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Special Issue of National Seminar Sept. 2017

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Two-day National Level Seminar
On
Contemporary Issues on Quality Concern in Teacher Education
August 29 -30, 2017

Organized by
Vidyasagar Teachers' Training College
In collaboration with
Kharagpur Tribal B.Ed. Training College
Venue: Vidyasagar Teachers' Training College
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From the Editor's Desk

About the Conference:

Teacher education programs focus solely on the development teacher knowledge, teaching skills or both. There is emphasis on knowledge about educational psychology, curriculum development, teaching strategies, techniques of measurement and evaluation, school administration and practical skill in teaching. Teacher training programs must not perform only the function of including teaching skills but also strive for promoting teachers' attitudes from which teachers focus all their activities and from which decisions are taken, such as teachers' role, contents to be transmitted and values to be defended in front of a group of students i.e. teacher education is a course that seek to reshape the attitudes, remodel the habits in a way to reconstitute the personality of a teacher.

About the College

Vidyasagar Teachers' Training College, named after Pandit Iswar Chandra Vidyasagar, the most illustrious son of district of Midnapore (now Paschim Medinipur) is situated in the heart of the Midnapore town. In the year 1967, when the ex-students of Midnapore College in their annual re-union visualized the necessity of improving the art of teaching through a training college and few training department in the general college, none cared for the training of science teacher. So the said ex-students felt the need of establishment of a training college, which would specially impart training to the science teachers. They set up steering committee with the then District Magistrate as its Chairman, the principal secretary, Midnapore College, as its convener Secretary, a few ex-student of Midnapore College, a few elites educationist of the town as its members. With their concerning power of discussion combined with untiring efforts, the college began its career from the 1st July, 1968 with the sanction of affiliation in Arts and Science (Co- educational) by the University of Calcutta. From the 1st June 1985, the college is affiliated with the Vidyasagar University with the same Arts and Science subjects. Since its inception, the college is significantly engaged in training the teachers and would be teachers and has become one of the renowned training colleges in West Bengal. Moreover, with the sincere effort of the teaching & non-teaching staff and students the college has been maintaining the record percentage of passing in the B.Ed. Examination of Vidyasagar University. Now the college affiliated with West Bengal University of Teacher Training, Education Planning and Administration from 1st July, 2017.

Kharagpur Tribal B.Ed. Training College is situated in between Kharagpur Town and Midnapore Town. The area is marked with I.T.D.P. area. The organizer feels the necessity to gear up the original inhabitants of India who are neglected and suppressed by the so called civilized people of India. The college uses to foster the facilities for the wretched people on the basis of mini-max formula i.e. minimum of expenses and maximum of academic essence. The college is successful in spreading sound education to the students with the help of well-equipped science labs and other technological and literary labs. The college has had most experienced faculty members and they are sympathetically treating the students. Though it is a private college but the commerce is absent here, love and affection are the guiding forces of the college.

Objectives of the Seminar:

The main objectives of this National Seminar "Contemporary Issues on Quality Concern in Teacher Education" provides opportunity for educationists:

- To disseminate the knowledge of upcoming areas of teacher education.
- To develop awareness on some best practices in Teacher Education to meet global challenges.
- To create a platform for sharing knowledge of quality control indicators in Teacher Education.
- To prepare teachers for inclusive education.
- To define values and Life skill Practices in Teacher Education.
- To integrate ICT in Teacher Education.
- To train teachers in innovative evaluation methods.
- Redesigning of Teacher Education Courses and Higher Education Programme keeping in view the needs of 21st century learner Quality concerns in Higher Education.
- Linkages of school, society and Higher Education.
- To develop and plan the need and urgency for teacher training at higher education level.

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Quality Teacher Education through Teacher Training Programme- Is it Myth or Reality?

Ananda Nanda Bera
Asst. Professor in Geography,
Sevayatan Sikshan Mahavidyalaya, Jhargram.
anandanandabera@gmail.com

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ABSTRACT *Education is a backbone of any society. Now a day's success of any nation depends quality upon quality education. It is totally depends on quality, knowledge, skill, efficiency and attitude of a teacher. Without proper teacher training programme it is quite impossible to prepare a quality teacher. A sound programme of professional education of teachers is essential for the qualitative improvement of education which helps to connect with world economy. Investment in teacher education can yield very rich dividends because the financial resources required are small when against the resulting improvement in the education of millions measures. Proper teacher education programme not only help the teacher how to teach. It is also help to take his initiative, to keep it alive, to minimise the evils of "hit and miss" process and to develop positive attitude for the profession. Quality teacher education is not only problem of India, it is also global concern. Different commission and committee advocate in favour quality teacher education. Different acts and regulation enacted by NCTE for quality teacher education. UGC also allots grants for organizing seminar, symposiums, conference and workshop for generating consciousness regarding quality teacher education. Teacher training programme schedule change very frequently. Both curriculum and syllabus of teacher training programme also change very rapidly. NCTE also changes their norms time to time. Huge numbers of teacher training college approved by NCTE all over India. So question arise quality teacher education is possible or not through teacher training programme. In this back drop an attempt has been made to – a) discuss about quality teacher education b) throw light changing nature of teacher education in India from time to time c) find out the relationship between quality teacher education and teacher training programme d) to discuss about the measures taken by NCTE for quality teacher education e) concluding remarks.*

***Key words*:** *myth, society, quality, education, attitude, training, programme, professional development, world economy, curriculum, syllabus, UGC, NCTE.*

Introduction:

Education is backbone of any society. Now a day's success of any nation depends upon quality education. It is totally depends on knowledge, ability, skill, capacity, efficiency, power of commend, attitude of a teacher. Teacher play crucial role in preparing young generation not only face present situation but also take part for future development process of a country. According to Gandhiji "If you educate a boy, you educate one individual, if you educate a girl you educate the whole family and if you educate a teacher, you educate whole community. Teacher is single important in many important dimension of developed society like physical, cultural, economic, moral and political etc. Teacher without quality can be treated as man without heart and solders without swords. Quality of teacher education depends upon so many factors like efficiency of monitoring authority, infrastructure attractive and faxable curriculum and syllabus, quality of teaching personal, learning environment, finance etc. A sound time bound programme of professional education of teacher is essential for the qualitative improvement of education which helps general people to connect with world economy. Investment in teacher education can yield very rich dividends because financial resources required are small when measures against the resulting improvement in the education of millions. Teacher training programme help the teacher to develop positive attitude for the profession.

Teacher training programme schedule change very frequently. Both curriculum and syllabus change very rapidly. NCTE and NCERT also change their norms time to time. Huge number private teacher training college approved and recognise by NCTE all over India. There is no universal fees structure. It is also true in respect of monitoring and management. In this connection a crucial question arises, quality teacher education is reality or myth through teacher training programme. In this backdrop an attempt has been made in this paper.

Objective of the study:

a) To discuss about quality teacher education.

b) To throw light changing nature of teacher education in India form time to time.

c) To find out the relationship between education and teacher training programme.

d) To discuss about the measures taken by NCTE for quality teacher education Concluding Remarks.

a) To discuss about quality teacher education:

Quality is a term which is used by every society very frequently in numerous dimensions like process, product, service, fitness to purpose etc. Quality is varying from time to time, space to space, institution to institution, society to society and also nation to nation. The term is used to convey an awareness of satisfactory in the area of both management studies and development studies. Quality is not absolute. It is relative and perceptual in nature. So many developmental processes closely related quality teacher education.

- Development of positive frame of mind to adopt with environment in the class and outside class.
- Development of ability to play multi dimensional role to achieve desired goal and objective of nation.
- Development of accountability.
- Development of comprehensive power of changing demand of society and also student.
- Development of management ability and administrative power.
- Development of ability to take care to self.
- Development of ability to deals with heterogeneous individual and groups as a responsible citizen.
- Development of ability of quality culture in the society and outside society.
- Development of ability to mobilise, manage and use national and local resources sustainably.
- Development of ability to deal with different stages of growth and development.
- Development of ability to good command on subject content.
- Development of ability to integrate different skill and method of teaching.
- Development of ability to select proper approach and framing ideal strategy for inculcate different type of values.
- Development of capacity to do, observe, infer and to generalize.
- Development of appreciation of difficulties experienced by children and parents and a sympathetic response.
- Development of ability to create positive attitude in every dimension like physical, mental, social and emotional among learners.

Following management principles are closely related with quality teacher education. These are –

- Customer Focus.
- Leadership
- Involvement of people
- Process approach
- System Approach to Management
- Continual Improvement
- Factual Approach to Decision making
- Mutually Beneficial supplier relationships

If above mention principles are achieved in respect of education than we may say that they will be able to achieve quality.

b) To throw light changing nature of teacher education in India from time to time:

First time in India teacher training institute was established by Ziegenbala at Tranquibar in 1716. Another denish Missionary Dr. Carey established a normal school for training of teachers at srirampore near Calcutta in 1793.

- After independence in 1948 the central Institute of Education was established in Delhi and teacher training college at Allahabad was developed into the Central Pedagogical Institute. In this time there is no similarity in the teacher training institute in respect of supervised lesion, type of practice teaching, curriculum, syllabus, teaching methodology etc. Duration of course was 1 year.
- In 1950 the 1st conference of training college was held at Borada and it created a forum for exchange of ideas and discussed programmes and functions of the training college. In 1951 2nd all India conference was held at Mysore for discuss the teacher training programme in a broader perspective.
- In 1952-53 Secondary Education Commission made recommendation for three types of teacher training institutions- a) Primary teacher training b) Secondary training institution and c) Training colleges. The minimum educational standard for all

primary school teachers should be class 10 or 11 year Higher Secondary certificate and their period of training suggested extending over two years consisting of training both in general and professional subjects.

- Multipurpose orientation to education recommended by the commission led to the 4 year integrated models of teacher education started in the Regional College of Education (RCES). This innovative experiment was practiced by NCERT during 1963-64.
- In 1964-66 Education Commission made recommendation for three type of training programme.

  a) For the primary stage – minimum 2 years duration was suggested.

  b) For the Secondary stage – duration of course was 1 year, it should be increase up to 2 years.

  c) A practical strategy according to the commission on improving the professional 1 year course by extending working days from 190 days to 230 days.
- National Commission on School Teacher(1983-85) recommended as follows:

  a) The duration of 1 year B.Ed. course should be extended by two summer months ensuring an academic session of 220 days with larger working hours.

  b) Each state may make a beginning by introducing at least one 4 year integrated college of education on the line of RCES of the NCERT.
- In 1978 NCTE recommended various alternative structures of teacher education for various stages of education.

  a) Preschool/ Primary teacher education- 4 semester professional education course after class 10,108 credit hours.

  b) Secondary Teacher education- 2 semester course after B.A./B.Sc./B.Com., 36 credit hours.

  c) Higher Secondary Teacher Education- 2 semester course, 36 credit hours.

  d) Collegiate Education – 1 semester course, 18 credit hours.
- The working group for revitalisation and modernization of the pre service teacher education during 1986. A national Accrediting Agency for teacher's education should be established with the statutory status and powers to recognise or derecognise teacher training institutions. The existing NCTE may be declared as such an agency.
- In 2015 NCTE introduce two years 4 semesters B.Ed. course, 36 credits all over India with uniform curriculum structure.

c) To Find Out the Relationship between Quality Teacher Education and Teacher Training Programme:

Meaningful and balance teacher training programme play a crucial role for quality teacher education. There are several concerns which need to be discussed in depth in order to formulate the teacher training programme, process and pedagogies of teacher education. Presently teacher education is stage specific, for example the Preschool, Primary, Elementary, Secondary, Higher Secondary etc. Considering specific nature of learners in each of these stages, it is understandable to plan for stage specific teacher training programme. Present days realities are such that the system utilizing the professional training in general for any level of school education. A case therefore may be made in favour of formulating of teacher training programme which orients a prospective teacher to enhancing quality of a teacher. Following aspects are closely related to pedagogical training programme.

- Handling large size classes.
- Methodology of teaching in multi grade settings.
- Implication of inclusive education to give practical shape to integration of physically and mentally challenged children in normal settings. It is also including the marginalized and under privileged section of the society.
- Perspectives related to gender equality including all forms of discrimination.
- Requirements of slow learners.
- Special concerns of gifted learners.
- Specific time bound training programme should introduce in every stage of teacher education.
- Give importance on school internship programme.
- There should be balance between theoretical and practical aspects of curriculum.
- Training in physical education should be introduced that helps teacher in looking after the physical welfare of the school children.
- Intensive courses over short periods with usual teacher training programme should introduce. Such as-
  - i. Training in school Administration.
  - ii. Audio-visual education.

iii. School broad casts Social education.
iv. Scouting and Guiding.
v. Citizenship Training.
vi. Junior Red Cross.
vii. Eco-Club.
viii. Social service and Community life.

- To developed different competencies of teacher like cognitive, performance based, consequence based, affective based, exploratory based etc. should introduce in teacher training programme. Such as-
  I. Seminar
  II. Workshop
  III. Discussion
  IV. Symposium
  V. Brain storming
  VI. Vocabulary Games etc.

The effectiveness of teacher educator largely depends on sound teacher training programme. Because in respect of implementation of various recommendation and reforms totally depends on quality teacher.

d) To discuss about the Measures taken by NCTE for Quality Teacher Education:

Quality performance by teacher training programme has to be as per expectations. The national council for Teacher Education (NCTE) must remain firmly committed to colleges of teacher education throw a new frame work with initiatives towards quality assurance in teacher education. It must reverse the efficiency shortfall due to non performance to teacher educators, political interference in the matters of appointment of teachers, admission of student etc. NCTE has to enforce financial discipline in teacher education institution and to stimulate quality in teaching. It may not matter whether it is a government college or private college, what should matter is performance indicators. This are-

- Curriculum Design and Planning.
- Curriculum Transaction and Evaluation.
- Research Development and Extension.
- Infrastructure and Learning Resources.
- Student support and Progression.
- Organisation and Management.

Some measurements are taken by NCTE for quality teacher education. These are –

- Uniformity among teacher education institutions must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- Curriculum development on continuing basis to keep pace with current trends.
- Government should look after financial requirement of the institutions.
- Teacher educators must be well qualified and experienced with language proficiency.
- Conditions for affiliation should be made strict.
- Regular inspections by NCTE should be done.
- Duration of teacher training programme should be increased by 2 years.
- More emphasis should be given on practice till mastery being reached.
- Internship should be of sufficient time (6 months).
- Student attendance in theory 80 percent and in practical 90 percent should be strictly maintained.
- Teacher student ratio should be 1:10.
- Several types of co-curricular activity should be included in the curriculum.
- Professional development of teacher educators should as ongoing ritual.
- Every teacher training institute should have a good library with at least 5000 books in different subjects.
- Every teacher training institution should good laboratory on science, language, math, social science. Psychology etc.

In spite these some important measures should be taken to combat against multi dimensional problem in connection with Quality Teacher Education. Such as –

- Isolation of Teacher Education Institutions.
- Continuing education programmes for teachers.
- Strict procedure should follow for the selection of Student Teachers.
- Teacher Education stands on the threshold of a major technological revolution today. Teacher Education Programme should try to avoid technological lag.
- Try to revitalising teacher education. There is much more flexible and diversified set of pedagogical arrangements suited to wider range of needs aspiration prospects and individual difference among student teachers.

e) Concluding Remarks:

Although teacher education is a vital part of university education, teacher education programmes are often seen by academic departments as irrelevant to them. Consequently teacher education gets isolated from main stream of university activity. Teacher educators develop closes working relationship with school system and the state departments and agencies (NCTE, NCERT, SCERT, DIET etc) than with the academic departments in the university. It would be useful

to review the basic myth and reality to teacher education in order both to understand the image problem in its historical perspectives and to create an appropriate agenda to deal with it. Common myth or assumptions underlying quality based teacher education are-

- That there is common body of knowledge theory and skill associated with teaching.
- Uniform curriculum structure.
- That university are the repositories of professional knowledge.
- Uniform time duration and evaluation system.
- NCTE and University act as a recognizing and affiliating authority.

Reality:

- Frequently changes of time duration and reality.
- Preparation of school teacher is viewed by many as a low level academic enterprise, counter to the intellectual tradition of university.
- Teacher education departments have not developed adequate programme for knowledge synthesis.
- Lack of monitoring basically in the private B.Ed. training college.
- Most of the institution student teacher ratio is not maintain.
- Lack of research work.
- Fees structure is not uniform.
- Quality of teaching personal is not up to the mark.

Teacher Education programme should be based on national concerns and priorities. Quality Teacher Education is essential to cope with nuclear age problems. The 3 R'S of our school system must be supported by 3 T'S – a) Teacher who is superior. b) Techniques of instruction that is modern. c) Thinking about education. Quality Teacher Education Programme should be competency based and aspiration centred which help to prepare competent teacher. Teacher education through suggested reforms under NCTE may create quality human resource for sustainable development and make better and bright future India.

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Attitude of Under Graduate Students towards E-Learning in West Bengal: A Case Study of Jadavpur University

Avishek Khanra
M. Phil Scholar, Department of Education, Jadavpur University
Aviskkhanra5@gmail.com

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Introduction

E-Learning activities are important for the development of any country. In the modern era, everybody is thinking about growth and educational development. E-Learning makes new knowledge and skills available immediately and reduces the learning time required to master even the most complicated topic. E-Learning is the changing trend of education. In present day technology system are so developed. E-Learning is the modern concept of information and communication technology (ITC). By E-Learning any one can learn anything anywhere & any time. So E-Learning is a part of dynamics that help the educational system. The rapid development and wide-spread usage of e-mail, chat rooms, social networks, interactive multimedia applications, web conference and internet technologies, as an environment.

The American Society for Training and Development (ASTD) defined the E-Learning as a wide set of applications and process which in clouded web-based learning, computer based learning, virtual classrooms and digital. E-Learning systems provide an additional, more flexible means of communicating that enable students to interact easily with others (Spender, 2001). Newton (2003) pointed out that E-Learning system has three main areas: improving access to education and training , Enhancing the quality of teaching and learning, and the need for higher education institutions to maintain competitive advantages in a changing market place for students (Newton, 2003). In the long run, the acquired experience in E-Learning will provide a strategic opportunity for the institution to enter the new field of education. Similarly, this system enabled students to access diverse contents any time and from any location. This gives students more control over their learning experience, enabling them to gather the materials they need and study when they have time to do so (Bhatia, 2011). Moreover, E-Learning platform based on network promote personal knowledge accumulation and group knowledge sharing, which can improve learning efficiency, facilitate the innovation of knowledge, and then enhance the core competitiveness of individual and group.

Research revealed that there are significant links between attitudes and beliefs and links between attitudes and behavior, and that attitude from the foundations of one's beliefs that influence one's behaviors (Siragusa, 2011). Workman (2005) asserts that when people have favorable attitudes towards a particular technology, those people are more likely to use that technology (Workman, 2005). He also argued that people are also influences by subjective norms; That is, one's perception of significant others like or dislike towards a particular technology which is likely to encourage or discourage one from using that technology.

Review Related Literature

Krishna Kumar R & Rajesh Kumar M, (2010) conducted a research entitled as, ***"Attitude of Teachers of Higher Education towards E-Learning"*** to find out attitudes of teachers of higher education towards E-Learning of the state of Tamil Nadu in college of engineering and technology and university department. The study conducted that the teacher have a favorable attitude towards E-Learning as well teachers who are familiar about computer and information and communication technology differ in their attitude towards E-Learning when compare to the teachers who are not familiar with technology. Vijoy Jaiswal, (2014) conducted a research entitled as, "***Current Status of E-Learning in Indian Higher Education: A case Study of U.P.";*** this study to find out the status of E-Learning in higher education. By researcher found this paper was below average numbers of professional courses teachers in higher education are using E-Learning mode whereas only a few non professional courses teachers are using E-Learning mode. There are three modes of E-Learning online mode, hybrid/blended mode and e-enhancement mode but only e-enhancement mode is being presently used by the professional and non-professional courses teachers in Indian higher education. Abdelrahim M. zabadi, (2016) conducted a research entitled as,***" University students Attitude towards E-Learning : University of Business & Technology (UTB) – Saudi Arabia-Jeddah: A case study";*** the study was conducted to examine attitudes UBT(University of Business &

Technology) in Dahban campus and Sari campuses, Saudi Arabia, towards E-Learning by taking (371) of students from colleges and English languages center. This study found that BTU participations wan a high standard on attitudes towards E-Learning and their attitude result are significantly very with their gender, technology usage and skill. Rajesh H M, (2014) conducted a research entitled as, ***"Contextual factor in using E-Learning system for higher education in India"*** , volume 16, Issue 2(Feb, 2014); the researcher indicate there is emerging difference from the impacts of contextual factor which can make or break the objective of digital move in any sector including higher education. This paper tries to study the literature to uphold the arguments of E-Learning system for higher education.

The Statement Of The Problem

There are little research conducted in this area. Therefore a wide knowledge here notice in this area and an intensive research was conducted in this field. So the problem of the present study was specified and stated as ***"Attitude of Under Graduate Students towards E-Learning in West Bengal: A case study of Jadavpur University".***

Delimitation's of the Study

The study was delimited to the following: --

i. The data were collected from Jadavpur University.
ii. The study was restricted to 81 samples.
iii. The study was conducted on under-graduate student level only.
iv. The variable of the study were delimited to demographic variables like Gender and stream of education.
v. The tool use for the study Attitude scale on towards E-Learning of the student in higher education.
vi. The sample group of students was studying in under-graduate level for E-Learning in West Bengal.

Objectives of the Study

The study was conducted with the following objectives:--

a) To find out the present status of attitude towards E-Learning among the under-graduate students in Jadavpur University.

b) To find out the study difference in attitude towards E-Learning among the under-graduate students with regard to their gender and stream of education.

Hypothesis Of The Study

The null hypothesis for the present study is as following :--

$^{0}H_1$: There is no significant difference in attitude towards E-Learning between male & female under-graduate students

$^{0}H_2$: There is no significant difference in attitude towards E-Learning of under graduate students with regards to their stream of education.

