be conveyed only in the form of a text. That is like the normal posta mail, but unlike conversations, as the senders and the receivers do not attend to the communicatio act simultaneously. This communication through an E – mail is asynchronous or non – simultaneou

To be able to use the facility of E – mail, four main components are necessary. They are :

a. A telephone line.
b. Computer (mainframe, mini or micro)
c. A modern (equipment to convert whatever is typed into electronic signals)
d. Communication software.

One of the biggest advantages of E – mail service is its adaptability with regard to all kinds of data terminals like desk top or portable computers, fax, telex, visuals, displays units, printers, all of which can be utilised to send or retrieve data vis E – mail. The confidentiality of the data is maintained as well as guaranteed delivery is possible as no one else can take data. Certain data can be further locked by use of additional passwords.

As computer networks continue to grow and expand, domestic as well as international E – mail can be a valuable tool for communication, writing, research and routine administration.

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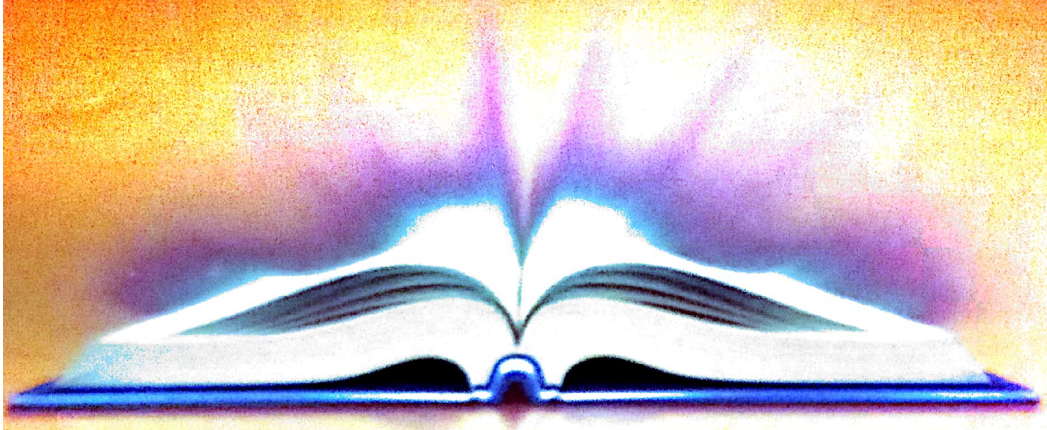

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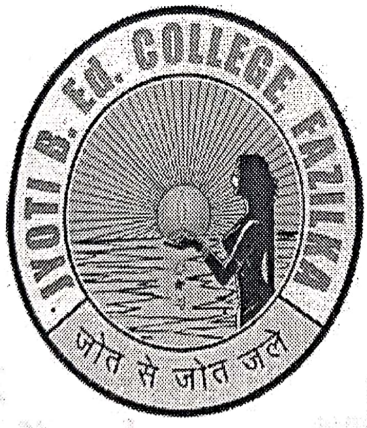
Chief Editor

Dr. Anita Arora

Editor

Mr. Vipul Makkar



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QUALITY ISSUES IN TEACHER EDUCATION

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ABSTRACT

Quality is not an act, it is habbit. It is very difficult to give a comprehensive definition of quality. The best teacher of a particular school may be a poor teacher in some other school . Teachers need high quality academic and pedagogical knowledge in their work. And the Teacher Education Institute is the only platform which performs a significant function of providing learning experiences to lead their Pupil Teachers from the darkness of ignorance to the light of knowledge. But Teacher Education is undergoing swift changes in keeping pace with the demands of learning and expectations of learners, community and society. Ensuring the quality of teaching and education is crucial for teacher education institutes in the present scenario. The development of an inherent quality culture at the institution remains a challenge for responsible faculty members. Various efforts have been made to improve teacher education. But gaps can still be seen. This paper focus on improving the standards of quality in teacher education programme.

INTRODUCTION

Meaning of Quality

According to Bennis (1993) —Quality often is not measured at all, but is appreciated intuitively. One's response to quality is a feeling, a perception that is connected intimately with our experience of meaning, beauty and values in our lives.

According to Crosby "if a product or service conforms to requirements then it is said to be of good quality".

QUALITY IN TEACHER EDUCATION

Teaching is a profession and teacher education is process of professional preparation of teachers. In the present scenario, quality of teacher education is subject to the pressure of quantitative expansion of teacher education institutions. The demand of the qualified and quality was also increased continuously. Teacher education aims to create human talent pool that is equipped with innovative ideas and adapt to any kind of culture and environment. But this is possible only if there is quality management system that can create quality in teacher education.

AGENCIES RESPONSIBLE FOR QUALITY ASSURANCE OF TEACHER EDUCATION

A)National Council For Teacher Education (NCTE)

The NCTE became a statutory body by an act of Parliament in 1993. The functions of the NCTE are to achieve

planned and coordinated development of the teacher educatio system throughout the country. It is also involved in th regulations and proper maintenance of norms and standards i the teacher education system. Despite the successful functionin in terms of educational field, it is facing difficulties in ensurin the maintenance of the standards of teacher education an preventing the increase in the number of substandard teache education institutions in the country.