Methodology

The present study is a cross sectional survey among the universities students using attitude towards E-Learning in Higher education. The survey was conducted in Jadavpur University.

- **Population:** All the students at under-graduate level of the state of West Bengal were considered as population of the study.
- **Sample :** Since a good number of sample representatives a population is required to collect information from the target group students were chosen randomly from Jadavpur University in Kolkata circle. The study was conducted on a total participant 81 students at under graduate level.

The summary of the sample distribution is shown in table 3.1:

Table 3.1 : Distribution of sample according to different variables in percentage.

Variable		Total Number	Percentage
Gender	Male (V-I)	57	70.37%
	Female (V-II)	24	29.63%
Stream	Arts (V-I)	46	56.79%
	Science (V-II)	35	43.21%

- **Tools:** The self-made questionnaire was developed by Trisha Nayak and modified by Dr. Muktipada Sinha to measure the student attitude toward E-Learning in Higher education. It consists of 25 items having 20 positive and 5 negative item along with the five point Likert scale of

strongly agree, agree, don't know, disagree, strongly disagree carry a weight age of 5, 4, 3, 2, 1 for positive item and just the revise in case of negative item.

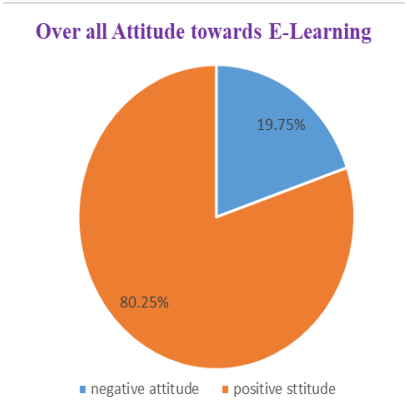
Analysis & Result:

Descriptive Statistics: Assessment of the overall attitude of under graduate students towards E-Learning. Out of the total 81 students at the Under Graduate level, 65 students i.e. 80.25 % showed positive attitude score and 16 students i.e. 19.75 % showed negative attitude score of Attitude Scale on E-Learning at Higher Education level. This indicates that maximum under graduate students were strongly positive attitude towards-learning. The illustration is given in figure 4.1.

Table 4.1: Representing the overall attitude of under graduate students.

OVERALL ATTITUDE			Total
E-LEARNING	NEGATIVE ATTITUDE	Count	16
		% of total	19.75%
	POSITIVE ATTITUDE	Count	65
		% of total	80.25%
Total		Count	81
		% of total	100%

Figure 4.1: Attitude of Under Graduate student towards E-Learning.



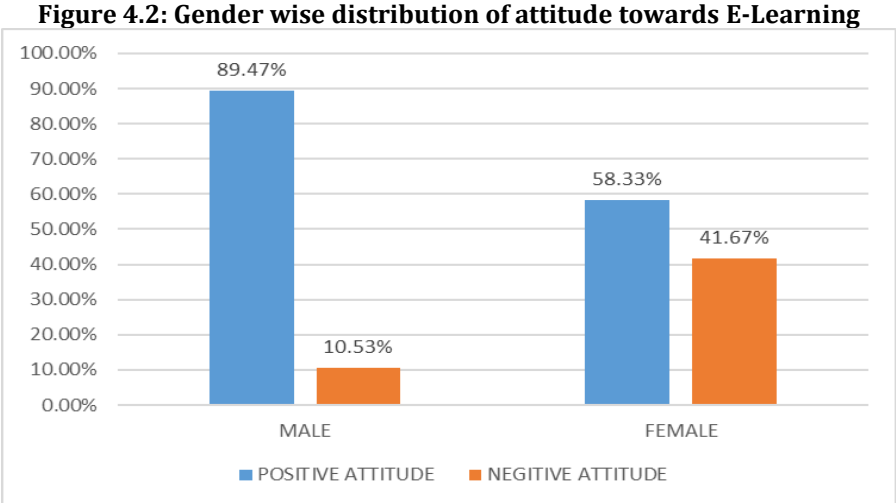
4.1.2: Gender wise Comparison of the attitude of under graduate students towards E- Learning.

Gender wise analysis of the attitude of under graduate students towards E- Learning emerged through Attitude Scale on E-Learning at Higher Education level scoring is given in the following table 4.2.

Table 4.2: Attitude wise distribution of E-Learning of the under graduate students towards E-Learning on the basis of Gender variable

OVERALL ATTITUDE			GENDER		Total
			MALE	FEMALE	
E-LEARNING	NEGATIVE ATTITUDE	Total Number	6	10	16
		% within gender	10.53%	41.67%	19.75%
	POSITIVE ATTITUDE	Total Number	51	14	65
		% within gender	89.47%	58.33%	80.25%
Total		Total Number	57	24	81
		%within gender	100%	100%	100%
		% of Total	70.37%	29.63%	100%

Figure 4.2: Gender wise distribution of attitude towards E-Learning



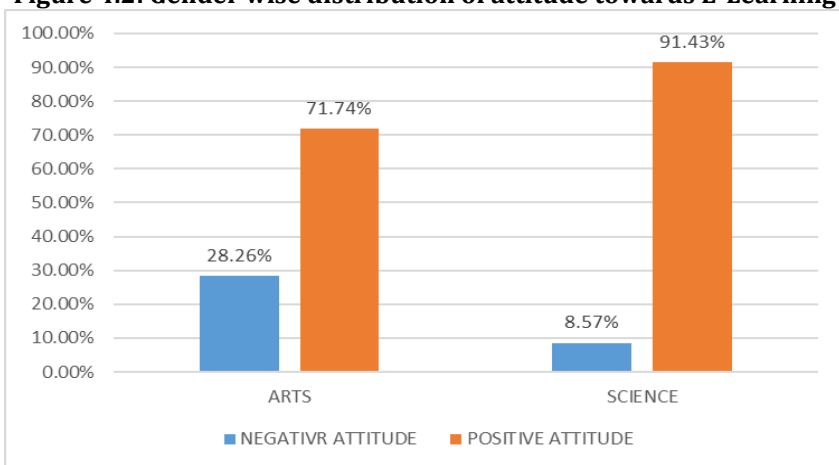
4.1.3: Stream wise Comparison of the attitude of under graduate student towards E-Learning.

Stream wise analysis of the attitude of under graduate students towards E-Learning as emerged through Attitude Scale on E-Learning at higher education level is given in the following table 4.3

Table 4.3: Attitude wise distribution of E-Learning of the under graduate students towards E-Learning on the basis of Stream of the study variable.

OVERALL ATTITUDE			STREAM		Total
			ARTS	SCIENCE	
E-LEARNING	NEGATIVE ATTITUDE	Total Number	13	3	16
		%within Stream	28.26%	8.57%	19.75 %
	POSITIVE ATTITUDE	Total Number	33	32	65
		%within Stream	71.74%	91.43%	80.25 %
Total		Total Number	46	35	81
		% within Stream	100%	100%	100%
		%of Total	56.79%	43.21%	100%

Figure 4.2: Gender wise distribution of attitude towards E-Learning



4.2: Analysis using Inferential statistics

This part of the chapter deals with Inferential statistics using Chi-Square test of variables. As the Chi-Square test is use with discrete data in the form of frequencies, it is decided to use Chi-Square test as a test of independent and to estimate the likelihood that some factor other than chance accounts for the observed relationship (Koul, 1999).

4.2.1 Hypotheses Testing

In order to test the null hypothesis $^0H_1$ & $^0H_2$, Chi-Squire test has been used. Table 4.4 shown the Chi-Squire test.

Table 4.4: χ^2 test showing variable wise differences in perception towards E-Learning at Higher Education Level.

VARIABLE	Category	N	Df	X^2	Level of sig.	Remarks
Gender	Male	57	1	10.332	0.001	S* P<0.01
	Female	24				
Stream	Arts	46	1	4.861	0.027	S* P<0.05
	Science	35				

S* - Significant, NS* - Not Significant

$^0H_1$: There is no significant difference in attitude towards E-Learning between male & female under-graduate students.

$^0H_2$: There is no significant difference in attitude towards E-Learning of under graduate students with regards to there stream of the education.

Conclusion and Discussion

Findings of the study

The major findings emerged through the present study would be important contributions for improvement of our understanding about attitude towards E-Learning of the under-graduate students of the state of West Bengal.

Attitude of Under Graduate students towards E-Learning at the Higher Education in West Bengal.

It has been revealed from the present study that the maximum number of under-graduate students were positive attitude towards E-Learning at the under-graduate level.

- **Attitude of Under Graduate students towards E-Learning on the basis of Gender**

It has been revealed from the study that the negative attitude of under-graduate students towards E-Learning was more in female students than that male students and the other hand the positive attitude of the under-graduate students towards e-learning was more in male students than that of female students.

- **Attitude of Under Graduate students towards E-Learning on the basis of their stream of the study.**

It has been revealed from the study that the negative attitude of under-graduate students towards E-Learning was more in the students studying in arts stream than the science stream students and other hand positive attitude of the under-graduate students towards E-Learning was more in science stream than the arts stream students.

Discussion

In the present study, it may be included that the maximum number of students have positive attitude towards E-Learning. It is found that the male under graduate students has more positive attitude than their female counterpart. Interestingly shown that in the present study science stream students have more positive attitude is more than the arts stream of students at under-graduate level; it was also statistically in significant.

The educational policy framers, administrator, teachers and teachers educators may adopts some realistic measures or strategies in the light of the present study. All of us have a common mission to provide E-Learning for quality at higher education level specially under-graduate students. We have to achieve that as early as possible.

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The Privatization of Education System in Socio-Economic perspective: A Critical Analysis of West Bengal

Monoranjan Bhowmik
Asst. Professor, Vidyasagar Teachers' Training College, Midnapore,
West-Bengal, Email: mbvttc@gmail.com

Bimal Duari
Ph.D Research Scholar, Dept of Geography, Seacom Skill University,
E-mail: Bittumama2012@gmail.com

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ABSTRACT *The India passing through a rapid transformation in the economic, social and educational dimension in relation to globalization. The way of privatization has spread all over the world including India. The Privatization is an umbrella term referring of many different educational programmers and policies. Privatization is the transfer of activities, assets and responsibilities from Government and Public institutions and organizations to private individuals and agencies.(Levin,2001). It involves a change in the ownership of enterprise from the public or government, to the private sector or individual private companies (Aggarwal, 2007). There are many private institutes in different state in India. These Private Institute is totally control and evaluated by the bodies set up by commercialization, across the regional perspectives. The study attempt to understand about the affort of Private education and its complexity. This research investigation is based on primary data and government official records. This research paper discuss about the scenario of privatization on education system in the West Bengal .This paper also highlights on the popularity of privatization in the light of socio-economic transformation.*

***Key words*:** *Socio-economic status, National policy, Educational dimension, Complexity.*

Introduction

Many changes have taken place in the Indian higher education system in the post independence period that has been crucial to its growth and expansion. The decade of 2000's has been associated with the processes of expansion, privatization and internationalization of higher education. These have been reflected in policies of the various ruling governments, reduction in government funding, ownership and production of higher education by private players – both for- profit' and 'not for- profit' and the emergence of foreign providers of higher education. The economy in expenditure achieved by withdrawal of subsidies and raising fees in higher education and the frozen budgetary allocations for higher education clearly indicate a lack of political will to abstain from its constitutional obligation. In a predominantly public educational system, private institutions must be fit in clearly specified ways. Besides this, the public should have ready information related to the private institutions so that they can make decisions. Further, there is a need to differentiate the wheat from the chaff as all public higher education institutions are not good and all private higher education institutions are not bad. The government can do this by designing appropriate policies and legislations, evolving an enabling regulatory framework and through judicial activism.

Methodology

This study has been done on the basis of literature review and Secondary data. Secondary data and documents related to this topic has been collected from different Govt. office, NGO, Published and un published documents and website

The objectives of the present study may be summarized in the following lines-

i) To analysis the Government rule and national policy for private institute.
ii) To understand about the incidence and increase of private institute in West Bengal.
iii) To understand the affort and complexity of private education.

Government rule and national policy for private institute

i) The private universities are needed approval from the UGC

Amendment Bill in 2004, under which proprietors of all private universities would have to deposit Rs 2 cores with the government and prove that they have 25 acres of land for their institutions. Stander of private university is maintained by UGC. Each private university would now require a separate State Act conforming to the relevant provisions of the UGC Act.

ii) There are restrictions on these universities to open branches or Chapters in other states or provide distance education. These universities come under the purview of UGC/AICTE.

iii) The admission, fee structure and programs of study of the private university will have to conform to the norms and regulations prescribed by the UGC and other statutory bodies.

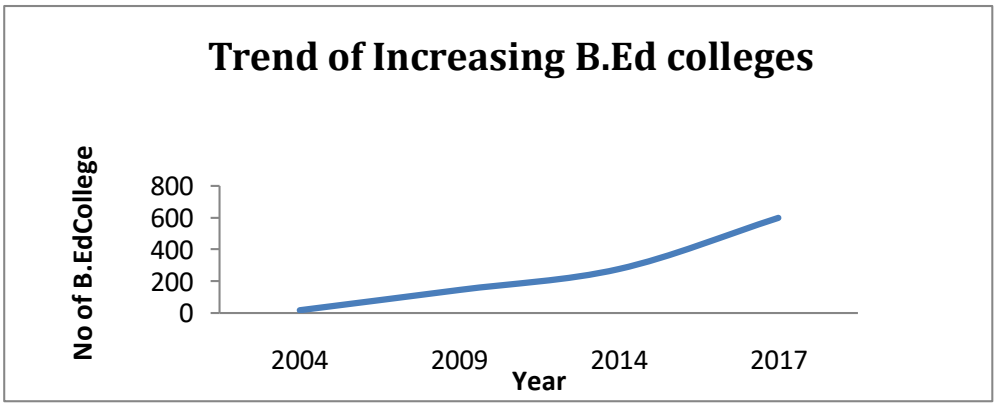
Increase of private Institute in West Bengal

The way of privatization has spread all over India including West Bengal. I discuss the recent trend of private Institute in West Bengal. Total numbers of private Institutes in different sector of education in 2017 are given bellow -

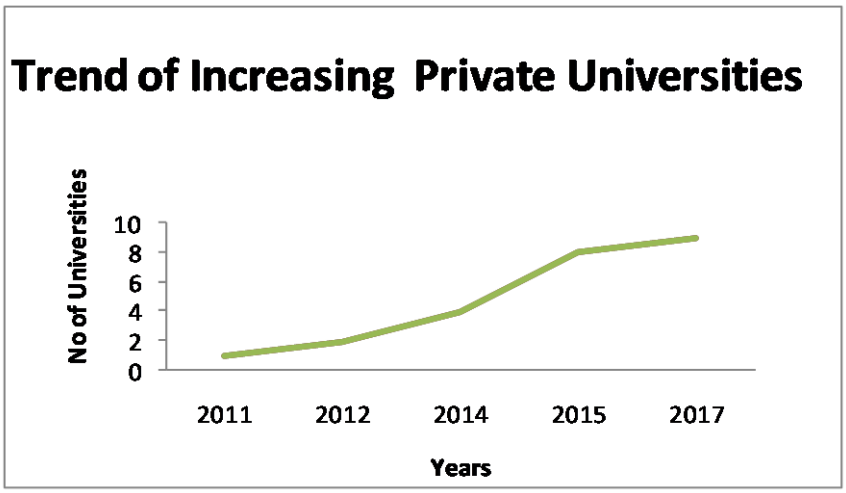
Institute	Total Number
School(x-xii)	2679
D.El.Ed college	552
B.Ed college	599
Engineering college	122
Medical college	37
University	9

Source: study.com,UGC, NCTE

The increase of private B.Ed College and university are given bellow-



Total number of private b.ed (fig-1)college is 16 in the year of 2004..After that, in the year of 2017,total number of B.Ed college is still 599.



Total number of private university (fig-2) is one (1) in the year of 2011.In the year of 2017, total number of university is still 9.

The main causes of the need for privatization on Education system in West Bengal are given bellow-

i) West Bengal has a population of nearly 9.13cores.In order to provide to a large number of people more private institutions are needed to fulfill the demand for higher education of young people

ii) The state government can no longer bear the financial burden of public enterprises. Therefore there is a need to evolve policy through which private resources are mobilized.

iii) Growing number of schools naturally pushed the demand higher education which the government is not able to provide, therefore demand for privatization of higher education is the need of the hour.
iv) Private institutes maintain good qualitative infrastructure and equipment like furniture, buildings, and different types of laboratories and qualified and competent academic staff, who can be paid as per the demand. There is a need for privatization.
v) Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. This will remove political interference in areas of administration, management and finance.
vi) The private sector should undertake to train manpower in technology and respond to market demands.
vii) The Privatization of education where the recipient will bear the full cost will help bring greater responsibility in them.

Complexities of Private education

Privatization of education also has some complexities. Some of the important points are as follows-

i) Transparency about the private institution is not public wide acceptable.
ii) The curriculum of the institution is very spread and includes various additional subjects which have a great burden to the students.
iii) The Privatization of education when the students got high marks and make good result then people generally will be increased every year and from their high amount of money the institution will be developed and commercially benefited.
iv) In the private institutions, for the commercial benefit they pressure on the teachers and give over burden of work for the whole day.
v) The impact of privatization in education which make education very costlier. They demand high amount of donation in admitting the student in various course.
vi) Reservation,special student facilities are not foud in this institutes .
vii) Privatization of education develops the materialistic outlook among the students.
viii) Privatization of education is unable to maintain the principle of equality(Article45).

Conclusion and Recommendations

There is a need for careful planning, enhanced financing and evolving an enabling policy framework to make higher education accessible, equitable and qualitativePrivate providers of higher education have been roped in a big way. However, as the research findings suggest, many private institutions are not transparent in their functioning, seldom deliver quality and operate for profit. The government needs to step in correcting systemic anomalies. Expansion of quality public higher education institutions has to take place especially in rural and educationally backward area to remove regional disparities. Some recommendation to maintain the quality of private institutes are given bellow-

i) It should be ensured that there is no cheating with the students. Fixation of fees should be under government.

ii) Special vigilance cell should be established in every university to monitor working of private colleges .

iii) Teachers service conditions should be monitored.

iv) The need for financing higher education to students, especially those coming from low income households needs special attention .

v) Evaluation of institutes should be done after every three years to maintain quality and social justice in higher education.

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Role of e- Governance to strengthen higher education system in INDIA

Prof. Debajyoti Chakraborty & Prof Rajib Mahapatra
Asst. prof. Institute of Education, Haldia.
E-mail: deb75c@gmail.com

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ABSTRACT *A good higher education system is required for overall development of a nation. A remarkable growth in the higher education sector had made the administration of higher education institutions intricate. Many researches reveal that the integration of ICT helps to reduce the intricacy and enhance the overall administration of higher education. Electronic Governance (e-Governance) is the use of information and communication Technologies (ICT) for the planning, implementation, and monitoring of government programs, projects, and activities. E-Governance is expected to help deliver cost effective and easy to access citizen services, and improve processing of transactions both within the government, and between the Government and between the government and other agencies. E-Governance is understood as a set of activities involving the effective contribution of information and communication technology (ICT) for strengthening administration and management in higher education system in India has declined somewhat over the past three decades due to remarkable increase in the number of colleges and universities and their privatization. It has become very important for the government to keep track of their functioning. Educational institutions may have various requirements that include computerization and management of processes such as registration, admission, student information, classes, time table, transport, attendance, library, salary and expenses, examinations, performance, grades, hostels, security and reports. Many of the software providers allow their clients to choose from the available modules to suit their needs to monitoring of these aspects. In this study, an attempt has been made to discuss the concept of E-Governance and use of latest application in higher education sector.*

Key Words: *E-Governance, Information and Communication Technologies (ICT), Indian higher education system (IHS), IMS (Management Information System)*

1. Introduction:

E-Government can transform citizen service, provide access to information to empower citizens, enable their participation in government and enhance citizen economic and social opportunities, so that they can make better lives, for themselves and for the next generation. Formation communication transactions, integration of various stand-alone systems and services between Government-to-Citizens (G2C), Government-to Business(G2B),Government-to-Government(G2G) as well as back office processes and interactions within the entire government frame work. Through the e-Governance, the government services will b e made available to the citizens in a convenient, efficient and transparent manner. The three main target groups that can be distinguished in governance concepts are Government, citizens and businesses/interest groups. In e-Governance there are no distinct boundaries. Generally four basic models are available-Government to Customer (Citizen), Government to Employees, Government to Government and Government to Business. Governments are specialized institutions that contribute to governance. Representative governments seek and receive citizen support, but they also need the active cooperation of their public servants. Governance is the outcome of politics. [9] Change has been happening at an uneven pace in any growth-oriented industry, and the education sector

is no exception. Rapid growth in the field of education has made governance in academic sector a very complex task. The 21st century has witnessed tremendous advancements in technology which has led to far-reaching developments in the administrative system. Cost-effective technology combined with the flexibility in learning and administrative activities is essential to enhance efficiency. Computers can be used extensively for educational administration. There are some of the areas where computers can be used for effective educational administration (Ben-Zion Barta et. al. 1995)- ***General Administration Pay Roll and Financial Accounting Administration of Student Data Inventory Management Personnel Records Maintenance Library System.*** Information and Communication Technology (ICT) plays a vital role in supporting powerful, efficient management and administration in education sector. It is specified that technology can be used right from student administration to various resource administration in an education institution (Christiana Maki 2008). Sharad Sinha (2008) mentioned the various administrative challenges

for Indian education system of the 21st century as given -***Global and local challenges Universal and individual challenges Competition and equity challenges Extraordinary expansion of knowledge.*** Moreover many studies revealed the need for ICT integration into administrative activities of higher education institutions. The various ways of introducing technology in education institution administration are the following (Caroline Salerno 2009): Sending e-mail notices and agendas to staff, rather than printing and distributing them Submission of lesson plans through e-mail Foster technology growth by asking parents to write e-mail addresses on medical forms. Insist that all teachers create a class Web page Attend technology conferences to see what other schools are doing, what other teachers are doing to integrate technology, and what principals are doing to encourage the use of techno logy in their schools and classrooms. Admissions thro ugh web-enabled services. All day-to -day activities of the institution (General Administration) Staff administration Single Window System for students. [2]

Role of higher education in Society:

Higher education is generally understood to cover teaching, research and extension. If critically analyze the different concept of higher education it can list the various roles higher education plays in the society. Higher education is the source or feeder system in all walks of life and therefore supplies the much-needed human resources in management, planning, design, teaching, and research. Scientific and technological advancement and economic growth of a country are as dependent on the higher education system as they are on the working class. Development of indigenous technology and capabilities in agriculture, food security and other industrial areas are possible because of our world - class higher education infrastructure. Higher education also provides opportunities for lifelong learning, allowing people to upgrade their knowledge an d skills from time to time based on the societal needs. The Kothari commission (1996) listed the following roles of the universities (Higher education institutions in the modern Society):

(i) To seek and cultivate new knowledge, to engage dynamically and fearlessly in the pursuit of truth, and to interpret old knowledge and benefits in the light of new needs and discoveries.

(ii) To provide the right kind of leadership in all walk of life, to identify gifted youth and help them develop their potential to the full o f cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values.

(iii) To provide the society with competent men and women trained in agriculture, art, medicine, science and technology and various other professions who will also be cultivated individuals, imbibed with a sense of social purpose.

(iv)To strive to pro mote quality and social justice and to reduce social and culture differences through diffusion o f education.

(v) To foster in the teachers, students and through them in the society generally, the attitudes and the values needed for developing the good life in individuals and society(GOI, 1996)

E-Governance in Higher Education

India has one of the largest higher education systems in the world .Despite having the largest higher education system, the quality of education, in general, cannot be claimed to be the best. Technical and vocational Education in India has seen enormous growth in recent years with a large increase in total number of institutes imparting higher education. On one hand, this growth promises to produce more skilled youth to fulfill needs of ever growing Indian industry and on the other hand it poses a huge challenge for the governing bodies like UGC, AICTE, NCVT, NCTE, PCI, MCI, INC, DCI etc and state technical education boards to maintain & improve the quality of education being imparted through these new & existing technical and Vocational institutes. But as has been reported by NASSCOM(National Association of Software and Service Companies) in its 2004 report, out of 3 million graduates and post-graduates added to the workforce in India every year only 25% of technical and 10- 15% of non-technical graduates are employable b y growing IT, and other sector , points to is a very serious situation. This lack of knowledge, qualities & skills desired by the employers, from the youth, may lead to the problems like unemployment/underemployment, which detain will lead to their disapproval& hence their offense that will be reflected in terms of an increase in crime and other antisocial activities.[4] Now a days, our education system is untidy, to say the least. It is characterized by substandard technical and vocational institutions lagging good infrastructure and qualified teachers, teacher truancy, obsolete syllabi, inadequate

infrastructure, unemployable graduates and a lot more other problems. The scenario has been further worsened due lack of some effective & real time monitoring mechanism & widespread corruption prevalent in Govt. regulatory bodies that help such substandard institute to start & remain functional without bothering to maintain any quality at all. Mushrooming of a large number of unrecognized & substandard fake universities/institutions distribution fake technical certificates, diplomas, degrees &PhDs, fraudulently, without being caught, is also another outcome of such a untidy system. [5]

Necessity of e- Governance in Higher Education:

If the quality o f our higher education system has to be improved to make these institutes really word class, then there is no alternative to the introduction of e-governance in this sphere at the fastest possible pace. Implementation of e-governance in technical and vocational institutes will enable their effective & real time monitoring by Government/the regulatory bodied & other stakeholders their own managements, parents o f the students & the society, thereby forcing them to maintain quality & become more responsible. E-governance process brings transparency in the system, so e-governance initiatives in the field of higher education will help reduce the corruption up to a large extent. The introduction of e-governance in higher education is one such concept that can empower the governing bodies to administer the progress o f the education plan in the whole country and serves various stakeholders in a much better ways. E-Governance is becoming a global phenomenon that is increasingly attracting the attention of community citizens including politicians, economists, decision and policy makers amongst others (Naheed et al., 2009). According Info Dev Report (2002) an effective e-governance satisfies these following needs: Providing greater access to government information; Promoting public engagement by enabling the public to interact with government officials; Making government more accountable by making its operations more obvious and thus reducing the opportunities for corruption; and Providing development opportunities, especially benefiting rural and traditionally underserved communities. E-Governance in higher education system will enable various stakeholders to control the improved operational efficiency in various key processes like grants, utilization certificates, approval processes, feedback mechanism etc. With deeper visibility and increased operational efficiency the Indian higher education system (IHS) would be implemented not only to satisfy the needs of students by making them more employable but also combat possible competition from foreign universities. In order to remove the copying of procedures, there should be consolidated information about each university and college to track their performance. The tools of e-governance may enable the universities or colleges to submit the documents online for approval. All agencies should internally co - ordinate to carry the details from common pool. This would greatly reduce the unnecessary duplication of work in the university. Apart from this there may be a number of other services that can be provided with the introduction of such type of governance.

Models of Private Sector Participation in Higher Education:

Recently, the University Grants Commission (UGC) has recommended four models of Public Private Partnership to the Planning Commission and according to an estimate; the country requires an investment of over US $ 150 billion in the next 10 years. The four models proposed by the Planning Commission are in terms of basic infrastructure model. Basic Infrastructure Model: The private sector invests in infrastructure and the government runs the

operations and management of the institutions in turn, making annualized payments to the private investor. Outsourcing Model: Private sector invests in infrastructure and runs operations and management and the responsibility of the government is to pay the private investor for the specified services. Equity/Hybrid Model: Investment in infrastructure is shared between government and private sector while operation and management is vested with the private sector. Reverse Outsourcing Model: Government invests in infrastructure and the private sector takes the responsibility of operation and management. Colleges and universities will need to change radically in the coming years and first think social intranets may be a key to this transformation.

Benefits of e-Governance in Higher Education:

The benefits of e-governances in an educational sector are improved efficiency, increase in transparency and accountability of educational administrative activities convenient and faster access to services, and lower costs for as administrative services. The multi-faceted benefits of e-governance can be described as under these points [7]:

Benefit to university

(i) Centralized information access from anywhere
(ii) Increase in student enrollment ratio.
(iii) Provide quality e-services, e-participation,
(iv) Increase clearness
(v) Inventive teaching to ols
(vi) Improved decision making, Private Public Participation
(vii) Less paper work

Benefit to Students

(i) Increase participation in education affairs
(ii) Personalized login for each students
(iii) extensive saving in time cost & efforts
(iv) Information & transaction services
(v) Job opportunities
(vi) Social connectivity for collaboration
(vii) Students can access virtual lectures & Seminars.
(viii) Students can slove their problems like-examination queries, result verification etc.
(ix) Students can submit feedback to university.

Benefit to colleges

(i) Date can access easily
(ii) Electronic data exchange with university
(iii) Saving of hidden operational cost
(iv) Instant statistical report generation
(v) Helpful for NAAC accreditation

Overall education system

(i) Long term impact on organization goals
(ii) Improve education system
(iii) Empowerment of faculties, students & encouragement of their participation in governance.

Suggestions and Recommendations:

The online methods enable more effective education and offer significant advantages over traditional service. Provide E-Service – After the implementation e-governance, we improve the delivery of services to students faculty by providing services like enrollment, examination, result, feedback, requests for documents, requests for certificates, issuing admit cards and ID cards, employment etc.. The system provide timely alert to colleges through SMS / Emails. E-governance in education provides new ways of communication to the students, imparting education and organizing and delivering information and services. Improved education system – E - governance in education sectors allows use of information and communication technologies with the aim of improving education, improve information, service delivery, encourage student participation in the decision making process, making administration transparent and effective and give universities a new channel of educational unemployment. Also, the system can obtain feedback from industry and students to modify course curriculum if deemed appropriate by the authorities. This will allow all the lesser performing colleges to reduce the gap with better performing institutes. It will be help in the betterment of the higher education in the country and increase the number of employable students.

Innovative Teaching Tools – The new technologies offer vast opportunities for progress in all walks of life with the introduction of new technological initiatives the structure of higher educational institutions has changed. The changing role of lecturers, the changeable learning environment and the design of e-Learning facilities all contribute to a potentially more flexible organizational structure of higher education in rural area. The future delivery of education will be based through e-learning technology providing lecturers with superior teaching tools. The online methods enable more effective education and offer significant advantages over traditional teaching methods. This has been possible by technological implementation based environments such as bulletin boards, virtual lectures and e Libraries and video conferencing. In e learning environment can support communication with classmates and lecturers.

Private Public Participation - almost all e – government project have found it convenient to involve different private agencies for different tasks through public-private-partnership (PPP) arrangements. These tasks include design and development of application software, population of data and content in the regional language, procurement and installation of networking and computer systems, deployment of software and delivery of services.

Centralized Information – E Governance has provided electronic information infrastructure to simplify service delivery, reduce duplication, and improve the level and speed of service at a lower cost. The centralized information approach of e-Governance keeps all information at one place in electronic form. This approach of making information secure prevents it against any theft or leakage.

Use of intranet – Intranet-based training provides a low cost and knock – on savings, is that it can be a virtual two way system, with students connected to mentors and teachers receiving real – time feedback and support. Managers with employees

scattered among sites and locations, particularly if they are so far flung that they are in different areas, need a cheap and effective way to communicate them. ICT is already proven as the way to access knowledge based information from anywhere to any time but a limitation of the university that they can't communicate with other colleges.

With the help of above benefits and suggestions it is possible to design a system that is student centric and can provide a variety of services – informative, interactive, and transactional and integrate system across the entire spectrum of the education sector. Central Universities, State Universities, Autonomous Institute, Deemed and Private universities and affiliated colleges will enter the data and caters the need of MIS of regulating and coordinating bodies.

Users can tap the system and find out the related information needed. The higher education coordinating and regulating bodies could obtain the reports on various issue about future planning like budget, demand of courses etc. The regulatory body has a critical role to play according to this model. These units will be responsible of data integration and will cater the need of various stakeholders. Following are the main activities required in this process. The MIS working at this level in the model will provide the following information to the regulating and accreditation bodies.

Conclusion:

The planning for efficient administration of higher educational institutions, increasing Global communication skill. To achieve the world class standard it is necessary to have a improved collaboration and access to information available in all the parts of the world are possible only by introducing IT in Educational Sector with e-governance as a security for maintaining standard. The e-governance needs security for smooth information flow, best practice database and enhanced capacity for information analysis etc. Government should support by enacting favorable legislations and updated amendments for maintaining standards in the educational process and improvements in the related field. It requires completely new infrastructure, procedures, policies and working skills for producing and collecting online information. With the advent of ICT, electronic governance is an emerging trend to re-invent the way the government works, becoming a new model of governance. Such a comprehensive and integrated system can also enable authorities to analyze the performance of one of the best performing institutes and compare it with other schools and colleges to identify the gaps. Through e-governance we improve the quality of higher education system in India. E-governance can create the transparency between the universities, colleges and students. It will bring forth, new concepts of governance, both in terms of needs and responsibilities. Many problems of higher education system can be solved by the Public Private Partnership model and e-governance.

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Quality Ensuring Through Trends in Teacher Education

Dr. Rushi B. Joshi
Faculty of Education,
R. D. Gardi College of Teachers Education,
Haripar (Pal), Kalawad Road, Rajkot, Gujarat.

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ABSTRACT *A quality teacher's education program is rational and streamlined to address some specific pedagogical issues. Basically, it elucidates the idea about what good teaching is all about and then how it organizes course work and all practical experiences around it. Teacher's education courses are very much connected to practice as well as to theory. A good teacher's training programs have teachers working continuously with expert master teachers in a traditional classroom or virtual setting to enhance the knowledge and experience base. Teacher education is a program related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Now a days the field of education is not only limited with books but has broadened in various new horizons. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. This main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education across the Globe. It also discusses the need of teacher education program to be innovative and various practices that can be included. It has been recognized that teacher education program should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.*

Key words: *emerging trends, education reform.*

Teacher education is now becoming more important to the emerging demands from the school system. Because the changing educational needs of the student and advancement in technology has widen the area of responsibilities of the teacher. Now teacher has to perform various role like encouraging, Supporting and facilitating in teaching-learning situations which enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens. Once quality is assured at reasonable level it needs to be controlled from deviations to ensure quality management. In the TQM the goods or services are expected to be with zero defects and when require further modification. Due to social or professional reasons the same may be communicated at the appropriate level for compliance. Thus quality assurance acts a backbone in the total system of quality management and hence requires more concern. Emerging Trends and Innovations is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new or altered products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve

efficiency of the institution to overcome problems and difficulties, they face in day to day functioning. The present structure of teacher education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Life-Long Learning for Teachers

In a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

Quality Ensuring by Teachers' Research Skill

Teaching has gone a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; students are not just listeners but co-explorers of knowledge. Education has become more interactive and

experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, particularly Classroom Action Research. In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics. As a result, they can be more effective in sharing the knowledge with students.

Classroom Action Research (CAR) is more specific than basic research, and it is more concerned on the teaching process itself than on the topics taught. In a nutshell, a CAR is a form of practitioner research on the current situation of a class. That means that the practitioner - the teacher - is the one who conducts active research on what his or her class truly needs. Since the CAR is a practitioner research, meaning done by one teacher for a particular class, it may produce unique results that can be discussed among the teaching staff.

Classroom Action Research is truly helpful for teachers to find out what the students need. But more importantly, it is a tool for them to identify what they themselves need to improve on when it comes to their teaching skills. This identification is the first step towards better teaching, and consequently, a better quality of education.

Quality Assurance by E - Learning

Information technology has long past dawned, and knowledge of it is now considered almost as a basic necessity. It is no wonder then that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Teachers giving out electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared on the spot. More communication channels are opened up than ever before. Some classes even utilize social networks for communications, as evident in online groups and forums. There are also more substantial school activities done over the internet. For instance, absentee teachers may create online tutorials for students, so they would not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those that experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, that's what every bit of educational evolution boils down to: a journey towards the best quality of education possible for the younger generation.

Quality Assurance through Collaborative Learning

Collaborative Learning; a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others — whether we know them personally or not has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions.

Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many teambuilding games and activities that can be done in a classroom that force students to work together to complete a task. In this scenario, students can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate. Collaborative learning is on the rise in our classrooms. Done correctly, it is be a great opportunity to break up the monopoly of the lecture, teach teamwork to our students, and help them to become more productive members of society in the future.

Quality Assurance by Constructive Learning Theory

Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the constructivism learning theory. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student

and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

Improving Critical Thinking Skills

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans hey use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Check out the following tips for improving critical thinking in students.

- Deep analysis - Take something that students see often and take for granted, and have them analyze it more deeply. For example, if a class says the pledge of allegiance every morning, one day have them spend some time answering some questions about what it means and why we say it.
- Evaluation - Give the students a concept and allow them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel to the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.
- Synthesis - give students two or more articles on a topic, and have them put the information together in a summary. This exercise forces students to truly comprehend the material in an article instead of simply memorizing it.
- Paraphrase - give students a passage of a book or article and have them explain it in their own words. This is similar to synthesis in that it forces students to understand the passage rather than memorizing it.
- Debate - give students a topic (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated fight.

These types of activities can be used in any classroom for any subject, and if used correctly can result in a higher level of thinking for our students, a lofty and worthy goal for any teacher.

Global Education

Global education aims to help pick up children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. It aims to make students who have this concept running through their curriculum more curious about life and about the various intricacies which are associated with it. It aims to allow those who are being taught to think about how their actions and how they live their lives has an impact on the world in a far bigger scale than they might have imagined beforehand. It is a different way of thinking for young people which could be used in their everyday lives, helping them to make sense of the different challenges which are faced in the world.

Conclusion

The subject of quality assurance has become a important word in the sphere of higher education. Among higher education teacher education occupies central stage due to its being the caretaker of macro educational system. The teacher education has assign the task of producing the teachers for primary and secondary education and also build solid foundation of the system.Due to its role and significance, the teacher education has vast amount of growth during last decade. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. The current policy focus on initial teacher education presents a major opportunity to significantly improve this critical component of a high quality education system. Examination of existing effective practices can provide a strong foundation for further reform. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills. It has been recognized that teacher education program

should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

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Great thoughts speak only to the thoughtful mind, but great actions speak to all mankind.

~ Theodore Roosevelt

Challenges in Higher Education: A Study

Dr. Preeti J. Maiyani
Principal
Snatak Nayi Talim, Lokseva Mahavidyalay,
Lokbharti – Sanosara, Dist. - Bhavnagar, Gujarat.

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ABSTRACT *Change is impossible without learning, just as learning is impossible without change. In the text that follows, I will analyze the need for a new form of education in today's society and identify the specific challenges that higher education faces. There are certain crucial questions that need urgent attention in the higher education policy formulation in India. They include Access versus Equity, Proliferation versus Standards, Skills versus Knowledge, Autonomy for Capital versus Autonomy for Knowledge, Social goods versus Commodity, Private Knowledge versus Public Knowledge.*

Key words: *higher education.*

The demand for higher education and educational reforms in India will provide a multitude of challenges and opportunities in the higher education sector to international institutions and educational businesses. With rapidly widening middle class, this transformation is being driven by economic and demographic change. For higher education in India, excellence, equity, and expansion are three keys which constitute a challenge as well opportunity for the higher education system. India has huge talent reserves and with the changing economic scenario, various opportunities arise in the context of higher education. Realizing the need for up-skilling the vast proportion of youth and developing an efficient employable force, India is on the path of qualitative development. According to an India Brand Equity Foundation report, the higher education sector in India is the largest in the world, enrolling over 70 million students. This sector is expected to grow at a staggering 18 percent to reach USD 34.12 billion in the next 10 years. Along with government initiatives, private institutions and businesses are taking keen interest to groom the right talent. As India moves towards a digital age, challenges and opportunities in the higher education sector are also circumscribed by advancing technology. This includes a shift to e-learning and introduction of various industry relevant courses, such as digital marketing, IT infrastructure management, cloud analytics, mobile application development, etc.With the positive outlook on higher education, India also needs to make concerted efforts to address the following challenges to create an environment for education.

In the beginning, education and the ideals it embodied aspired to create a "perfect" citizenry. Later, the objective shifted to ensuring that citizens were well-trained, and more recently it shifted once again to the awakening of the critical spirit. Today, the ideal is creativity: the capacity to learn and a lifelong willingness to face new things and modify learned expectations accordingly; there can be no learning without re-learning, without the revision that must be undertaken when we realise the weakness of what we thought we knew. In a knowledge society, education is the capacity to be creative in an environment of particular uncertainty, the capacity to properly manage the cognitive dissonance that gives rise to our failure to comprehend reality (Innerarity, 2010). Therefore, in the world of liquid modernity, we must move away from sporadic education and towards lifelong learning. This entails overcoming security-driven resistance: the pillars to which we cling because they lend us a sense of security: a mistake in a world filled with insecurities and ephemeral validities.

Collaboration with foreign institutions and use of the digital medium in the classroom, such as video lectures, foretell huge possibilities for online and blended learning, instructional design, teacher development, management and support systems. Government and institutions in India are creating more opportunities in higher education for streamlined learning to enhance preparedness for the entry of fresh graduates in the market. At present, private sector institutions account for 59 percent enrolments in higher education. The initial objective of most of these private institutions is to provide a service, so students

could get a degree, and subsequently, a good job. Many education specialists call it the "service model" of education. Although these institutions attract a large number of students due to the high demand of industry relevant courses, quality is what they miss out on. This is a crucial challenge to overcome to enable institutions and students to be innovative and flexible in their approach towards higher education. Another challenge in the context of higher education is financial constraints. Expenditure on education and related infrastructure is the key parameter for the government to judge the quality of education. State and central governments can only attribute about 20-30 percent funds from their total budgets on education. Much higher and stable investments are needed to cater to the growing demand. Although, government initiatives have led to foreign direct investment in education, but the strict permissions and policies hinder the flow of investments to a large extent. The Indian Education System faces an issue of quality teaching as well. Traditional methods of teaching, more focus on theoretical learning, lack of practical exposure, outdated curricula and pedagogy, and separation of research and teaching are some factors under the purview of this challenge in the higher education sector. Lower levels of teaching quality, no quality assurance, and lack of novel teaching aids for teachers puts the value of education provided in India far behind than that of the institutions in the West. Corresponding to these challenges, the Indian government, as well as private institutions, have realized the need to reform higher education sector with future forward policies and measures. Some opportunities in the context of higher education in India are specified below. A strong integration of knowledge with co-curricular initiatives to support better learning and teaching is essential to improve standards of higher educational institutions. Today's demanding and diverse environment requires both students and teachers to be adept at multi-tasking and possess the knowledge to apply theoretical knowledge to real-world problems. Co-curricular activities, such as workshops, seminars, industrial training, internships, etc. provide a multi-disciplinary and multi-faceted approach to learning and teaching. Such initiatives are a fruitful opportunity in the context of higher education. With prominent business firms taking the interest in higher education and a steady stream of investors backing educational start-ups, a strategic approach will lead to collaboration between education and entrepreneurship. Enhancing employability of graduates, private institutions liasoning with international organizations can improve the quality of programs they offer. Links to the industry, research skills, a wide range of transferable skills, and vocational skills provide potential interest to investors to engage with the Indian education market.