B) Universities

Universities plays an important role in enhancing quality of the institutions. The university is responsible for providing affiliation to the teacher education institutions located in its jurisdiction. It conducts entrance tests and grants admissions to students against non-management seats to these teacher education institutions. Time to time, it also design curriculum conducts examination and coordinates for quality teaching through seminars and conferences. It also prescribes norms for certification of faculties.

C) National Assessment and Accreditation Council (NAAC)

The National Assessment and Accreditation Council is an organisation that assesses and accredits institutions of higher education in India. The primary objectives of establishment of NAAC is to help these institutions to work continuously to improve the quality of education, through self-evaluation of performance of an institution and/or its units based on self

study and peer review through defined criteria.

D) Institutions of Teacher Education

Institution itself plays an significant part in developing quality. It create appropriate infrastructure for providing quality teacher education and grants admission against management seats. It organizes teaching as per prescribed curriculum of the affiliating university. It is also engaged in appointing qualitative faculties and overall management of the institution. It also coordinates with the affiliating university, NCTE and the State Govt. in all matters regarding teacher education and responsible for maintaining its quality.

ISSUES IN TEACHER EDUCATION

- Improper selection of the candidates (student teachers) to be admitted.
- Poor academic performance background of student-teachers.
- Objectives of teacher education not understood.
- Several types of teacher education institutions thereby lacking in uniformity.
- Isolation of teacher's education department.
- Poor standards with respect to resources for colleges of education.
- Incompetent teacher educators resulting in deficiency of scholars.
- Practice teaching neither adequate nor properly conducted.

Quality Concerns in Education

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In the context of the sustained growth and diversification of higher education systems, civil society is increasingly concerned about the quality of programmes offered to students. Education is becoming a major driver of economic competitiveness in an increasingly knowledge-driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions. National and transnational debates like the Bologna Process, direct state regulations or incentives, competition among private and state-owned institutions all prompt institutions to put quality teaching on their agenda. Moreover, national quality assurance agencies push for reflection on the subject, even if their influence is controversial. As a result, there is an increase in public assessments and international comparisons of education institutions, not only within the higher education sector but in the general media. Institutions may implement schemes or evaluation mechanisms to identify and promote good teaching practices. The institutional environment can also lead to enhancement of quality of the teaching.

Morgatroyd and Morgan (1994) discuss three basic definition of quality::

"Quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards."

- Lack of up-to-date books, and materials on teache education.
- Teacher evaluation seems to place more emphasis o professional duties/ responsibilities than on actua classroom teaching practices.
- Traditional curriculum and teaching methods of teachin in the teacher education programme.
- Haphazard and improper organization of teacher educatio
- Little choice Base: we have introduced optional areas i teacher education, but the choice is very limited.
- Feedback mechanisms lacking.
- Inadequate use of technology in TLP.
- There is no Teacher Education Policy in India.
- Lack of dedication towards the profession.
- Bias in assessment of Teacher Education Institutions.

ENHANCING QUALITY: SOME SUGGESTIONS

- *Admission Criteria:* Selection procedure of students must be improved and interviews, group discussions along with common entrance test and marks should be introduced.
- Teachers' own efforts: Each teacher is expected to involve in undertaking action research for qualitative improvement of classroom teaching. Teachers should attend refresher courses organized by universities. They should also be

involved in developing teaching and learning (print and non-print) instructional materials, psychological tools, etc. this will help he teachers in updating their knowledge and skills continuously as well as improving their self-esteem.

- More emphasis should be given on practice teaching till mastery is reached with appropriate feedback.
- Teacher education, like higher education and technical education must be the responsibility of the central government.
- Monitoring by agencies: There should be continuous monitoring of teacher education institutions by NCTE and the affiliating University, particularly the privately managed self-financing institutions in order to maintain the standard of teacher education programme and its quality enhancement.
- Privatization of teacher education should be regulated.
- The assessment procedure of NCTE , NAAC, and the University should help the teacher education institutions to know its strengths, weaknesses, opportunities and threats.
- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Use of Technology: Our teachers are still uncomfortable

with the use of technology in the classroom. The should be trained to the technological innovations th are readily available. Effective use of information an communication technologies in teacher educatio institutions can improve the quality of teacher educatio

- Curriculum development on a continuing basis to kee pace with current trends.

CONCLUSION

The quality of teacher education programme needs to b up graded. Teacher education has not come up to the requisit standards. Teachers are not able to think critically and solv the issue related to teaching methods, content, organisation etc There is dire need for filtering the teacher education programm by creating the atmosphere of collective thinking, responsibilit and by organizing workshops for the development of leadershi qualities among teacher educators and finally improving th standards of quality in Teacher Education.