Changes aimed at tapping the potential of information and communication technologies in the creation and dissemination of knowledge. The goal of such changes is to create what Prensky (2009) calls *digital wisdom*. Changes for social responsibility and knowledge transfer. The work of higher-education institutions must be relevant. What they do, and what is expected of them, must be seen as a service to society; their research must anticipate social needs; and the products of their research must be shared effectively with society through appropriate knowledge-transfer mechanisms. Changes in universities as institutions and at the level of internal organisation. These changes should aim to improve the management of resources (human, economic, etc.) and be restructured to improve internal democracy. Universities must continue their mission to educate, train and carry out research through an approach characterised by ethics, autonomy, responsibility and anticipation. Changes in the educational model. New teaching/learning approaches that enable the development of critical and creative thinking should be integrated. The competencies common to all higher-education graduates should be determined and the corresponding expectations should be defined. In a knowledge society, higher education should transform us from disoriented projectiles into guided missiles: rockets capable of changing direction in flight, adapting to variable circumstances, and constantly course-correcting. The idea is to teach people to learn quickly as they go along, with the capacity to change their mind and even renounce previous decisions if necessary, without over-thinking or having regrets. Teaching and learning must be more active, connected to real life, and designed with students and their unique qualities in mind. Changes in knowledge creation. Interdisciplinary and transdisciplinary approaches should be taken and non-scientific forms of knowledge should be explored.

In a sense, education must lead to empowerment: through education, individuals should acquire the capacity to make decisions and act effectively in accordance with those decisions, and this in turn entails the ability to influence the rules of play through any of the available options. Thus, education consists in developing not only

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personal but also social qualities; it is the development of social conscience: awareness of how society works, knowledge of how it is structured, and a sense of the personal agency which allow action. This agency, however, at the same time restricts our interventions and makes it is necessary to decide our personal degree of action. (Goldberg, 2009). Essentially, it opens a dialogue between the personal and the collective, between common and individual interests, between rights and obligations. When new forms of knowledge and symbolisation qualitatively impregnate all basic aspects of a society, or when a society's structures and processes for reproducing itself are so penetrated by knowledge-dependent operations that information creation operations, symbolic analysis and expert systems are more important than other factors of production, then we're talking about the knowledge society (Innerarity, 2010). The major challenge facing a knowledge society is the generation of collective intelligence: society's intelligence as a whole is more important than just having a society composed of multiple individual intelligences.

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Education is the most powerful weapon which you can use to change the world.

~ Nelson Mandela

Report of Verma Committee for Teacher Education: Its Implication of Teacher and Teacher's Education

Dr. Monoronjan Bhowmik*, Niranjan Maity, Mohua Sannigrahi*****
* Assistant Professor, VTTC, Midnapur.
**Research scholar North Orissa University & Assistant Professor Institute of Education, Haldia.
***Assistant Professor Institute of Education, Haldia.

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ABSTRACT *Teaching profession is one of the most highly organized one in the world. To gift our society with the teachers, of high potential , to carry out various challenges of educating child and nurturing the child into a well balanced intellectual , our teachers training programme are equipped well crafted curriculum which includes both theory and practice yet it visibly lacks practical training in real life situation associated with professional practice. The quality and standards of an education system largely depends on the quality, characteristics and commitment of the teachers to their profession. Teacher Education needs to be adequately strengthened and upgrade to accommodate the changing role of the teacher and so that teachers can effectively address contemporary issues regarding education. Teacher education has to be reformed in order to adequately prepare teachers for their new and more diversified functions in the school and the community. Considering this, various commissions and committees have been appointed to study the status of teacher education and to suggest recommendations. Justice Verma Commission has attempted a scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. The present paper deals with the report of Verma Commission especially of quality of pre-service teacher education. It discusses existing scenario of Teacher Education, the quality of Curriculum Content, quality in mode of teacher preparation, recommendations made by the Commission.*

Key words: *Teacher Education , Pre –Service school teachers.*

Introduction

Teacher Education is an age-old concept, but it has been undergoing transformations over the years and assuming new meanings and dimensions due to changes in socio-cultural and political conditions of the society. Especially, after Independence the country has made new strides in the field of education and formulated new policies and programmes for realizing the emerging national goals. Several committees and commissions have reviewed and the achievements made recommendations in the field of education in general and Teacher Education in particular. It has been felt that Teacher Education is a critical area in which adequate inputs and investments are to be made for developing not only human resources but also physical resources. The purpose of teacher education is to engender the qualifications judged to be necessary for doing the work the teacher is called upon to undertake.

Competence and professional skills are the very heart of the programme of teacher education. The most important task of education for the future is to improve the intellectual and technical competence in the teachers because teacher's influence is everlasting. Therefore, it is the need of the time that one should sincerely examine the issues related to the preparations of the teachers as well as the theory and practice of teacher education, as has been undertaken in the historical past, as it is operative in the present and as it is likely to be present in future.

Justice Verma Commission

During its 104th – 109th meetings held in 2008, the Western Regional Committee (WRC) gave recognition to 291 colleges of Maharashtra for starting the Diploma in Education (D. Ed.) programme in spite of the explicit recommendations of the Government of Maharashtra that the State did not require more D. Ed. institutions due to limited employment opportunities for the graduates of this programme. When the matter came before the Hon'ble Bombay High Court (Nagpur Bench) in a Public interests Litigation (PIL), after looking into the facts and circumstances of the cases, it quashed the order of the WRC granting recognition to the 291 colleges, These instructions challenged the decision of the Hon'ble High Court and filed Special Leave Petitions (SLPs) (c) Nos.4247 and 4248/2011 before the Hon'ble Supreme Court of India. The Hon'ble Supreme Court allowed the institutions recognized by the WRC to admit students to the D. Ed. course taking the view that the issues raised in the SLPs were of

considerable public importance. During the Hearing of the SLPs, the Hon'ble Supreme Court appointed a High-Powered Commission to examine the entire issue which have bearing on improving the quality of teacher education as well as improving the regulatory functions of the National Council for Teacher Education (NCTE).The Chairman of this Commission was Hon'ble Justice J. S. Verma, former Chief Justice of India.

Justice Verma Commission has attempted a close scrutiny of the existing provisions and the quality of teacher education to facilitate identification of the deficiencies therein, and then to enable it to make recommendations which can rectify the defects and provide the level of teacher education necessary to produce quality teachers. Then only the Constitutional mandate in Article 45 read with that in Article 21A can be met. The Report of the Commission is in three volumes: Vol. I contains the main report divided into seven chapters along with the final conclusions and recommendations. Vol. II contains all the discussion and material related to the aforesaid 291 institutions. Vol. III contains all the Annexure.

Composition of the commission- Hon'ble Justice J.S .Verma , Former Chief Justice of India – Chairman.

Member-

1. Prof. Goverdhan Meheta , Former director , Indian Institute of Science , Bangalore.
2. Prof. M. Anand Krishnan , Chairman Board of Governance , Indian Institute of Technology , Kanpur.
3. Prof.R.Govinda , Vice Chancellor , National University of Educational Planning & Administration (NUEPA) , New Delhi.
4. Prof. Mrinal Miri , Former Vice Chancellor , North Eastern Hill university, (NEHU), Shillong.
5. Prof. A. K Sharma , Former director, NCERT, New Delhi.
6. Shri.S.Sathysam , Former Secretary to the Govt.of India

Delinks in Teacher Education

Elementary Teacher Education Institutes, including DIET'S offering DEd are not linked to universities. The secondary teacher education institutes offering BEd degree programmes are in large number and located outside university campuses. There is a lack of research participation due to closed atmosphere of these institutions cause the sub- standards. There is an intellectual isolation of the school teacher and more engaged to pedagogy leads to lack of subject knowledge of trainees and teachers

Quality of Entrants in Teacher Education

Though higher secondary is prescribed as the eligibility qualification for undertaking pre-primary or primary teacher training programme and under graduate degree in science or arts is the minimum qualification for joining a secondary teacher education programme, the decision to conduct TET proves that the pre – service teacher education programmes reflects poor quality.

Quality of Curriculum Content

The Commission has examined the curriculum and finds the following things.

1. Initial teacher preparation, both at the elementary and secondary levels, is facing a number of problems. Some of them are common while others are specific to a stage of education.
2. The teacher education curriculum either in the D. Ed. or the B. Ed. programmes does not effectively engages student-teachers with subject knowledge. It focuses only on generic methods of school subjects. Any new developments in specific disciplines that make up school subjects do not receive the due attention.
3. Current programmes fail to integrate the knowledge the knowledge about learners and knowledge of the subject with knowledge about the socio-cultural context and philosophical basis of education and learning. Teaching is practiced as a mechanical delivery of a given a number of lessons, rather than reflective practice.

Quality in Mode of Teacher Preparation

.The commission has studied the mode of teacher preparation. It is of view that:

1. There is poor quality of training through distance mode.
2. Current teacher education institutes are isolated from universities and the system of higher education.
3. Initial training of teacher education suffer from isolation, low profile and poor visibility in view of it being a non-degree programme.
4. There is an urgent need to up-grade pre-service elementary teacher education by enhancing the duration of training; making it equivalent to an integrated degree programme and locating the management and control of elementary teacher education with universities.

Preparation of Teacher Educators

The MEd programmes are generalist in nature and do not prepare curriculum developers and pedagogues in areas of sciences, social sciences, languages etc. Currently there is also a paucity of talented faculty with disciplinary specializations in social science education, language education and mathematics education.

Quality of Teacher Assessment

Apart from conceptual and pedagogical aspects, a pre- service teacher education programme needs to develop and farther enhance creation attitudes, dispositions, habits and discerning capacities in developing teacher

State Institutional Capacity for pre- service teacher education

The institutions which train teachers to adjust to a system in which education is seen as transmission of information and take the school curriculum and textbooks as given to train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lesson.

Restructuring Institutions of pre – service teacher education

Appropriate measures will need to be evolved to ensure that existing teacher education institutes develop structural linkages with system of higher education.

Redesigning Teacher education programme

Redesigning Teacher education programme to mould proper teachers is the need of the hour.

Teacher performance and teacher Audit

In India context the need to evolve and effective system of teacher appraisal to improve teacher performance has been expressed.

Organizational Restructuring

Enhancement in fragments do not improve the quality of teacher education .The whole organizational set should be modulated in order to bring out desirable changes in school Education.

Recommendation

1) There is a need to establish a national level academic body for continual reflection and analysis of teacher education programmes, their norms and standards, development of reading material and faculty development of teacher educators.

2) As a matter of policy, the first professional degrees / diploma in teacher education should be offered only in face-to-face mode. Distance Learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher educators.

3) The institutional capacity should be increased for preparation of teacher educators. There is a need to make the Masters in Education programme of 2 year duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.

4) The NCTE would need to develop broad- based norms for qualification of teacher educators to enable induction of persons with post graduation degrees in education science, social sciences, languages and mathematics, along with a professional degree in teacher education or a research degree in education, as educators.

5) The idea of creating opportunities for teaching practitioners to teach in teacher education institutions, as visiting faculty, may be explored. Similarly, teacher educators could be considered as visiting faculty in schools.

6) Faculty development programmes for teacher educators should be institutionalized.

7) There is need for enhanced investment in promotion of research in education in general, and in teacher education in particular in the universities; creation of an Inter University Centre in Teacher Education could play a significant role in this regard.

Quality of In-service Teacher Education

1)The Government is required to appoint an Expert Group to develop a policy framework for in-service teacher education in consultation with national and State level institutions, including institutions of higher education, representatives of the State Governments and teacher organizations, while taking into account the principles suggested in their Report, and also develop a national Action Plan for implementation of the policy and guidelines for formulation of Station Action Plans.

2) All existing teacher training institutions imparting in-service teacher education need to be strengthened. In particular, the decentralized structures of BRCs and CRCs are strengthened with provisions for human and physical resources to enable them to perform effectively. Similarly, the DIETs and SCERTs also require strengthening.

3) There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutional

arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs. Besides, some post-graduate colleges and Department of Universities may also function as training centres, especially for secondary school teachers, as well as for educational planners and administrators.

Strengthening the Regulatory functions of the NCTE

1) The NCTE needs to review the existing norms and standards for the various teacher education programmes and create a Standing Committee for periodic review of curriculum and the norms and standards of the programmes.

2) The NCTE should develop comprehensive guidelines for innovative teacher education programme for grant of recognition.

3) The NCTE should develop a new framework for undertaking inspection of the recognized institutions, with enhanced focus on process parameters, to ascertain the quality of the institutions, and take appropriate action to improve the overall quality of the teacher education system.

4) The NCTE should formulate appropriate regulation for implementing section 17 of the NCTE Act, 1993 taking into consideration the guidelines incorporated in this Report.

5) The NCTE should set up a Teacher Education Assessment and Accreditation centre (NEAAC), and constitute a Committee to prepare a comprehensive framework of accreditation, as suggested in this Report.

6) The NCTE should set up an institutional platform in close coordination and collaboration with State Governments, Universities, UGC, Distance Education Council concerning teacher education

7) The NCTE should notify Regulations to govern inspections of teacher education institutions. These should include eligibility conditions for empanelment as inspection team members, compositions of and inspection team, time required for conducting inspection, format for obtaining the required information from the concerned institution and submission of the inspection report.

8) In order to ensure accountability, it is essential to establish a Vigilance cell in the NCTE, on priority, which would investigate into any act of misbehaviour and misconduct on part of the various functionaries associated with the NCTE.

9) The tenure of the office of the Chairperson and the Vice-Chairperson of the NCTE should be raised from 4 years to 5 years the upper age limit should be raised from 60 years to 65 years.

10) The Central Government should develop guidelines regarding the manner of appointment of members of the Council. Further, members of the Regional Committee should be appointed by the Council.

11) The Commission examined the implications of the ruling of the Supreme Court in the case of NCTE vs Vaishnav Institute of Technology and Management, dated 12th April, 2012 and the consequent difficulties in causing inspection under section 17 of the NCTE Act. The commission proposes that section 17 of the NCTE Act be suitably amended to enable inspection of institutions, unless the Supreme Court reconsiders its decision

General Recommendations

The above recommendations indicate the trajectory of reform that needs to be taken to reform the existing system of teacher education. The Commission, therefore, recommends them constitution of a Committee to enable the setting up of structural mechanism and processes for instituting each of the recommendations outlined in this Report.

Conclusion

The findings of Justice Verma commission make us to rethink what we have learned from the earlier commissions and committees on Teacher Education. The Commission has highlighted how the role of the teacher and the very concept of teaching has changed and assumed new meaning and significance due to various reasons. Today, students are quite advanced I their mental age in their intellect ideas and outlook. They are curious to know and have many doubts. Teachers have to meet the queries and satisfy this hunger with confidence. There must be adequate freedom, flexibility and frankness in them. Teaching instruction needs to be problem oriented and not discipline or theory oriented. Approaches such as case studies, simulations, role play and action research would be more appropriate for the professional development of teacher. Open ended activities and questions could help bring out the vast experiences of the prospective teachers. The professional development of teachers need to be located in the larger socio –cultural, economic and political context of contemporary Indian society. A teacher's task is to facilitate learning by enabling the child to construct or generate knowledge on the basis of his/her own observations, experiences, experimentation, analysis and

reflections. Teachers need to be prepared to care for children and to view learners as active participants in their own learning. To conclude, professional up gradation is an important issue in teacher education. Teacher Education has to be made an integral part of social as well as educational system. There should be dynamism in our approach to meet the challenges of the diverse problems with confidence and competencies. The code of professional ethics and values has to pursued vigorously. Teacher Education has to assume responsibility to prepare teachers with proper attitude and ability to translate the philosophy of education into practical learning experience. Unless and until the present system of Teacher Education is revamped and re-organized, it would be difficult to provide suitable pre-service education and upgrade the quality of education in the country.

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A good head and a good heart are always a formidable combination.
~ Nelson Mandela

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Quality Concerns in Teacher Education: Relevance and Paradoxes

Dr. Piku Chowdhury
Assistant Professor
Satyapriya Roy College of Education, Kolkata.
chowdhury.piku@yahoo.com

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ABSTRACT *Higher education as a whole is increasingly being asked to pursue multiple, and sometimes contradictory, missions. In activities that span the academic/vocational divide, such as teacher education, this is especially the case. Arising from this, the paper seeks to consider the relevance of four 'contexts' identified by Richard Pringto teacher education and the different sorts of quality indicators they seem to imply.*

Key words: *education, quality, parameters, teacher education.*

Researchers argue that, in higher education generally, there should be considerable flexibility in interpretation of the concepts of quality and academic standards rather than imposing one arbitrary standard. They argue that assessment of quality needs to be related to an institution's own mission and declared intentions (MacGregor, 1990). However, part of the problem is that higher education as a whole is increasingly being asked to pursue multiple, and sometimes contradictory, missions. In activities that span the academic/vocational divide, such as teacher education, this is especially the case. Arising from this, the paper seeks to consider the relevance to teacher education of four 'contexts' identified by Richard Pring and the different sorts of quality indicators they seem to imply. In doing so, the paperwill explore how far it is appropriate for quality in teacher education to be assessed by academic criteria, vocational criteria, capability criteria or market criteria, and whether we should be assessing quality of intake, process, content or output. Academic In teacher education academic criteria were increasingly used during the 1960s and 1970s, partly in order to enhance its status. This applied both to subject studies within the emergent Bachelor of Education (B.Ed.) degree, but also to the theory of education. There are those who argue that academic conceptions of quality are not applicable to teacher education at all, but there is a rather stronger argument that different criteria should apply to different elements of teacher education. This might seem to imply that, in the B.Ed. course, academic criteria of quality should be applied to subject studies and vocational ones to professional preparation. But what standards should we then apply to what were traditionally called educational studies? In the past, most courses have avoided these issues. But, in the face of an apparent, though not

unambiguous, official shift in the direction of entirely vocational criteria for teacher education (though probably not subject studies), the prevailing view within higher education is almost certainly a defensive one. Most academic teacher educators would want to support Pring in defending the place of traditional academic criteria, even if not their dominance. Thus, there would probably be general agreement with CNAA's insistence (1990-91) that all courses leading to its awards, whether academic or vocational, must be concerned with: the development of students' intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. Each student's programme of study must stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.

Pring suggests that standards in the academic tradition are implicit, while those of vocational competence are quite explicit. In that context, we should heed the words of the French sociologist Pierre Bourdieu (1976) who criticises educationists for finding 'democratic' excuses for maintaining traditional implicit approaches to education by denouncing possible alternatives as 'technocratic'. For Bourdieu, implicit pedagogies and modes of assessment reflect an 'aristocratic' culture and are thus class-biased. Pring also seems to regret that moves towards credit accumulation and accreditation of prior learning and experience are potentially undermining some of the features

that embody quality in academic courses. Scholars share some of his concerns, especially the fact that quality criteria relating to coherence and progression, once the touchstones of CNAA validations, now seem much less in evidence. Appropriate quality criteria for modular and credit accumulation programmes certainly need urgent attention. However, these very same developments are also opening up opportunities for higher education amongst groups previously denied and that might in itself be used as an indicator of quality provision. The number of people entering teacher education by 'non-standard routes' may be as important as the numbers with high Advanced Level grades, and especially so if their end results are comparable.There is a conspicuous move towards competence-based assessment which makes the quality of outcomes both paramount and explicit. Higher education in general is having difficulty in adapting to a shift towards an emphasis on the quality of outcomes beyond examination results. A letter in the Times Higher Education Supplement (29 March, 1991) suggested that quality control in industry was 'Does the car work?', but in higher education the equivalent was 'Does the lecturer turn up in his classes?'. Yet, in teacher education at any rate, we also do surely have to ask the question 'Can the new teacher teach?' If the competence-based approach to training quality places an undue emphasis on such outcomes, there can be no harm in reminding higher education of importance of this measure of quality, especially in an activity like teacher education. In fact, in the last few years, there has been considerable official interest in the idea of competence-based teacher education. I have written at length about this elsewhere and will not dwell on it here (Whitty and Willmott, 1991). However, while there are a lot of problems about competence based approaches, it is important to recognise that they can be rather more flexible and adaptable than at first sight appears.Indeed, teacher educators need to consider whether, as Eric Tuxworth, one of the earliest British writers on the subject suggested, our suspicions derive from the fact that such approaches 'remove some of the mystique and institutional restrictions that surround teacher education' (Tuxworth, 1982). It could just be that 'producer interests' are at work here, as the Government might put it. There are, though, legitimate concerns about the extent to which this approach can undermine the importance of a coherent programme of study, often seen as a necessary part of teacher education. But specifying more explicit exit criteria certainly encourages us to ask questions about fitness for purpose rather than just assuming it. It is also not yet clear what the limits to the use of competence-based approaches are, and the B.Ed. course would actually be an ideal testbed for exploring how far competences can be applied to general and academic education as well as vocational training. Certainly competency-based standards developed for routine jobs in industry will not be applicable even to professional training. However, if they recognise the importance of underpinning knowledge and under- standing, and generic professional competences as well as specific classroom skills, competence-based criteria may be worthy of far more exploration than is sometimes assumed.

Even courses based around the fashionable concept of the reflective practitioner may not be as incompatible with a competence-based approach as is sometimes suggested. Having told us that 'teaching is not reducible to a set of technical operations', the authors of a recent pamphlet go on to say they are 'not running away from the issue of the systematic appraisal of teaching competence' and they argue that even the quality reflectivity can be formulated as a series of competences that can be monitored. Two of their examples are: - A reflective practitioner can articulate and defend his/her own purpose as a teacher and relate this to other professional opinion - A reflective teacher treats teaching as an experimental process, recognizing the necessity of turning reflection into action, choosing between alternatives, and critically evaluating the process. (Hextall, et al., 1991)

In the light of the problems the term 'competences', might refer to the sorts of competences that are examples of what he and others describe as learning to be capable of or the 'core skills' of professional education. It is suspected that in learning to be capable the quality of the experience and quality of the outcome are extremely difficult to disentangle in practice, whatever the theory of an outcome-led approach to education and training. On the other hand, if there are good grounds for requiring people to take courses, rather than merely demonstrating their capability, we surely owe it them (especially if they are mature students) to make explicit why the particular learning experience of being on a course is an essential facet of quality. While there may be a firm philosophical basis for what critics dismiss as the mystique of teacher education, both the competency movement and the capability movement offer positive scope for its demystification. But to recognise that is by no

means tantamount to suggesting that quality should be measured, and funding allocated, purely on the basis of the number of competences demonstrated by students.

With regard to the market approach to quality, there is a problem about who counts as the consumer in the case of teacher education. The student's interest in whether the lecturer turns up to lectures is one test of consumer satisfaction, but the future employer is likely to be most interested in the quality of the output in relation to its affordability. Thus there is confusion about whose consumer choice is assumed to constitute the guarantor of quality within the market model of education and training. If there are multiple consumers with different interests, then this also implies a need to recognise multiple dimensions and multiple measures of quality. As for the paradox in of the output in relation to its affordability. Thus there is confusion about whose consumer choice is assumed to constitute the guarantor of quality.

Quality Control and Quality Assurance

The Academic Unit Audit (AAU) established by the Committee of Vice-Chancellors and Principals (CVCP) defines terms in this way:

- Quality control is an operational function applied at all levels by an institution to its teaching activities, and is concerned in detail with the way these are organised, undertaken and evaluated, in order to ensure fitness for purpose, an optimised use of resources, and the achievement of their identified goals

- Quality assurance is concerned with the way in which an institution, in discharging its corporate responsibility for the courses and qualifications it offers, satisfies itself that it has effective structures and mechanisms in place to monitor the quality control procedures employed, and that these promote the enhancement of existing standards

- Quality audit is the monitoring of those structures and mechanisms to ask of institutions how they themselves make sure that their own standards are adequate.

Although there are those who argue that the only thing that matters is where you get to rather than how you get there, the notion that stressing exit criteria and competences inevitably involves the abandonment of a concern with the quality of input, process and content variables is a false one. Even Gilbert Jessup (1991), identified as the high priest of the outcome-led approach, argues that the whole point of specifying outcomes is to promote learning, presumably by improving the quality of the learning experience. A concern with quality must therefore inform the whole process of education and training. Furthermore, it is important to be able to compare the quality of different ways of reaching the same outcome, as well as different outcomes. It is therefore entirely appropriate to employ a whole variety of performance and quality indicators. These will almost certainly need to embrace input, process, content, and output indicators along a variety of dimensions, as well as multiple measures of efficiency and effectiveness, such as how much value is added at what cost. One way in which the different emphases of the different traditions might be brought together is under the currently-fashionable concept of Total Quality Management or TQM (Marsh, 1991). Although often rejected because of its provenance in the world of business and industry, its emphasis is on the whole culture of an organisation becoming committed to customer satisfaction through continuous improvement, and with providing all employees with practical techniques to measure, test and improve standard operating techniques and develop innovative solutions to complex problems. One piece of advice offered to managers moving in this direction is: “No longer put your best and most reliable people in inspection. Rather re-orientate the whole organization to start thinking about the prevention of problems rather than their detection.” (Cook, 1990).

There are certainly some problems about applying this approach to education, especially given the need to attend to multiple conceptions as well as multiple dimensions of quality (Williams, 1991), and the language employed would clearly need to be adapted for the education context. Nevertheless, it is an approach that argues that all workers should be treated as professionals, a stark contrast to the government's tendency to want to deskill professionals and make them subject to models of control that are now regarded as outmoded in much of business and industry. Interestingly, a Green Paper recently produced by the CVCP (Elton and Partington, 1991) argues that TQM is an approach to quality control particularly well-suited to collegial cultures such as those found in universities. It might thus provide a more positive basis for moving forward than the mere defence of past academic practice, while its emphasis on the whole culture of the enterprise might serve to

recapture the holistic notion of quality. In the Teacher Education field, serious attempts are being made to assess the relevance to education and training of TQM and the possible relationship between them (FEU, 1991).

Among other things, quality teacher education requires:

(i) A genuine partnership between the various stakeholders (training institutions, schools, LEAs, etc) in all routes to Qualified Teacher Status.

(ii) A clearer definition of the competences (or core professional skills) required by teachers as reflective practitioners.

(iii) Monitoring of academic validation through a quality assurance system, based on the best practice developed under CNAA.

(iv) Administration of professional accreditation through a re- constituted and representative version of CATE or through a GTC, with strong extra-professional representation to ensure public accountability.

(v) Sensitivity to local and sectional needs within this national framework.

With such a framework, teacher education could both control and assure quality and hopefully counter the ill-informed attacks from the mass. But whether the present government can ever be reassured about the quality of teacher education is doubtful. This takes us back to its interest in the market approach to quality control. There is currently a renewed onslaught against teacher education and we are once again being told that teacher education is not up to the job. It is quite possible that ministers will respond by giving increased significance to market forces, rather than either academics from higher education or a National bureaucracy like NCTE, in determining standards in teacher education. However, the Government's partial retreat from a purely market led approach to quality suggests that it is worth putting the arguments for a more sophisticated approach.

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The growth of E-Teaching in Teacher Education Institutions

Dr. Prarthita Biswas
Assistant Professor
Email: prarthitab@gmail.com

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ABSTRACT *Times are changing fast and technology is leaping ahead even faster. Today's generation is tech-savvy. They like visuals, colours, animation, and real-life videos. The introduction of 'Smart Boards', an interactive whiteboard, has given a new dimension to learning among the learners of today. They can now better assimilate new knowledge through audio visual tools, which are known to be more effective in keeping alive interest even in the most mundane topics. One smart board feature that stands out is the convenience of recording a lesson taught in a class and then sharing it with other sections of the school. If a student has been absent for a particular lecture, he/she can conveniently watch the lecture video and complete his notes later, without depending on his classmates. But it must be mentioned that E-learning as well as teaching becomes feasible only with a well developed infrastructure. While stress should be given on E-teaching and virtual education the following things must be kept in mind: The teachers must be imparted computer skills. This means creating training modules to train teachers, Teacher education institutions must consider improving their existing infrastructure. The present study focuses upon the growth of e-teaching in teacher education institutions.*

Key words: *e-teaching, e-learning, virtual, infrastructure, teacher.*

Introduction

Gurukul System of Education was prevalent in ancient India. The main characteristics of Gurukul System were dedicated and knowledgeable teachers, individualized and learner centre teaching, and self-motivated students eager to learn. Consequently, the number of teachers increased. Some teachers are born but rests of them have to be given rigorous training so as to develop required competency to become a teacher. In the modern era, teachers have been conscious about the quality of their teaching. To enhance the quality, some teachers use teaching aids, like, charts, models, slides, etc. because teachers are given training both in preparation and use of Audio-visual Aids. Programmes offered through television were produced by different State Institute of Educational Technology (SIET) in different languages. In the era of Information and Communication Technology or ICT, it provides the means of gathering, connecting and analysing data about teaching and learning in ways that enable us to more accurately diagnose student need and evaluate programs. To apply ICT in these ways requires changed approaches by educators. ICTs empowers teachers and learners and promotes change.This paper looks at the contribution that ICT can make to quality in teaching, learning and evaluation through improvements in cognition, pedagogies, convergence, culture, and data.

The Causes Of Using Ict

There are two main reasons towards increasing the use of ICT in education. Firstly, consider the potential of ICT to change the nature of work and leisure over the next twenty years. Today's children need to develop the skills which will enable them (and society as a whole) to benefit from new opportunities offered by ICT. Secondly, there is a growing body of academic research, which demonstrates how ICT enhances the quality of teaching and learning in schools, and thus contributes to the raising of standards of achievement in education.

The following are the most common uses of ICT in teaching and learning :

Finding out

Students can use ICT to find out information and to gain new knowledge in several ways. They may find information on the Internet or by using an ICT-based encyclopedia such as Microsoft Encarta. They may find information by extracting it from a document prepared by the teacher and made available to them via ICT, such as document created using Microsoft Word or a Microsoft PowerPoint slideshow. They may find out information by communicating with people elsewhere using email, such as students in a different school or even in a different country.

Processing knowledge

Students can use ICT as part of a creative process where they have to consider more carefully the information which they have about a given subject. They may need to carry out calculations (eg. by using Microsoft Excel), or to check grammar and spelling in a piece of writing (perhaps using Microsoft Word), or they may need to re-sequence a series of events (for example by re-ordering a series of Microsoft PowerPoint slides).

Sharing knowledge

Students can use ICT to present their work in a highly professional format. They can create documents and slideshows to demonstrate what they have learned, and then share this with other students, with their teacher, and even via email with people all around the world.

Role of ICT in Higher Education

ICT have emerged as powerful tools for diffusion of knowledge and information specially in higher education institutions. Their introduction and unprecedented use in higher education has generated. On the one hand there is acceptance of its potential benefits to knowledge creation i.e. field of research and its dissemination and on the other extreme it is feared that their use will further the digital divide/inequity. It is inevitable that their increasing use in the education system will also raise issues regarding what kind of technologies, in what quantity, at what level and for what purpose they need to be introduced. The concerns such as who will manage this process, develop policy guidelines and strategies also require consideration. Nevertheless, the opportunities and challenges raised at different platforms can be categorized as the aspects relating to the role of ICT for access and equity in education, role management and efficiency in education, their role in pedagogy for quality learning and teaching at higher education level and in inducing innovations in approaches and programmes.

Factors Affecting Adoption of ICT in Education

There is a worldwide need felt for integrating ICT into education in order to improve the pedagogy to reflect the societal change. The main goals of ICT adoption in the education field are reducing costs per student, making education more affordable and accessible, increasing enrollments, improving course quality, and meeting the needs of local employers . Low overheads and cost efficiency are attracting many private players in the field of Internet enabled education. This is also being driven by technological advances, competitive pressures and the positive experiences of many early adopters. The main factors that affect the adoption of ICT in education are the mission or goal of a particular system, programs and curricula, teaching/learning strategies and techniques, learning material and resources, communication and interaction, support and delivery systems, students, tutors, staff and other experts, management, housing and equipment, and evaluation. National vision, supported by coherent strategies and actions is the most important factor in integrating ICT in education. Successful implementation of ICT requires strong national support from government and local support from relevant institutions and education authorities. However, it is also observed that since technology adoption involves high fixed costs, institutes, which implemented such technology, did not upgrade it as time progressed. The presence of an ICT champion is necessary at all levels of the system. The strong presence of such leadership is evident wherever ICT integration has been initiated successfully. Along with ICT training, one needs an ICT related support mechanism to gradually induce the integration. This is needed as many teachers in face of technical difficulties may tend to revert to the older teaching (non-ICT based) methods. Teachers need support in using and integrating ICT into the curriculum and teaching methods. Teachers, who perceive greater ICT-related support being available to them, use technologies in their teaching much better.

ICT Improvements in Distributed Cognition

In light of the fact that the ICT *can* transform activity upon the world, perhaps a more pertinent question is "how can teachers *cultivate* mediations between the ICT and students" such that opportunities to expand cognition are seized upon? Distributed cognition, which stems from social constructivism, provides an opportunity for exploring this question further. The premise of this construct is that learning is not a sole pursuit but is shared with mediating resources found within the learning environment. In essence, learning is distributed across minds that are connected by way of the activity within which they are collectively participating. No one particular entity embodies knowledge, rather it is a property of the student's engagement with the specific situation at hand; it is spread over the entire context which includes people, resources, rituals and culture.

The mediating resources typically present within learning environments can be described as either the student's intellectual resources (eg., prior knowledge, metacognitive knowledge), social resources (eg., the teacher, peers), symbolic resources (eg., language and symbols representative of the subject being studied), and physical resources (eg., textbooks, ICT). For example, when a student is presented with a learning task, he or she usually considers it in light of existing knowledge on the subject. This existing knowledge is then cultivated in conjunction with other students and classroom resources. For instance, given the chance the student will collaborate with the teacher and peers, as well as available physical resources such as textbooks and/or notebooks, he or she will employ language and symbols representative of the subject at hand, while simultaneously using his or her metacognitive knowledge to monitor progress and call upon learning strategies as required. These resources mediate the student's thinking and learning on the subject and contribute to his or her developing understanding.

Role of ICT in Pedagogy for Quality Teaching Learning

Another most important dimension of higher education sector influenced by ICT integration is improving quality of teaching-learning. Also, the changes taking place due to globalization and internationalization attach a premium to knowledge and information.Therefore, the integration of ICTs would not only help in promoting personal growth but also in developing “knowledge societies”. The call of the hour is the need to provide education for everyone, anywhere, and anytime. Lifelong learning has become the driving force to sustain in the contemporary competitive environment. Therefore to strengthen and/or advances this knowledge-driven growth, new technologies, skills and capabilities are needed. In this regards however the research available is scarce, though the efforts for improving pedagogical practices. Approaches are being undertaken in many countries. The scope includes development of infrastructures, contentware and trained personnel. Adoption of ICTs in education requires establishment of infrastructural facilities, acquisition of technologies and their periodic updating, management and professional support services. However, initial investments in the process of developing interfaces between technology tools and delivery.

In essence, what this means is that the opportunities inherent within resources cannot be taken for granted. In the first place, it cannot be assumed that all resources afford educational opportunities. Secondly, even if resources do afford opportunities, this does not mean students are aware of them and, thirdly, even if students are aware of these opportunities, it cannot be assumed that they will be sufficiently motivated to take them (Perkins, 1985). For example, the potential of ICT in teacher education courses has been recognised and a variety of approaches have been adopted to expose pre-service teachers to this resource. On the whole, however, these approaches have achieved limited success in terms of sustained use in the classroom. While these approaches differ in the way pre-service teachers interact with ICT, they are similar to the extent that ICT has been 'input' into the classroom environment with little or no attempt to mediate subsequent interactions. ICT has been placed at the pre-service teachers' fingertips, so to speak. However, had the teacher engineered the learning context such that pre-service teachers were able to develop intellectual partnerships with each other and the ICT, then the outcomes might have been more successful. This premise was central to the design of a distributed learning environment (DLE) framework. Based on the principles of distributed cognition, this DLE provides scaffolding for teachers in their efforts to promote the distribution of student thinking and learning across a variety of resources. It provides guidelines on teacher and student characteristics that are fundamental to the effective use of resources as partners in learning, and emphasises the integral role of the teacher, not only as a form of social resource, but as someone who orchestrates and mediates the entire learning process for students.

The Convergence of Information and Communication Technologies

In the past few years, the boundaries between information technology (IT)—which refers to hardware and software used to store, retrieve, and process data—and communications technology (CT)—which includes electronic systems used for communication between individuals or groups—have become increasingly indistinguishable. The rapid convergence of IT and CT is taking place at three layers of technology innovation—cloud, pipe, and device. As a result of this convergence is the improving quality of teaching learning specially in higher

education scenario. They are emerging to deliver enriched user experiences for teachers as well as for the students in the government as well as in private sectors. Several factors are driving the convergence of IT and CT and, consequently, contributing to the integration and transformation of cloud, pipe, and device technologies.

Using ICT as A Teaching-Learning Process in India

India is making use of the powerful combination of ICTs such as open source software, satellite technology, local language interfaces, easy to use human-computer interfaces, digital libraries, etc. with a long-term plan to reach the remotest of the villages. Community services centres have been started to promote e-learning throughout the country Notable initiatives of use of ICT in education in India include: Indira Gandhi National Open University (IGNOU) uses radio, television, and Internet technologies.

- National Programme on Technology Enhanced Learning: a concept similar to the open courseware initiative of MIT. It uses the Internet and television technologies.
- Eklavya initiative: Uses Internet and television to promote distance learning.
- IIT-Kanpur has developed 'Brihaspati', an open source e-learning platform (Virtual Classroom).
- Premier institutions like IIM-Calcutta have entered into a strategic alliance with NIIT for providing programmes through virtual classrooms.
- Jadavpur University is using a mobile-learning centre. IIT-Bombay has started the program of
- CDEEP (Centre for Distance Engineering Education Program) as emulated classroom interaction through the use of real time interactive satellite technology.
- ERNET & EDUSAT (GSAT-3) systems - to provide support to Tele-education system of Distance learning to reach the un-reached people of India in every nook and corner.
- INFONET and CEC (Consortium for Educational Communication) services of University Grants Commission are supporting E-content, E-learning and E-course systems.
- Information and Library Network (INFLIBNET) Centre is an Autonomous Inter-University Centre (IUC) of University Grants Commission (UGC) involved in creating infrastructure for sharing of library and information resources and services among Academic and Research Institutions.
- One Laptop Per Child (OLPC) in Maharashtra etc.

Virtual University

Our former president, Dr. A.P.J. Abdul Kalam suggests the establishment of a Virtual University in India through networking of all the Universities and other educational institutions for imparting universal tele-education. Virtual university will have the following tasks:

- Act as a central hub of all Universities, which are networked.
- Coordinate, organize, schedule and broadcast the lecture of specialists at a mutually convenient time to all participants.
- Digitize all the university libraries and make it available for seamless access by all the universities.

Virtual Universities are learner centric universities, which provide a common platform for teaching in Schools, Colleges and Universities and even vocational courses.

State Institute of Educational Technology (SIET)

The State Institute of Educational Technology (SIET) was constituted by Government of India in all the State with an intention to promote the level of learning and also to educate the student's with the help of Radio and Television. SIET Kerala is the latest in the array of 7 SIET's in the Country. Department of Education, Ministry of Human Resources Development, Government of India. SIET Kerala was constituted under the Travancore Literary Scientific and Charitable Societies Act 1951 on 08.09.1999 as an autonomous society with register No. T. 1373/99. It works as an agency under the Department of Education, Government of Kerala. It is responsible for the planning, research, production and evaluation of educational schemes to generate teaching technologies and learning process in the modern context. The institute has adopted itself to play a catalytic role in fostering as well as supporting and supplementing the educational movement in the state particularly in the arena of Primary education. Its area of operation covers the preparation of video / audio programmes for the children of 5 to 17 years of age (Class 1 to Class

12) and the teachers in the regional language in the form of supportive factor for the conventional class room teaching.

SIET Programme was implemented for :

- Providing effective teachers training
- Supplementing the curriculum based teaching
- Greater community participation and monitoring
- providing access to quality resource persons (higher & professional education)
- strengthening the distance education efforts initiated by various agencies

Innovations of the SIET Project :

1. Production of Educational/ Enrichment programmes for telecast/ Broadcast through TV/ Radio and communication through CD/DVD
2. Designing and production of teaching Aids
3. To administer the Educational Technology Programmes and assignments of work to agencies in both Govt. and Non-Govt. sector
4. Imparting training to production personnel and teachers
5. Conducting research and evaluation of new media education materials.
6. Assisting schools to set up infrastructure to schools and monitoring their utilization activities
7. Dissemination of TV/ Radio (Audio Visual) Programmes through available commercial channels
8. Patronizing production of TV and Audio educational materials
9. Patronizing production of TV and Audio Educational materials
10. Implementing Cd library project in all the 140 constituencies of Kerala state and declare Kerala as the 100 percent e- learning state.

Benefits of ICT in Education

Benefits for teachers

- ICT facilitates sharing of resources, expertise and advice
- Greater flexibility in when and where tasks are carried out
- Gains in ICT literacy skills, confidence and enthusiasm
- Easier planning and preparation of lessons and designing materials
- Access to up-to-date pupil and school data, any time and anywhere
- Enhancement of professional image projected to colleagues
- Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do
- Computer use during lessons motivated students to continue using learning outside school hours

Benefits for students

● Higher quality lessons through greater collaboration between teachers in planning and preparing resources

● More focused teaching, tailored to students' strengths and weaknesses, through better analysis of attainment data

● Improved pastoral care and behaviour management through better tracking of students

● Gains in understanding and analytical skills, including improvements in reading comprehension

● Development of writing skills (including spelling, grammar, punctuation, editing and re-drafting), also fluency, originality and elaboration

● Encouragement of independent and active learning, and self-responsibility for learning

● Flexibility of 'anytime, anywhere' access

● Development of higher level learning styles

● Students who used educational technology in school felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem (Software and Information Industry Association 2000)

● Students found learning in a technology-enhanced setting more stimulating and student-centred than in a traditional classroom

● Broadband technology supports the reliable and uninterrupted downloading of

web-hosted educational multimedia resources

● Opportunities to address their work to an external audience

● Opportunities to collaborate on assignments with people outside or inside school

Conclusion

Diffusion of ICTs in Indian universities and colleges would respond to the twenty-first century demands. The contemporary higher education systems are aiming for acquisition of ICT skills as part of the core education system, provision of infrastructure, fully equipped labs, professional assistance and other support needed to enhance quality of education. In the 21st century, India needs a large number of talented youth with higher education for the task of knowledge acquisition, knowledge acquisition, knowledge imparting, knowledge creation and knowledge sharing. At present India has five hundred and forty million youth under the age of 25 which will continue growing till the year 2050. The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements. Traditional forms of teaching and learning are increasingly being converted to online and virtual environments. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning.

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Computer Aided Learning: A Component of Educational Technology in Higher Education

Prosun Dhar
Assistant Professor
Sevayatan Sikshan Mahavidyalaya.

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ABSTRACT *NCF-2005 pointed out the problems specifically the inequalities in different field which hamper the curriculum design process. According to NCF-2005 those difficulties can be sorted out by few principles like connecting knowledge to life or enriching the curriculum with variety. But the most important suggestion of NCF is to introduce Educational Technology as a supplement for both classroom and for teachers training. As a component of Educational Technology, Computer Aided Learning (CAL) is planned to fulfill the guiding principles of the NCF. In this process computer is used for different purposes such as explaining and testing of different subjects in an authentic way in a classroom situation. It can also be defined as a learning resource to engage the students in a learning task. For exact utilization of CAL, rules of using information and communication technology need to be followed.CAL is not a substitute of a teacher, it is purposeful and significant in use. It should be carefully designed with organized materials. For this, Internet can be considered as the source of free resources which helps the distance learner as well as the regular learners with its information. Technology has a positive impact on achievement of both learners & teachers. Some basic requirement can be fulfilled by it. On the other hand it develops basic knowledge of students of using technology. Displaying information, sending messages, use of navigation, animations secure students attention. A broad range of education can be grasped by Internet. Again CAL allows all the possibilities of learning in a reliable manner. There are also many challenges and disadvantages that decreases the opportunities of using CAL in classroom situation. But to overcome these problems SCERT tries to show the way through which this difficulties can be sorted out.*

Key words: *Educational Technology, CAL, Higher education.*

Introduction:

The National Curriculum Framework 2005 mentions that the guiding principles to any systemic reforms in the curriculum design process must reflect the commitment to Universal Elementary Education (the national commitment is now on Universal Secondary Education) to ensure that disadvantages in education arising from inequalities of gender, caste ,language, culture, religion or disabilities are addressed not only through policies and schemes but also through the design and selection of learning tasks and pedagogical practices, right from the period of early childhood.The NCF 2005 has also noted that- "learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality.To correct this distortion , the present NCF processes five guiding principles for curriculum development : (a) connecting knowledge to life outside the school (b) ensuring that learning shifts away from rote methods (c) enriching the curriculum so that it goes beyond the textbooks (d) making examinations more flexible and integrating them with classroom life and (e) nurturing an overriding identity informed by caring concerns within the democratic polity of the country."