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RELEVANCE OF TEACHINGS OF SWAMI DAYANAND SARASWATI IN CONTEMPORARY TIMES

*Dr. Anita Arora**

One of the most radical socio-religious reformers in the history of India was Dayanand Saraswati. Swami Dayanand Saraswati was the founder of Arya Samaj and propagated egalitarian approach of the Vedas at a time when widespread casteism was prevalent in the society. He established gurukuls to impart Vedic education. He was an original scholar, who believed in the infallible authority of the Vedas. Dayanand Saraswati was disillusioned with classical Hinduism and became a wandering monk. He learned Panini's Grammar to understand the Sanskrit texts. At this juncture, Moolashankar came across Swami Poornananda, a profound scholar and Sanyasi. The Swamiji initiated the young man into the holy orders. Moolashankar became Swami Dayananda Saraswati. For the next fifteen years, he wandered all over the country in the search of a guru. On the heights of the Himalayan regions, his life was in danger again and again. He had to stroll day and night in forests where wild beasts roamed. And in the midst of his wanderings, his devotion to his goal was tested, too. Then he came to know that perfect yogis lived in the dense forest near the source of the river Narmada. Without caring for the distance Dayananda walked hundreds of miles.

Introduction

Tankara was a town in Gujarat where lived a wealthy Brahmin named Karshanji Lalji Tiwari. This good and just man had faith in religious practices. In 1824, a son was born to the couple Karshanji and his wife Amrith Bai. The son was named Moolashankar. This child was to become famous as Maharishi Dayananda. As a child, Dayanand was brought up under the strictest Brahmin rule, and at the age of eight, he was invested with the Sacred Thread (Upanayna). When he was fourteen, his father took him to the temple on the occasion of Shivaratri. Dayanand had to fast and keep awake the whole night in obedience to Lord Shiva. In the night he saw a rat nibbling the offerings to the God and running over Shiva's body. He tried to find out from elders why this "God Almighty" could not defend himself against the menace of petty mice, for which he was admonished. This incident shattered Dayanand Saraswati's faith in the idol worship and Dayananda starting questioning traditional beliefs of Hinduism and inquiring about God in early childhood. Thereafter he refused to participate in the religious rites for the rest of his life.

Dayanand Saraswati believed that Hinduism has been corrupted by divergence from the founding principles of the Vedas and misled by the priesthood for the priests' self-aggrandizement. He extensively travelled the country challenging the religious scholars and priests to discussions and won repeatedly on the strength of his arguments. He made fiery speeches condemning the

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BLENDED LEARNING — WHEN TECHNOLOGY MEETS TRADITION

*Dr. Anita Arora**

Blended learning is a new educational model with great potential to increase student learning outcomes and create exciting new roles for teachers. blended learning is the combining of online and face-to-face classroom components. Different learning problems requires different solutions as each learner has a unique learning style and unique requirement. The blended learning changes the methodology and strategies of learning. Blended learning is a combination – or blend – of face-to-face and online learning. Depending on a number of factors – including teachers' and students' access to and comfort with technology – blended learning can look different.

Definition of Blended Learning

The definition of blended learning is a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

The first *Handbook of Blended Learning* by Bonk and Graham was published. Graham challenged the breadth and ambiguity of the term's definition, and defined 'blended learning systems' as learning systems that "combine face-to-face instruction with computer mediated instruction. Currently, use of the term *blended learning* mostly involves "combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students."

Blended learning can look different in different situations. For example, when blended learning occurs in a school computer lab, students may flexibly access and complete course content online and consult with their teachers on specific projects or topics. When blended learning occurs in classrooms where technology is limited, students may learn mostly through face-to-face lessons, but use computers or other devices to complete group assignments or submit completed work to their teachers

Blended learning uses the tools of learning management system (LMS) to teach and suppor learning in a face-to-face class. Through blended learning, students can access high-qualit course materials, course calendars, and assignments during and outside school hours.

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by

Dr. Anurag Asija

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Robert Louis Stevenson said, *"To be what we are, and to become what we are capable of becoming is the only end of life."*

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"LIFE SKILLS"—WHAT, WHY AND HOW?

*Dr. Anita Arora**

The term 'Life Skills' refers to the skills you need to make the most out of life .Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. Life skills help people navigate effectively through the personal and professional challenges encountered in daily life. To become a mature, stable adult, a person must develop life skills through parental nurturing in childhood, life experiences, work and education.

Concept of Life Skills

Life skills are abilities that help a person succeed in personal, educational, professional and social experiences. Living independently and making responsible decisions are key life skills life skills enable individuals to translate knowledge, attitudes and values into actual abilities – i.e. "what to do and how to do it". Life skills are abilities that enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so. They are not a panacea; "how to do" abilities are not the only factors that affect behaviour. If the model above was placed within a larger, more comprehensive framework, there would be many factors that relate to the motivation and ability to behave in positive ways to prevent health problems. These factors include such things as social support, cultural and environment factors. Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem.

Definition of Life Skills

There are many different understandings of life skills but no definition is universally accepted. Different organisations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delors four pillars of learning - learning to know, learning to do, learning to be and learning to live together - and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis.

UNICEF has defined life skills as psychosocial and interpersonal skills that are generally

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