The NCF 2005 suggests that –"Educational Technology should be viewed as a supplement rather than as a substitute for hands –on experience, both for classroom teaching and for teacher training."The need to integrate Educational Technology with the larger goals and processes of education rather than viewing in it isolation or as an add-on has been emphasized. It has been suggested that any use of technology that turns teachers and children as mere consumers and technology operators need to be reviewed and discouraged.

It is therefore implied that, Computer –Aided Learning (CAL) as a component of Educational Technology in school education must be planned with the above noted guiding principles of the NCF 2005. The CAL is usually defined as a learning technique being employed in order to educate students via the use of computers.CAL may be used for teaching-learning of different subjects at various levels, utilizing computers in the explanation, tutoring, and testing of subject

matter. In almost all disciplines of study there is a large potential for the use of CAL, for instance in both the teaching and testing of mathematical material (usually called Computer Aided Assesment). Computerised diagonostic tests may be an integral part of teaching and testing, especially during the first few weeks when tutors want to understand the level of knowledge of students. Computer Aided Learning is thus based on the integrative approach whereby a lecture or an instruction is not replaced by the computer programme but it is introduced during the course as a learning resource for engaging the learners, as well as for their assessment.

The Use of CAL:

The fundamental aim of Computer-Aided Learning is to engage the students in a learning task. The student is learning about the subject matter in question not the working of a computer. A basic understanding of mouse and keyboard should be enough to allow the student to proceed through any CAL courseware.

Usually, some general rules of using Information and Communication Technology for teaching-learning are followed. CAL being one example of ICT in education those rules need to be followed:

(i) CAL should not be used to replace teachers or teaching. It should be used as a supplement to teaching for engaging the learner in different learning tasks, or to remote learners who do not enjoy the privileges of being linked to an educational institution.
(ii) CAL should only be used where a noticeable gain to the teaching quality is evident. It is not enough to simply employ some ICT techniques.CAL on the basis that it will not do any harm.
(iii) CAL should be applied in appropriate stages. It is not essential to use every bit of new technology available. Sometimes the most noticeable effects can be derived from very easy-to-use methods.

The National Curriculum Framework 2005 suggests that teachers and learners should not be mere consumers of technology. Therefore, the teacher education programme for CAL need to be designed in such a manner that our teachers can engage themselves in the broader issues of decision making on use of CAL, to some extent develop their own CAL materials and thus have ownership of the materials produced and developed by them and engage themselves in the design of learning tasks and assessment. To initiate such a process of teacher education, some exemplar materials may be required many free resources are available in the Internet. SCERT (WB) has in the past few years developed some exemplar CAL materials and a process of in-service teacher education has been initiated.

Internet provides ample opportunities for the teacher in development of CAL materials. Studies suggested that traditionally the Internet seemingly provides two options .The first is a form of distance learning in which a tutor places courseware on a Web server where it can be accessed by remote students. The disadvantages of such a system as being expensive if one is to ensure enough software to meet the demands of a complete syllabus has been identified. Alternatively there is the independent study in which learners search the Internet for materials that are relevant to their interests. Again this has disadvantages, most notably because the suitability of the material that students access cannot be guaranteed. The solution may be a combination of the two modes into Internet Based Learning in which a learner is provided with access to courseware stored on the campus or the Internet from either location.

A teaching model with CAL may be used in orientating, motivation, presenting, clarifying, elaborating and engaging the learner in the learning content... the pedagogical aims of some CAL projects may outline that constructivist view is to be taken (learning is seen as an active process in which learners construct new ideals or concepts based on their existing knowledge and skills). Such CAL materials should necessarily be made interactive. Design of interactive CAL materials will be a challenging task for the teachers. However, essential learning skills, e,g., procedural skills, knowledge/memory skills, mental agility, problem solving skills, time management, learning management and organizational skills may also be developed through CAL.

Research studies highlighted several minimal factors that must be considered for a positive role of technology on learning within the context of school.

- Human and contextual factors are responsible for the success or failure of technology than the hardware or software.
- The extent to which teachers are prepared to use computers to support learning plays a major role in determining whether or not technology has a positive impact on

achievement. The quality of both pre-service and in –service teacher education is the most important factor.

- The success or failure of technology involves seeing it as a valuable resource. This requires determining where it can have the highest payoff and then matching the design of the application with the intended purpose and learning goal. The success or failure of technology-enabled learning experiences often depends on whether the software design and instructional methods surrounding its use are congruent.
- The success of technology depends on having significant critical access to hardware and applications that are appropriate to the learning expectations of the activity. Research and best practice indicate that one computer for every four to five students is necessary if students are to be able to use technology in manner that will yield significant improvements in learning.
- Teachers' perception is that computers have improved the climate for learning, especially because technology increases student motivation in subjects for which they use computers.

Studies indicate the use of computers allows and approach of teaching to shift towards a more heuristic and investigative one. Problems can be presented and the student allowed to use the computer as a tool to feel his way towards a solution or at least, by exploration, gain intuition on what the problem is really about. Apart from aiding intuition, the satisfaction gained by the student in doing the thing himself is another advantage.. the obliging nature of the computer in not minding being asked to do the same thing many times, way well help many students to build confidence.

The following list provides some basic requirements for CAL:

- Displaying information (aesthetics and display)
- Controlling the route through the software and the rate of display (navigation)
- Obtaining input from the user (answers from the students)
- Sending messages and giving on-line help (feedback to the student)
- Making use of the animation features of the computer display (animation)
- Accessing data files to log student progress, (answer files for the tutor)

Taking advantage of animation features is not really a significant factor for teaching-learning of some subjects, but all of the other factors mentioned are important and need to be considered. The display of information and screen aesthetics, the production of feedback to the student and analysis of answer files together with other requirements need to be considered.

CAL in Different Subject Areas:

Computer-Aided Learning can be used across a broad range of subjects. CAL has been used as a teaching-learning resource in many disciplines .Usage of CAL also presents a major challenge to the educator because of the need to instill creative and innovative attitudes within a discipline. Conventional instructor-based approaches to teaching do not lend themselves to open-ended problem-solving. As a consequence there is a need for human based teaching methods.

Testing Students via CAL

Computer –Aided Learning allows the possibility of testing, Computer –Aided Assesment, the ability to test students within the CAL environment provides opportunity for both student and tutor to gain understanding of both materials learnt and understood and also to highlight the areas where further work is required. There are three main types of testing –diagnostic, formative and summative, each of these has a specific aim in their testing, which may be integrated in the CAL environment. Formative tests are designed to assess what students know , the tests are called formative tests because they are meant to monitor and inform us of a students progress .Although these tests are scored, they are not usually graded and do not affect students grades. The purpose of these formative tests is to set students up for success, not failure. The most important factor in students learning is their prior knowledge. Therefore, it's extremely important to find out what students actually know before beginning formal instruction (diagnostic testing). In addition, the formative tests play a critical role in discovering student misconceptions, which may hamper students ability to learn new material. The first test is formative and is used only to provide feedback to the student and teacher about what needs to be practiced. The final test is summative and is used to assign a grade.

Challenges of implementation of CAL:

- Focus on the traditional didactic type of learning rather than a constructivist approach;
- Non-availability of effective and engaging course material;
- Cost of development and delivery of learning materials- systematic concerns;
- Non-availability of adequate hardware and software;
- Non- availability of teacher education institutions/ research support in development of CAL materials.
- Dearth of learning resources for teachers.

The current use of computers in the school still focuses on the drill and practice type of learning; where computers are seen as tutors rather than as tools towards engaging students in critical and interactive learning. Absence of research, management and teacher support to the use of ICT in schools is a major challenge.

Processes followed by SCERT (WB) in development of CAL materials and its use :

The in-service teacher education programme being organized at SCERT(WB) engages the participants in the following processes : (a) understanding of the pedagogical implications of CAL (b) understanding the techniques of instruction design using interactive multimedia (c) engagement in script writing on themes/ topics from different content area suitable for upper primary classes and designing different assessment tools suitable for technology enabled assessment , (d) design of suitable simulation experiments to introduce interactivity in the CAL lessons with the techniques of animation using suitable software (e) collection of open source learning resources such as pictures, diagrams, data to be integrated in the lessons (f) scrutiny of the lessons/ scripts in a workshop and finally (g) integration of the scripts by using a suitable multimedia software to produce in CD-ROM format. At SCERT (WB), the final stage of this developmental process required collaboration with a technical agency , the CDAC, Kolkata, an agency under the Ministry of Information Technology , Govt. of India . This collaboration of SCERT (WB) with the CDAC has enabled joint production of CD-ROM materials and are the outcome of the process based in-service teacher education initiated by the SCERT (WB).

- The CDs have been replicated in requisite number and, through the State Project Office, PBSSM, had been distributed to all the DPOs in West Bengal, with a planning that the DPOs will make requisite number of copies of the CD and distribute them to the schools in the respective districts having computers in place.
- Further district level workshops were held in some districts in which more than sixty fresh scripts, suitable for CAL lessons, have been developed.

Implications for Teacher Education:

Computers have many advantages over humans in their ability to calculate accurately and efficiently, in presentation of information in multimedia format and in creating an interactive environment for creation of a constructivist learning paradigm. Therefore these factors should be taken advantage of as much as possible in order to increase effectiveness of the teaching-learning processes in school education. The introduction of CAL for assessment of students can produce a result instantaneously hence may be included in the process of Continuous and Comprehensive Evaluation. CAL has many uses and is used widely across a broad spectrum of subjects. However, due to the nature of each individual field, the degree to which computers can be used in teaching varies greatly. Computers -Aided Learning obviously has negative impacts as well as positive ones; the main negatives seem to be a dependence on technology and the diminishing relationships with fellow humans as a consequence of continued and increased use of computers. During the teacher education programmee for CAL, it has to be ensured that teachers as adult learners are allowed to explore, reflect on, and develop one's own practice. Teachers need to transform existing practices towards more learner friendly methods suitable for enhancement of conceptual learning and understanding rather than rote learning. In the process based approach of teacher education as proposed, teachers will have the opportunity to critically examine the curriculum, syllabi and textbooks rather than taking them as given and accepted without question.

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A good head and a good heart are always a formidable combination.
~ Nelson Mandela

Evaluation of Teacher Education Institutions (TEIs) under the umbrella of Teach R Framework: Learning Outcomes

Prerna Mandhyan
Assistant Professor,
S.M.B.Ed. College, Katihar (Bihar) – 854105
E-mail: prerna.mandhyan@gmail.com

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ABSTRACT *NCTE developed a framework Teach R recently for ranking and accreditation is designed to provide a thorough, holistic assessment of TEIs. Beyond the physical assets and rudimentary academic assets in the original framework, it gives maximum weightage to teaching and learning quality as well as learning outcomes. This enables the creation of a fairer and more complete picture of TEI quality. The four pillars of the framework are described below: 1) Physical asset, 2) Academic asset, 3) Teacher- Learning quality and 4) Learning Outcome. The present research paper is limited to only fourth part i.e. Learning outcome. The learning outcome is a broad concept but the empirical results found in this study were only related to defined learning outcome in Teach R framework. This paper explores the teacher education in Allahabad, district of state Uttar Pradesh with a special focus on teacher training programme run by different type of institutions. All the students registered in the session 2005-06 and 2006-07 for one year bachelor degree programme i.e. Bachelor of Education (B.Ed) of the four institutions of Allahabad– K.P. Training College, S.S. Khanna Degree College, Ewing Christian College and Allahabad Agriculture Deemed University, - constituted the population for the study. The sample of 150 students was drawn through retrospective survey. The result analysed jointly for both the sessions. Finally, the study revealed the quality of TEIs in the light of learning outcome.*

Key words: *QCI, Learning Outcome, nature of institutions, retrospective survey, TEIs.*

India is consisting largest system of teacher education in India. Besides the University Departments of education and their affiliated colleges there are a number of govt. and govt. aided institutions and self financing colleges and open universities who are engaged in teacher education. Teacher education is a vital part of school education. It is the single most important factor for meeting quality parameters in schools. This sector is responsible for preparing teachers prior to entering the school system, and for continuous professional development of teachers who have entered the system. 45.34% of the 4.7 lacs teachers in the elementary (Class 1-8) school system have not studied beyond class 12 and a quarter of them have not studied beyond class 10. Only 35% teachers are graduates, 12% post graduates; 0.4% have M.Phil./Ph.D. degree (Mehta, A.C. 2006). The failure to build sufficient teacher education institutions has been compounded by the induction of under-qualified and un-trained teachers into the school system, even while lacs of graduates with B.Ed. remain unemployed outside the system. Quality issues in teacher education continue to remain a cause for concern.

Around 8 lacs teachers are prepared by around 8000 teacher education institutions (NCFTE, 2010) most of which are run by the private sector. The National Council for Teacher Education created in 1995 by a 1993 Act of Parliament has the mandate to achieve planned and coordinated development of teacher education system in the country, regulate and maintain norms and standards in TEIs. Until now, the agency designated by NCTE for accreditation was the National Assessment and Accreditation Council (NAAC). Between 2002 and 2017, NAAC could accredit only 1522 TEIs in the country. Given an estimated total of 16000 to 18000 TEIs that now need to be accredited, NCTE took a decision to discontinue the mandate given to NAAC and instead work with the Quality Council of India (QCI), an autonomous agency under the Department of Industrial Policy and Promotion, Government of India.

NCTE developed a new framework Teach R to set the standards for evaluation of TEIs quantitatively and qualitatively. Through the implementation of this framework, NCTE aims to unlock the potential of TEIs to provide better learning outcomes for their student teachers, and eventually for all students across India by laying out a framework for ranking and assessment of TEIs that privileges academic excellence above all else. Beyond the physical assets and rudimentary academic assets in the original framework, it gives maximum weightage to teaching and learning quality as well as learning outcomes. This enables the creation of a fairer and more complete picture of TEI quality. The four pillars of the framework are described below:

Physical Assets: Assesses the availability and optimal utilization of infrastructural facilities. Involve comprehensive on-site assessment of financial management and infrastructure compliance.

Academic Assets: Resources such as teaching and learning materials (TLMs), qualifications of faculty and research output will be considered. Additionally, evaluate the teaching and learning materials used in classrooms, including unit plans, practice videos of student-teachers delivering classes used by the Teacher Educators.

Teacher and Learning Quality: Involves assessment of efforts made by a TEI to promote effective teaching-learning practices.

Learning Outcome: Comprises the knowledge acquired by, and the larger impact on, the pre-service teachers studying in a TEI.

Objective of the study: To evaluate the TEIs with the reference of learning outcome mentioned by NCTE in Teach R framework.

Hypothesis of the study: Learning outcomes (Student performance in exams and student Performance in teacher Eligibility Test and Recruitment and Higher Education) of TEIs differs with reference to type of institutions.

Population and Sample

All the students registered in the session 2005-06 and 2006-07 for one year bachelor degree programme i.e. Bachelor of Education (B.Ed) of the four institutions of Allahabad– K.P. Training College, S.S. Khanna Degree College, Ewing Christian College and Allahabad Agriculture Deemed University, - constituted the population for the study. The sample was consisted of 150 students from different nature of teacher training institutions of Allahabad:

Type of Institutions	Name of the Institution	No. of pass out Students from the session 2005-06 & 2006-07
1. Government funded	K.P. Training College, Allahabad	37
2. Self-financed	S. S. Khanna Degree College, Allahabad	56
3. Autonomous	Ewing Christian College, Allahabad and	25
4. Deemed	SHIATS	32
Total		**150**

Tools Used: A Schedule is used to collect the learning outcomes of respondents after completion of Pre Service Teacher Education Programme.

Statistics used for analysis of data: Completed schedules are analysed by percentage analysis.

Empirical Results

Exam scores: Performance in examinations

	>60= first division		45- 59= second division		33-44= third division		TOTAL	
	No.	%	No.	%	No.	%	No.	%
K.P.T.C.	13	35.13	22	59.46	02	5.41	37	100
S.S.K.G.D.C.	16	28.57	40	71.43	00	00	56	100
E.C.C.	18	72.00	07	28.00	00	00	25	100
SHIATS	27	84.37	04	12.50	01	3.13	32	100

It is clear from the above table that higher percentage of first division students was from SHIATS which shows the quality of teaching-learning. The number of third division students is few and only the students of K.P.T.C. and SHIATS consisted third division students.

Programme impact: Performance in teacher Eligibility Test and Recruitment and Higher Education

Name of the Institutions	Employed		Self Employed		Unemployed		Research Scholar						Grand Total	
							JRF		NET		Non NET			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
K.P.T.C.	21	56.76	1	2.70	11	29.73	4	10.81	0	0	0	0	37	100
S.S.G.D.C.	37	66.07	0	0	15	26.79	0	0	4	7.14	0	0	56	100
E.C.C.	17	68.00	2	8.00	3	12.00	1	4.00	1	4.00	1	4.00	25	100
SHIATS	21	65.62	1	3.13	7	21.87	1	3.13	0	0	2	6.25	32	100
TOTAL	96	64.00	4	2.67	36	24.00	6	4.00	5	2.67	3	2.67	150	100

The above table shows that total 64% pass out students from different institutions offering pre service teacher education programme at secondary stage in Allahabad were employed, 2.67% were self-employed, 24% were unemployed and 9.33% were enrolled as research scholar in different institutions. It is clear from survey that unemployed were preparing for the civil services or the mostly women were busy in performing their household duties therefore they were willingly not interested in being employed. Some of them were shifted to metro cities after marriage and has become difficult for them to find a suitable job. However, only 24% were unemployed which revealed that the students who have been passed the pre service teacher education programme were placed at different designation. **Yadav (1984**) also analysed the rate of return of the B.Ed students of Dayalbagh Teaching Institution enrolled in the session 1982-83 and found that 32% pupil teachers were employed while in the present study 64% pupil teachers were employed. From the govt. funded institution 56.76% were employed, 2.70% self-employed and 29.73% were unemployed and 10.81% were research scholars. All research scholars were JRF qualified which to some extent exhibits the quality of education they received. 66.07% from self- financed institutions, 68.00% from autonomous institution and 65.62% from deemed institution was employed. It is clear from the table that current employment status of pre service teacher education programme at secondary stage in different type of institutions differs.

Findings of the Study

Exam scores: Performance in Examinations

The 84.37% of first division students are from SHIATS, and then ECC and the lowest percentage of first division students were from S.S.K.G.D.C.

The 71.43% of second division students belong to S.S.K.G.D.C. and then K.P.T.C. while the lowest was SHIATS.

K.P.T.C. and S.S.K.G.D.C. were free from third division students; means not even a single student got third division marks from these institutions.

Programme impact: Performance in teacher Eligibility Test and Recruitment and Higher Education

- The 64% pass out students got employment and only 24% were unemployed which showed that the larger percentage of students got placement.
- The larger percentage of employed and self employed belong to the pass out students from E.C.C in comparison to other institutions. However, they were employed in private sector. 88% pass out students of E.C.C. was employed, 8% self employed and 12% were unemployed and searching for job.
- The higher number of unemployed pass out students was from K.P.T.C as compared to other institutions. But it was surprised to know that about 16.22% students has been joined different field which has no direct connection with B.Ed. and only 30.56% were searching for suitable job.
- The higher numbers of research scholars belong to E.C.C. but more JRF qualified students were from K.P.T.C. institution in comparison to other institutions.
- The second highest number of unemployed pass out students belongs to S.S.K.G.D.C. because the girls were busy in performing their household duties and willingly not interested in being employed.
- 66.07% pass out students of S.S.K.G.D.C. were working in government sector which was the higher percentage in comparison to other institutions while 50% students of SHIATS were working in private sector.
- Among all type of institutions percentage of employed (68%), self-employed (8%) and research scholars (12%) of pass out students from autonomous institution were higher. However, employed were placed in private sector.

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Ethical Issues in Teacher Education

Monoranjan Bhowmik
Asst. Professor
Vidyasagar Teachers' Training College, Midnapore, West-Bengal
mbvttc@gmail.com

Rinku Nath
Assistant professor,
Swami Vivekananda Degree College, P.O:- Chandkhira, Dist:- karimganj (Assam)
Rinkunath2013@gmail.com

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ABSTRACT *In the present age of science and technology ethics is an important place in all areas of life. Ethics has also become important in teacher education; because teacher education is a process of preparing prospective teachers with the knowledge, attitudes, behavior and skills they require performing their task effectively at the time of educating children. Moreover a teacher is entrusted not only with educating children but also with helping them to develop and grow as a human being. The effective teachers are not only skill full for providing knowledge to children, but also as a model of ethical behavior. Therefore, ethics is an important area of teacher education. The National Policy on Education (NPE) 1986 and National Council of Teacher Education (NCTE) expressed a great concern over the erosion of ethical values. NCFTE 2009 strongly emphasized that teacher education curriculum should be readjusted in such a way as it makes teacher education a forceful tool for the cultivation of social and ethical values. On teacher education a deep study conducted on ethical issues. During the study it is found that corruption, teacher absenteeism, political interference, privatization of teacher training institutions, un-fair assessment etc are major ethical issues in teacher education. After the deep study and discussion with teacher educators, student teachers found some remedies to overcoming such issues in teacher education. These remedies will be helpful to government, educationist, policy makers, colleges and universities to maintain morality in teacher education.*

Keywords:- *Ethical issues, teacher education.*

Introduction

Teachers are the greatest asserts in our education system. They stand in the interface of the transmission of skills, knowledge and values. They are accepted as the backbone of Indian education system. Therefore, quality of teacher is crucial and important for provide effective education to our children. The education commission 1964-66 of India expressed influence of teachers in the words "No system can rise above the status of its education..." (Puhan, Malla, & Behera, 2014, p. 1). Similar sentiments also expressed by Delors report (1996) and UNESCO report on Teacher Educational Quality: Monitoring Global needs for 2015 (Jecques, 1996).

If we think now students are the god and teachers are the priest within the temple (school), then it can be true that both students and teachers are made each other within the system and without one other will be value less. According to Puhan, Malla & Behera (2014) "a school without a teacher is just like a body without soul, a skeleton without flesh and blood, a shadow without substance" (Puhan, et al. 2014 p.7). So teacher can play an important role in the education system. They play

a significant responsibility in preparing young people to lead production and successful lives which is core part for development of a nation. In the present days ethical dimensions are considered to be important for the development of a nation and also important with regard to both educations of students as well as education of teachers.

Teachers' professional ethics an ethical education have been important areas of teacher education in India for a long time. Various aspect of ethics were emphasized for maintains peace of the society since the very beginning of the teacher education. James Rest (1994) has defined ethical competency of teacher as the combination of three factors "ethical sensitivity, motivation to act morality and skills to solve ethical problem" (Rasanen & Sunnari, 2000). It means teacher should have sensitivity to realize problem from an ethical perspective. In addition, he/she has to have willing to do something about moral problems. So,

ethical education is also crucial in teacher education. Because education means not merely acquisition of knowledge for the purpose of passing examination and getting degrees, moreover it is a process of all round development of an individual- physical, emotional, intellectual, social, ethical and spiritual. As a result function of teacher not only as facilitator for acquisition of knowledge but also as inculcator morality and transformer of inner being (Kaur & Nagpal, 2013). Morality is the worthy principles or ideals that one follows to distinguish the right from the wrong. These ideals or principles are considered worthy in build up the character of an individual.

Current ethical issues in teacher education: In the present age of science and technology there are various ethical issues in teacher education. Here researcher pointed out some important ethical issues in teacher education.

Corruption in Teacher Education: Earlier corruption was only in police station, private organization, government office etc. But now a day's corruption has spread root in education system also (Puhan, el al. 2014). According to Hallak and Poission corruption in teacher education can be defined as "the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services as a consequence on access, quality or equity in education" (Hallak & Poisson, 2007, p. 84). Corruption in teacher education can include extra or illegal fees for admission and examination, preferential promotion and placement, differentiate salaries between regular teacher and part time teacher etc. (Hallak&Poission, 2007; Puhan et al. 2014).

Teacher Absenteeism: Absenteeism can be refers to workers absence from their regular task when he/she is normally schedule to work. Teacher absenteeism means that the teachers do not attend to their work place or classes when they are normally schedule to work. Recently WBNAS (World Bank National Absence Survey) conducted a study and found that nearly 25% teachers are absent from their work place in India (Narayan &Mooij, 2010). So if teachers are absent from their work place then it greatly reduces the overall effectiveness of the teacher training colleges or teacher training institutions, dismisses students teacher achievement, damages the institutions refutation and finally it lead to students teacher absenteeism (Chhudhury, Hammer, Muralidharan& Rogers, 2006). Bray (2003) in his study found that teacher absenteeism is one of the crutual cause for ethical declining of teacher education and it negatively effect to the student trainee of teacher training institutions. (Bray, 2003).

Political interference: In some cases political interference is responsible for miss use of human resource in education. Political leaders often use many teacher educators as their party workers and they are also willing to participate in political parties (Puhan et al. 2014). Those teachers or teachers educators are very close to political leaders have records of unethical behavior such as irregularity in class teaching, school observation at the time of practice teaching. Some political leaders are attempts to influence members of the teacher union regarding the recruitment as well as transfer of teachers (B. Das, personal communication, August 19, 2017). So the ethical and moral commitment of teacher educators has gradually decreased over the years for the political interference.

Privatization of teacher training institutions: Singh and Purohit (2001) argued privatization of teacher training institutions is another cause for the declining moral and ethical values in teacher education. In India privatization of teacher training institutions has emerged in several forms. "Government allowed to opens self-financing private institutions with recognition, which may be termed as commercial private teacher education institution"(Sinhg & Purohit, 2011, p. 130). In the modern era, with the mushrooming of these private institutions education has acquired the status of marketable commodity, were the educational institutions are traders and students are the customers. Such institutions started courses like D.El.ED, B.Ed., M.Ed., B.P.Ed., M.P.Ed. and many more courses without basic infrastructure and qualified teachers (Puhan et al. 2014).

Un- fair Assessment: Student assessment should be ethical, fair, useful, feasible, and accurate. But at present time there are many factors which may affect fairness of marking or grading of the students(Green, Johnson, Kim, & Pope, 2007)s. It is now a problem in teacher education many institutions and colleges are there, where assessment is doing with taking illegal money from the students (Puhan, et al. 2014). Present two years B.Ed. and M.Ed. programshould be more practical based then one year program, as a result teachers are getting chances to give practical marks. In some cases they gave practical marks on the basis of students not on the basis of their works or performance (D.Dutta, personal communication, August 19, 2017).

Lack of ethical education in current teacher training curriculum: Ethical dispositions is an important dimensions of the moral work of teaching and it need to more attention in the teacher education curriculum and conversation. But scope of ethical education in current teacher education curriculum as well as in school education curriculum generally low as a result teachers are does not getting chances to practice and acquire knowledge about ethics and morality."The nature of the problem herein is the common in teacher education: the procession of subject matter, knowledge and methodological skill without accompanying ethical dispositions and moral manner to teach in ways that align with what is good, right, virtuous and caring" (Richord, 2013, p. 26).

Some suggestions for overcoming such issues in teacher education: Teacher should avoid personal biases or unrelated factors which may negative affect grading of student assessment. No any emotions, feeling, or interaction can be affect at the time of grading.

Teacher educators or curriculum constructors need to widen the scope of the ethics and morality in teacher education despite other demands in the curriculum as well as such theoretical knowledge should be applicable in the practical field. It is tries to address some criticism regarding the unrelated of theoretical discourses of teacher education organizations in the classroom realities by incorporating the social, cultural and economical contexts of education.

Giving more emphasize to the experience of student teachers in all courses of teacher education through practicum and longer duration of internship program. Beside, teacher education should be regularly visit their practice teaching and provide some idea of right and wrong, good and bad regarding their behavior

In each and every teacher training institutions should be requited some teacher educators from philosophy background as a result they can basic knowledge regarding ethics and morality.
According to Whynne (1995), teachers should be with sense of obligation and demonstrate their ethical professionalism by:-

- Coming to work regularly and on time;
- Being well informed about the students matter;
- Planning and conducting and conducting classes with care and responsibly;
- Regularly updating instructional practice;
- Observing institution policies and cooperating with colleagues so the whole instruction works effectively;
- Criticizing unsatisfactory policies and providing constructive improvement;

Training strategies should be enhancing moral sensitivity and it may include role-playing exercises especially for pre-service teacher trainee and it may also include such strategies to make professionals aware that can affect others also. (Benninga, 2003).

Teacher training institution should keep all the records of teacher educators with the help of computer regarding number of hours they should attend or work in the institution s well as number of classes he/she has taken. So in this regard biometric machine should be introduce in each institution. There should be proper mechanism the leave records of the teaching as well non teaching staff.

In our country salary of teacher educators are not as per with the burden or time of working. As a result those teacher educators have taking more classes some timethey have to getting low salary then the teacher educators those have to getting less classes. So salary should be providing on the basis of punctuality in the work, regular attendance, number of class taken etc.

Conclusion: Teaching is a profession like doctors, lawyers etc. The teaching profession has been symbolized by a torch, a light or a plant. Thus is such profession which can help us to choose right path in future. If we expect from our children to grow up with a respect for the rule of law and moral values, then we need to teach them about making ethical choices and having a value system as a basis for their decision making. If the children grow up with a proper understanding of right and wrong, good and bad through a study of ethics and morals then it may be promote the values of democracy, an individual liberty, the rules of law and mutual respect. But, due to largely unregulated advances in science and technology our society is rapid changes. In danger of unregulated science and technology we need first to train our teacher trainee based on moral and ethical framework. Because, we need to train our children they can think differently as well as in a productive and peace full manner. It is the right time to identify ethical issues in Indian teacher education system and it is necessary to increase philosophical thinking, ethical values and moral development in teacher education system.

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The greatest glory in living lies not in never falling, but in rising every time we fall.

~ Nelson Mandela

ICT in Higher Education in 2017: A Sudy

Dr. Maheshprasad P. Trivedi[1] & Dr. Nirali J. Maiyani[2]
[1]Principal & Director(Academics), Adarsh Educational Campus, Botad,Gujarat.
[2]Assistant Teacher, Vishudhanand Vidyamandir, Bhavnagar - 364001, Gujarat.

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ABSTRACT *The use of ICT in education has intensely reformed learning and teaching processes. Furthermore, it has expanded new opportunities for learning and accessing to educational resources beyond those traditionally available. In this condition, the use of ICT in education creates a method of training called E-learning. This paper attempts to investigate advantages, disadvantages, conveniences and limitations of applying ICT in conjunction with E-learning to agricultural students. The paper accentuates the role of ICT on Iranian students in Agricultural Higher Education in particular. Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavour within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. This paper highlights the various impacts of ICT on contemporary higher education and explores potential future developments. The paper argues the role of ICT in transforming teaching and learning and seeks to explore how this will impact on the way programs will be offered and delivered in the universities and colleges of the future.*

Keywords:- *ICT, effect of ICT.*

Conventional teaching has emphasised content, For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricula are starting to emphasise capabilities and to be concerned more with how the information will be used than with what the information is. Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centred curricula to competency-based curricula are associated with moves away from teacher-centred forms of delivery to student-centred forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning .In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. The following sections describe particular forms of learning that are gaining

prominence in universities and schools worldwide. Conventional teaching-learning processes are undergoing a paradigm shift. Focus of instruction is now on education programs/practices that promote competency and performance. Such curricula tends to require access to variety of information sources, information forms and types; student centred learning settings based on information access and inquiry; learning environments centred or problem-centred and inquiry-based activities, authentic settings and examples; and teachers as coaches and mentors rather than content experts (Neeru, 2009). The shift towards development of educational programs is well supported by and encouraged by the emerging instructional technologies.

Swift growth of ICTs is taking place all over the world. They have emerged as powerful tools for diffusion of knowledge and information. Their introduction and unprecedented use in the higher education has generated varied response. The opportunities can be categorized as the aspects relating to role of ICT for access and equity in education, their role in pedagogy for quality learning and teaching at higher education level

and in inducing innovations in approaches and programmes.

Presence of ICT in education sector is increasing steadily. In spite of the fact that education is a social enterprise and teachers are the traditionally mainstay of teaching learning process, ICTs are very powerful tool for diffusing knowledge and information, a fundamental aspect of the education process. ICTs can play enormous role for improving access and equity in education sector in general and higher education sector in particular. E-learning is emerging as an important strategy to provide widespread and easy access to quality higher education. E-learning is a generic term referring to different uses and intensities of uses of ICTs, from wholly online education to campus-based education and through other forms of distance education supplemented with ICTs in some way. Although, presently the initiatives for development of e-learning in India are continuing in a sporadic manner, UGC is advocating and making efforts to enhance the quality of higher education by framing policy guidelines for their integration in classroom and other activities.

In the past educational institutions have provided little choice for students in terms of the method and manner in which programs have been delivered. Students have typically been forced to accept what has been delivered and institutions have tended to be quite staid and traditional in terms of the delivery of their programs. ICT applications provide many options and choices and many institutions are now creating competitive edges for themselves through the choices they are offering students. These choices extend from when students can choose to learn to where they they learn. Apart from enhancing student's learning experience, role of ICTs in capacity building/training of educational personnel has very large potential. National level institutes can provide leadership role in enhancing technical and managerial manpower in different disciplines through ICT networks and collaborations. Technology facilitated learning would result in preparation of staff regarding innovative pedagogic methods, new ways of learning and interacting, easy sharing of new practices among teaching community and result in widening the opportunities for their participation. The capabilities of competent and trained teachers/academic experts can be made available to larger audiences/students through flexible and virtual settings.

Conclusion

The upshot of all this activity is that we should see marked improvements in many areas of educational endeavour. Learning should become more relevant to stakeholders' needs, learning outcomes should become more deliberate and targeted, and learning opportunities should diversity in what is learned and who is learning. At the same time, quality of programs as measured by fitness for purpose should continue to grow as stakeholder groups find the offerings matched to their needs and expectations. The increasing use of information and communication technologies (ICTs) has brought changes to teaching and learning at all levels of higher education systems (HES) leading to quality enhancements. Traditional forms of teaching and learning are increasingly being converted to online and virtual environments. There are endless possibilities with the integration of ICT in the education system. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. ICT has enhanced distance learning. The teaching community is able to reach remote areas and learners are able to access qualitative learning environment from anywhere and at anytime. It is important that teachers or trainers should be made to adopt technology in their teaching styles to provide pedagogical and educational gains to the learners. Successful implementation of ICT to lead change is more about influencing and empowering teachers and supporting them in their engagement with students in learning rather than acquiring computer skills and obtaining software and equipment. ICT enabled education will ultimately lead to the democratization of education. To ensure that the opportunities and advantages are realized, it will be important as it is in every other walk of life to ensure that the educational research and development dollar is sustained so that education at large can learn from within and that experiences and activities in different institutions and sectors can inform and guide others without the continual need for re-invention of the wheel. Once again ICTs serve to provide the means for much of this activity to realize the potential it holds.

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1. *Ajit Mondal is Research Scholar, Department of Education (IASE), University of Kalyani, Kalyani, West Bengal, E-mail: mondalajit.edn@gmail.com*

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Leadership is the capacity to translate vision into reality.

~ Warren G. Bennis

Curriculum Changes and Evaluation of New B.Ed Course(2 years): A Special Emphasis on English Language Education

Shyamamsree Sur
Asst Prof. and HOD,
Siddhinath Mahavidyalaya,
Mail ID : shyama.sur@gmail.com

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ABSTRACT *The National Curriculum Framework for Teacher Education (2009) strongly advocates the introduction of a reformed pre-service teacher education programme, the deployment of suitable strategies , the need for research on curriculum implementation, an orientation towards programme evaluation, an emphasis on professional ethics and the mobilisation of resources for teacher preparation. In essence, it argues for the infusion of quality into teacher education programmes in India. NCTE has also tried to follow the NCF-2009 by introducing two-years B.Ed. curriculum from2015 in which Language Education has been emphasized. This paper will present the new curriculum introduced for the Bachelor in Education(B.Ed.) in West Bengal and will analyze the factors that have contributed to its successful implementation. As B.Ed. student teachers need to develop their language competence, both grammatical and communicative, and also understand the pedagogical skills required for teaching English at the Secondary level, the curriculum was revised focusing on two curricular areas, namely: (1) Language proficiency, language knowledge and communication skills in the first year, and (2) English language pedagogy and classroom processes in the second year. Both courses are compulsory for all B.Ed. student teachers and are stretched to the full academic year. The data gathered through questionnaires and interviews with teacher educators and student teachers indicated that the course is effective and is beneficial to the majority of student teachers*

Keywords:- *NCF-2009, Curriculum, B.Ed, English Language.*

Introduction: We have seen in research studies so far on second language teacher education (SLTE) that it tend to focus on second language teacher professionalism, teacher preparation, teacher identity, language teacher cognition, the practicum, mentoring, language teacher supervision, etc. Even studies done on the curriculum of SLTE address issues such as content knowledge, pedagogic content knowledge, knowledge about language, SLA theories, discourse studies, pragmatics, literature, culture, theories of teaching, teaching skills, subject matter knowledge, etc. There are hardly any studies on the communication skills or target language proficiency of student teachers in SLTE. Issues discussed under 'What do teachers need to know about Second Language Acquisition(SLA)?' are learner errors, order and sequence of acquisition, inter language, input and interaction, language transfer, cognitive aspects of L2 learning, linguistic aspects of L2 learning, individual differences, learning strategies, instructed SLA, etc. There is hardly any study on student teachers' ability to use the language for communicative purposes. This study is an attempt to examine a few issues related to the second language proficiency of student teachers pursuing B.Ed, (Two Years) course according to NCTE.

Rationale and objectives: The last B.Ed curriculum revision took place in 2006. The publication of the National Curriculum Framework (NCF) 2005 and the National Curriculum Framework for Teacher Education (NCFTE) 2009 has changed our perspectives of language learning, language teaching and language teacher education. Constructivist pedagogy has some influence over the traditional teacher-centered approach. The basic focus now is to make learning experiential. It is in this light that the areas that need to be seriously reconsidered in the present system are examined. As far as English is concerned, there are some components to be engaged with the Field / Practicum in the present curriculum. Any two of the following to be done by the student teachers:

1) Speech and Speech Mechanism
2) Word Formation
3) Syntax
4) Phonetic Transcription
5) Identifying General and Specific Objectives with Learning Outcome
6) Task Analysis and Content Analysis
7) Developing Instructional(Teaching Learning) Material
8) Panning instructions

Objectives: The student teachers will be able to :

- Merit effective and constructive acquaintance with the basic foundations of language teaching in India and West Bengal
- Acquire practical expertise in pedagogical analysis and develop behavioral competencies in teaching skills
- Apply principles abstracted from the study of various methods an approaches as regards purpose and procedure of planning lesson
- Work out and practice strategies for teaching language skills and communication skills
- Credit working acquaintance with concepts of language learning assessment
- Turn in to resourceful user of different kinds of Language Test
- Become efficient in construction of Test and Test Items
- Explore and experience various resources for target language learning
- Try out various means of organizing various resources for target language learning

NCF 2005 observed that teachers' low proficiency in using the language is a major concern and has hampered the provision of rich comprehensible input to learners at the primary level. Lack of language competence on thae part of the teachers has resulted in mechanical ways of teaching English in the classroom. For example, teacher talk has been reduced to questions and answers and there is hardly any meaningful interaction taking place in the classroom. Also, teaching has been reduced to the teacher explaining the content and learners learning the content by heart. It is worth, in this context, mentioning the following observations made by the NCFTE (2009):

• Teachers need to be prepared to view learners as active participants in their own learning and not as mere recipients of knowledge.

• Teachers need to be trained in organising learner-centred, activity-based, participatory learning experiences – play, projects, discussions, dialogue, observation, visits, etc.

• Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.

• Teacher education should provide student teachers with opportunities for reflection and independent study without packing the training schedule with teacher-directed activities alone.

It is hoped that when the student teachers equip themselves with these abilities, they will be able to use finely tuned language appropriate to the context. The curriculum envisaged therefore needs to take into account these language and communication needs of the student teacher and also the curricular/textbook requirements at the Secondary levels of learning in West Bengal. In other words, the curriculum must be highly need-based with suggestions for effective classroom interaction and transaction of the content.

Against this backdrop, it was decided to revise the B.Ed curriculum so that student teachers will be able to make the teaching–learning of English more meaningful and effective. The State Council for Educational Research and Training (SCERT) played a pivotal role in this regard. As student teachers need to develop their language competence (both grammatical and communicative) and also understand effective methods and techniques of teaching English at the Secondary level, the following two curricular areas have been included in the B.Ed curriculum:

1) communication skills in English
2) English language pedagogy and classroom processes.

The content suggested for the curriculum in the B. Ed course are shown below:

Unit-1: Foundations of Language Learning (6 hrs.)
Unit-2: Strategies of Language Teaching:(As per language concerned) (7 hrs)
Unit-3: Brief Overview of Methods & Approaches of Language Teaching (As per language concerned) (6 hrs)
Unit -4: Assessment of Language Learning(6 hrs)
Unit-5: Learning Resources in Language Teaching(6 hrs)
*****Engagement with the Field/ Practicum (64 hrs)

The purpose of this course is to enhance the language proficiency of student teachers and also to develop their language knowledge – knowledge about grammatical structures, lexical items and segmental and supra-segmental features of articulation. This course should also help them to develop their communication skills, i.e. to use English for a variety of communicative (both spoken and written) purposes.

Student teachers can gain good mastery over language if they are exposed to a communicative environment in the B.Ed classroom. The student teachers as well as their educators should see language as a set of skills to be acquired rather than as a content subject to be taught or learned through rote methods.

The main objectives of the course are to help student teachers to:
• listen to a stretch of discourse and comprehend, interpret and respond appropriately
• decode, interpret and evaluate written texts
• use grammatically acceptable language for effective communication
• choose and use the appropriate lexical items and language expressions in speech and writing
• use appropriate learning resources to strengthen their language skills.

Communication skills in English: In order to implement the new curriculum effectively in the classroom, face-to face training for teacher educators was conducted for six days in only two teachers' training institutes where the studene strength was 100+100=200. The training was based on the Teacher Educator's Handbook that was prepared for the above purpose. The Teacher Educator's Handbook included strategies and activities for the effective classroom transaction of the new curriculum. In addition to this, a sourcebook was prepared for student teachers which had all the content, tasks and activities aimed at developing their English language proficiency. Also, class talks – talks by experts in the field on relevant topics – were video recorded and supplied to teacher education institutes. A one-day teleconference programme was conducted for teacher educators to clarify their doubts and to share classroom experiences.

Assessment procedures: Another interesting aspect of the curriculum was the introduction of formative assessment. The internal assessment was carried out through formative procedures by giving project work, encouraging student teachers to make presentations and involving them in interesting classroom activities. Summative assessment was conducted for 30 marks, which included a written test (20 marks) and an oral test (5 marks). The oral test had three parts as shown below:

• self-introduction
• knowledge of functional English and an extended talk on a given topic
• reading aloud an unseen passage.

The test was administered by the researcher herself. The oral test of 200 student teachers was video recorded and was sent to the DIET Executive for marking.
The test results are as follows:

• Total number of student teachers who appeared for the final examination: 200
• Total number of student teachers who passed: 84
• The pass percentage: 42%

The pass percentage in the 'Communication skills in English' paper was low when compared to the grammatical skills. The reasons cited by a few teacher educators whom I have interviewed are as follows:
'Student teachers lack basic language competence. They are not motivated to develop their English skills.'
'The curriculum is heavily loaded and is found difficult by student teachers in rural areas.'
'It's difficult to design and conduct a wide range of tasks and activities in the classroom without adequate training for the teacher educators.'
'There are no specialised teacher educators to teach English in some B.Ed colleges.'
'A few teacher educators themselves are not competent in transacting a proficiency-oriented syllabus.'
'Many teacher educators treated the course as a content subject rather than as a language/skills-oriented syllabus.'

As a member of the curriculum design committee and as an insider, I strongly feel that one of the reasons for the low pass percentage is that the majority of teacher educators treated the language proficiency course as a content subject and encouraged the mastery of the content knowledge rather than the development of the language skills.

Data gathered: Student teachers' opinions on the use of the sourcebook and the effectiveness of the course content were sought through a questionnaire. Data from 50 students teachers was gathered. The majority (92 per cent) of the student teachers felt that the course was well designed. As many as 85 per cent of them stated that the course was useful in developing their communication skills in English. They also expressed that the same pattern and content should be continued in future as well. However, some of them (32 per cent) were of the opinion that the curriculum load should be reduced. Especially, they felt that tasks related to the transcription of words and writing skills should be limited. Interviews with three teacher educators

revealed that the new curriculum was helpful in breaking the monotony and making classrooms more interactive. One of the teacher educators expressed the following opinion:

Even I too enjoyed teaching on the course. All these years it was mechanical. But this year both of us – students as well as I – enjoyed the interactions … children were waiting for my classes … they used to show a lot of interest in my classes. They used to collect advertisements, take part in role plays and conversations.

It was clear from the interaction with the majority of teacher educators and student teachers that the new curriculum has enhanced their confidence levels in using English for a variety of communicative purposes. This was evident in the oral test that was conducted at the end of the year where student teachers were able to introduce themselves in English and speak confidently on the given topic.

What next? In order to improve the effectiveness of the course and also to achieve better results, it is desirable to address a few issues. Item analysis which will examine student responses to individual test items in order to assess the quality of those items and of the test as a whole could be carried out. Also, the curriculum load may be reduced by revising the sourcebook. Self-instructional teacher development materials and videos such as the ones prepared by TESS INDIA could be supplied to teacher educators to enhance their language competence and professional skills. Additionally, in-depth studies on the communication skills or target language proficiency of student teachers in SLTE could be done in future. In sum, as Legutke and Schocker-v. Ditfurth (2009) point out, student teachers should experience the very processes they are supposed to initiate with students in their future classrooms. In this sense, the new curriculum designed for the B.Ed programme in West Bengal provides indirect classroom-based learning experience to student teachers.

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All the powers in the universe are already ours. It is we who have put our hands before our eyes and cry that it is dark.

~ Swami Vivekananda

Analysis of the Quality of Existing Teacher Education in India: Development vs. Depletion

Sibananda Sana
Department of Chemistry, Government Training College
Hooghly, West Bengal 712103, India
sibanandasana@gmail.com

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ABSTRACT *Liberalization, Privatization, Globalization and Digitalization in Education has influenced the educational system of India in a paradigm way. As a consequence, the curriculum of Teacher Education throughout the country recently has been drastically changed. A uniform curriculum has been adopted throughout the country as per NCTE, regulations, 2014. These regulations have been framed on the basis of justice Verma Commission's Report, NCF-2005 and NCFTE-2009. New innovations like duration of course from one year to two year, reducing burden of theoretical frame works, incorporation of internship programme, engagement with field or practicum activities, emphasis on pedagogical aspects of education enriched the curriculum in a greater extent. But, the major obstacle is its implementation or execution part. The policy makers incorporated the pedagogical aspects in the curriculum of teacher education to enhance the pedagogic content knowledge of the trainees. The quality of teacher education imparted today is going down-word rather up-word. This down-word bent has been started from every root of teacher education pertaining the issues of admission procedure, class room instructions including examination and evaluation system. The student-teachers are eager to take the degree certificate without entering into the learning process. In this article I am to deal with such quality aspects of Teacher Education scenario and possible remedial measures for survival and sustaining of the system.*

Keywords:- *Teacher Education; Curricular reforms; Pedagogic Content Knowledge; Quality aspects; Remedial Measures.*

Introduction

"I am a teacher. It is the greatest gift that life could give me, since I am allowed to spend my days with the future of the world. My students will be Presidents, Doctors, Lawyers, and Craftspeople; but hopefully they will all be teachers to someone." - Jack Podojil, 2002

Teaching is a noble and novel profession. Teachers are the social engineer and instrument for moulding our juvenile learners as per the needs and aspirations of the society. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher…" Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015. National Policy on Education (1986) vividly envisioned that teachers reflect the socio cultural ethos of the society. It is said that no people can rise above the level of his teachers. Kothari commission (1964-1966) said that 'the future of India is being shaped in her class room'. But in order to maintain supreme status in the society professional development, capacity building, upgradation and updatation of knowledge on the part of the teachers is primary concern.

"A lamp cannot burn another lamp until it continues to burn"-R. Tagore.

Similarly a teacher cannot teach another until he continues to learn. So a teacher should be a lifelong learner. In this respect teacher education plays a vital role for enhancing professional competencies of the teachers. Teacher education is not a new phenomenon. It has been continuing from the Vedic period. But today the structure and function of teacher education has been changed in a paradigm manner. Based on the contemporary global changes, the entire aspects of teacher education follow a new trend. These changes have been well reflected in the post NCTE episodes when emergence of comprehensive documents like National Curriculum Frame Work, 2005, National Curriculum Frame Work for Teacher Education, 2009, Justice Verma Commission's report, 2012 and NCTE regulation, 2014 came into account. Accordingly the field of Teacher Education has been experiencing overflowed ideas for change in the form of regulations, curricular frameworks, and assessment pattern

both at school and teacher education levels. The present investigation intends to discuss specifically the changes visualized by the National Curriculum Framework (NCF) 2005, National Curriculum Framework for Teacher Education (NCFTE) 2009, Continuous and Comprehensive Evaluation (CCE), NCTE Regulations 2009 and 2014, and Right to Education Act 2009 and its implication in the field of teacher education. Thus our intention is to find out the essence of today's teacher education in order to refine and redefine learning in this technology era.

Innovative pedagogical tools based on constructivist paradigm [NCF, 2005]

The National Council of Educational Research and Training developed the NCF 2005 emphasizing the following changes at school level:

(a) Linking the classroom experiences with community environment,

(b) Shifting learning from rote memorization to construction of knowledge by active engagement with learning situations through information processing in the light of constructivism

(c) Integrating assessment with the learners' classroom life experiences (NCF, 2005) in terms of scholastic and co-scholastic attainments.

Thus the changes in teacher education covers the input, process and output aspects. The constructivist pedagogical aspects where teachers play the role of facilitator of learning by participant observation in collaborative and cooperative learning, problem based learning, project based learning, and other innovative pedagogical practices based on constructivist paradigm are some recent trends in teacher education. Thus method of learning has been changed from product to process oriented skills development. The school curricula were revised to reflect the NCF vision by NCERT and various state government agencies. It is prepared under NCF-2005 also in consonance with the RTE Act. NCERT and various state agencies engaged in conducting in-service training and education program for teachers to share and prepare the teachers to channelize in the desired direction.

Epistemological shift towards reflective practices [NCFTE, 2009]

The National Curriculum Framework for Teacher Education elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of Community Knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework.

The advent of NCFTE 2009 was guided by epistemological shift visualized by NCF 2005, and taking cognizance of changing school contexts and demands in the light of RTE 2009, Universalization of Secondary Education its implication to teacher education (Pandey, 2011). The framework envisaged having longer duration of teacher preparation program which can use adequate time and opportunity to self-study, reflective practice, longer duration of internship, experiencing innovative pedagogical practices both at teacher education institution and school during internship.

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Continuous and Comprehensive Evaluation (CCE), 2009

Education plays a vital role in today's competitive world. The Government of India has taken measures to educate students at world level. The scheme of Continuous and Comprehensive Evaluation was recommended by many National Commissions and Committees like Radhakrishnan Commission (1948–49), Secondary Education Commission (1952–53), The Education Commission (1964–66), National Policy on Education (NPE 1986) etc. Thus keeping these recommendations in the

consideration the Ministry of Human Resource Development has recently brought in the scheme of Continuous and Comprehensive Evaluation as a part of Examination Reforms Programme with the aim of developing the holistic profile of the learner through CCE. NCF 2005 laid emphasis on integrating evaluation with the learners' classroom life experiences. NCF position paper on Examination reformation (2006) observed that, External examinations are largely inappropriate for the 'knowledge society' of the 21st century and its' need for innovative problem solvers', and suggested strongly that, school-based CCE will reduce stress on children, make evaluation regular and comprehensive, provide space for teacher to be creative in their teaching and diagnose the learners difficulty. By considering NCF suggestions, CBSE vide its Advisory No. 39 dated 20.9.2009 introduced Examination Reforms and Continuous and Comprehensive Evaluation (CCE) in the CBSE schools. Successively CCE implemented in other state boards. The scheme of CCE is an effective tool to enhance the quality of teaching learning processes in the school. The emphasis is now ensuring that every child not only acquire the knowledge and skills but also the ability to use these competencies in real life situations. CCE is an examination reform initiative which has the potential of removing almost all the ills of examinations improving learning through continuous feedback and brings in qualitative improvement in education at school level. The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India.

Justice Verma Commission, 2012

The Supreme Court of India in 2011 while hearing special leave petition (SLC) regarding D.Ed. admission of Maharashtra appointed Justice Verma Commission to review all the issues pertaining to teacher education and make recommendation which could lead to enhancement of quality of teacher education as well as regulatory function of the NCTE. The Commission made the following recommendations: Government investment in establishing teacher education institutions in eastern and north-eastern states; instituting entry level behaviour measurement for pre-service teacher education program; enhancing the duration of teacher preparation program as per the recommendation of Kothari commission 1964-66; newer teacher education institutions to be established as composite institutions; reframing current teacher education programs in the context of NCFTE 2009, RTE 2009 and other related documents; attaching dedicated school with each teacher education institution where student teacher get opportunity to experiment internship programme to become reflective practitioners; establishment of national level academic body to look into norms, standards, developing self-instructional material and faculty development programme; preparing material for continuous professional development (CPD) through distance and blended learning (face to face as well as online learning) mode; two year M.Ed.; considering teacher educators as visiting faculty in schools; institutionalizing faculty development programs; creating inter-university centre in teacher education to promote research in education; **(**in-service**)** developing policy framework for in-service teacher education; strengthening CTE, IASE and University Departments in engaging CPD of secondary teachers; developing framework for teacher performance and teacher audit; review of norms and standards periodically by NCTE; developing comprehensive guidelines for innovative teacher education program by NCTE; developing framework for already recognized institution by NCTE; setting up of Teacher Education Assessment and Accreditation Centre (TEAAC) to prepare comprehensive framework for accreditation of teacher education institutions; setting up of institutional platform to coordinate with other agencies such as UGC, universities, Distance Education Council (DEC), and state governments; and establishing vigilance cell at NCTE etc.

NCTE Regulations, 2014

Central Government has taken many steps in 15 types of courses of teachers' education in its period and its curriculum. Many new instructions are going to come in to existence. The National Council for Teacher Education (NCTE) has given new norms, standards and procedures on teacher education courses. The NCTE Regulation 2014 brought the following changes:

(i) new teacher education program offered in composite institutions i.e., a higher education institution offering undergraduate or post-graduate programs in liberal arts / humanities / social sciences / sciences / commerce / mathematics, or an institution offering multiple teacher education programmes;

(ii) institutions should obtain accreditation from an accrediting agency approved by Council within five years of recognition;
(iii) the new regulation (norms and standards) include three new teacher education programs such as B.A. B.Ed. / B.Sc. B.Ed., B.Ed. (Part time), B.Ed. M.Ed. (Integrated) and dropped one program M.Ed. (Distance), and changed nomenclature of Diploma in Early Childhood Education (D.E.C.Ed.) to Diploma in Preschool Education (DPSE);
(iv) introduced maximum number of years a candidate can pursue in each of the program;
(v) inclusion of details of Curriculum (theory, practicum and internship), program Implementation and Assessment;
(vi) changes in number of positions for an unit, subject specialization, qualification and infrastructural equipment and material required for classroom instruction etc.;
(vii) increase in duration of the programmes such as B.Ed., M.Ed., B.P.Ed. etc.

Emerging Issues and Concerns:

1. Implementing the vision of NCF 2005

NCF 2005 brought out reform and renewal of curriculum concerning the changes in pedagogical processes, and evaluation. This required adequate orientation and capacity building of teachers who will shoulder and carry out the change. The state agencies made its efforts to provide orientation / training to the teachers who are in service. However, these training programs made little effect in teachers' classroom engagement due to various reasons. Some of them were: large classroom size, lack of learning resources other than text book and teachers belief in new pedagogical orientation itself. The text books have been prepared on the basis of activity based integrated approaches. But, unfortunately in most of the cases, they failed to maintain a meaningful, logical, sequential and balanced curriculum. Most of the text books has ignored the cognitive component which in turn affect the human resource development.

2. Continuous and Comprehensive Evaluation

The researchers conducted on CCE in India, indicates that, parents and learners feel uncomfortable over methods used in CCE (Raveendran, 2013), teachers perceive that, large classes size, lack of training, inadequate infrastructure, learning materials and increased volume of work act as barriers in smooth execution of CCE (Pooja Singhal, 2012). So a monitoring mechanism should be framed to review the positive and negative aspects of CCE based pattern of evaluation. The school and community relationship should be strengthen for proper implementation of this effort. Again CCE pattern has increased over burden rather than reducing stress upon the learners. The learners have to remain engaged continuously in the learning process in order to maintain better performance throughout the course without engaging in any recreational and leisure activities. This in turn lessens the creativity and aesthetic sense on the part of the learners.

3. NCTE Regulation 2014

i) Duration:

NCTE regulations 2014 indirectly promotes the following programs B.El.Ed., B.A. B.Ed. / B.Sc.Ed., B.Ed. M.Ed. (integrated) over other programs in terms of its duration. Also B.Ed. (regular) as well as B.Ed. (open and distance learning system) programs have same duration. This will lead to malpractices in B.Ed. open and distance learning system. The increase in duration of B.Ed. and M.Ed. program will affect the candidate from economically weaker section as it will increase the economic burden on them. The increase in duration of the course is nothing but old wine in a new bottle. Only the curriculum has been multifaceted but the basic elements remain same. In some cases there is an evidence of repetition of same syllabus in consecutive semesters. The student teachers have to execute same practicum again and again. So the curricular reforms, restructuring and refinement are needed in some extent. The student teachers are facing great trouble and feeling disappointment. Again after losing two years in obtaining the degree of teacher education they are not enjoying employment facilities in one chance.

ii) **Composite Institution over Stand-alone Institutions**

The new regulation encourages composite institutions by stating new recognition will be given only to the composite institutions considering the recommendations of Justice Verma Commission that, new teacher education institutions are located in multi and inter-disciplinary academic environment. However it fails to strengthen the other important recommendations made by Justice Verma Commission as well as NPE 1986 that, a dedicated school is attached to every teacher education institution as a laboratory for student teachers. School attached with the teacher education institutions will help student

teacher and teacher educators to work on real classroom problems on day to day basis and develop better understanding.

iii) Salary of Teacher Educators

It is generally observed that, most of the private sector institutions and self-financed institution pay less salary than the prescribed. The new regulation did not made any change to bind institutions in this regard. There is no monitoring mechanism from the end of government or from the end of affiliating universities. As a result, the private institutions have been engaging in profit making centre without providing minimum level of education for the student teachers. This has resulted quality depletion and degradation of teacher education through the country. The mal practicing rendered by these institutions is not only confined in the payment of less salary to the teachers but they are providing indulgence in internal and external examination, admission and even in teaching learning process.

iv) Homogeneous programs

Including detailed information on curriculum, programme implementation and assessment on one side will bring parity on the other will make homogeneous programmes. However, it is to be observed that whether it will affect interest of individual institutions in terms of creativity and diversity.

Conclusion

Quality issues in teacher education will therefore, revolve around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching-learning materials, classroom processes, pupil evaluation, monitoring and supervision etc. Indeed improvement of quality in these parameters and its sustenance is a matter of grave concern for the whole system of education. Academic and professional skills are not independent of each other. Teacher Education curricula have to integrate and blend them into a composite whole.

Reforms and restructuring are necessary for development and betterment of the existing system. Structural and functional Changes in education system will reap the best when it is planned well, executed and implemented properly. From Last decade, the field of education experiencing numerous changes which may lead the better society if all the stake holders of education take collective responsibility to work together by taking cognizance of practical concerns.

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Trends and Issues of E-Learning in Higher Education: A Study on Indian Perspectives

Subrata Naskar
M.Ed. student,W.B.U.T.T.E.P.A
E-Mail- subrata.naskar73@gmail.com,

Palash Das
Assistant Professor, W.B.U.T.T.E.P.A,
E-mail-palashingttc@gmail.com

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ABSTRACT *The present study has emphasized on the effectiveness of using e-learning for teaching of different Higher Education institutions. In these institutions, the issue of utilizing modern information and communication technologies for teaching and learning is very important. In e- learning, the included technological components that supplement traditional classroom training with web-based instruction and learning environments where the educational process is experienced through online. The major objectives of this study have been focused on the meaning of e-learning as given by different researchers, characteristics of e-learning, types of e-learning, the advantages and disadvantages of its adoption and implementation and some of the major Indian initiatives regarding e-learning have also been detailed in this paper. Secondary data have been used for this study. Data have been collected from the existing research paper, news paper, websites, and journal. Based on different review of literature it was found that although now a day's e-learning is very important in teaching learning process because it have some positive impact like to enhance the efficacy of knowledge and qualifications, much more flexible, motivating but it also have some negative impact such as harm to learners health, harm to eyesight, separate from real world environment etc on students as well as in society. Researchers in this paper also try to identify some current Indian initiatives in relation to e-learning. Although e- learning has some negative effect but no one can deny the fact that e-learning is the most innovative application of the internet and it has done wonders globally and currently is achieving education classroom as well.*

Keywords:- *E- learning, information and communication technologies, Higher Education, Positive effect, Negative effect, Indian initiatives.*

Introduction: Bill Gates' dream in childhood is "there is a computer on each desk in each house". When technology of computer becomes prevalent and complicated, he designs another era "people all over the world can study best subjects, study any subject by the best teachers in their own home". Since 21century various information technologies especially the modern information technology based on computer and network communication create new educational culture. With the advancement of world- wide educational information waves, more and more people believe E-learning will become the main ways of people's studying, which will be advanced constantly in theory and practice (Mortaza Mokhtari Nazarlou 2013). In a society, the student generation must be positively influenced by the imparters of education who have a higher moral, ethical and social responsibility. Society have to realize the importance of technology and have to be well aware how to teach the future leaders, they need to be technology better equipped. Annually, the demand for higher education is growing globally and India is no exception to it. In fact, in India, the number of applicants is three to five times as

against the number of seats in any institution of higher education. Therefore, need arises for such a system, which will help to reach to the maximum number of learners and 'e-learning' is the solution for it. E-Learning is the experience that is delivered or enabled by electronic technology. The delivery of learning or content can be over the intranet, extranet or over the Internet, via CDROM, interactive TV, or satellite broadcast (WAGNER, 2008). With the passage of time, student's number is exploding on university campuses. The universities have been averse to change their programs, both in content and delivery. A challenge is faced from alternative providers of education and training, with more focus on employability; the university professors represent a breed of career academics that remain isolated from the changes in the real world around them (Imran 2012).

Objectives of the study: The main objectives of the present study are:

- To know the meaning of e-learning.
- To identify the characteristics & types of e-learning.
- To identify the positive and negative effect of e-learning.
- To know the major Indian initiatives regarding e-learning.

Research methodology: This study is based on secondary data and data have been collected from the existing research papers, news paper, websites and journals.

The concept and defination of e- learning: The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001). It is therefore difficult to find a commonly accepted definition for the term e-learning, and according to Oblinger and Hawkins (2005) and Dublin (2003), there is even no common definition for the term.

Some of the definitions of the term e-learning as given by different researchers and institutions are discussed below:

In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission (2001) describes, e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. E-learning, according to OECD (2005) is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. It can therefore be concluded from the above that it is difficult to identify a common definition for e-learning. But by simple term e-learning may be defined as a learning system based on formalized teaching but with the help of electronic resources is known as e-learning.

Characteristics of e-learning: Based on different studies researchers try to indentify the basic characteristics of e-learning are as follows:

- Courses are accessible any time, from any location.
- Possibility to link and update any available teaching materials.
- Virtualization of the study
- Courses are interactive, interaction with teachers and students done on-line.
- Multi-medialization of studying materials.
- Possibility to use different methods of evaluation and self-evaluation.
- Permanent feed-back
- Autonomous learning
- Flexibility and active participation

Types of e-learning: According to Algahtani (2011) there are different types of e-learning:

1. **Synchronous learning** means "at the same time" involves interaction of participants with an instructor via the web in real time. For example – virtual classrooms that are nothing else but real classroom online. Participants interact with each other and instructors through instant messaging, chat, audio and video conferencing etc and what's more all the sessions can be recorded and played back.
2. **Asynchronous learning** means "not at the same time" allow the participants to complete the web based training at their own pace, without live interaction with the instructor. For example- WBT (Web-Based Training), CBT (Computer Based Training) etc
3. **Blended learning** means both synchronous and asynchronous learning operates. For example- ILT (Instructor Lead Training).

Positive effect of e-learning: Some of the advantages that the adoption of e-learning in education, obtained from review of literature includes the following:

i. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.
ii. E-learning enables us to quickly create and communicate new policies, training, ideas and concepts.
iii. Using e-learning allow educators to achieve a great degree of coverage for their target

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audiences and it ensure that the message is communicated in a consistent fashion. This results all learners receiving the same training..

iv. E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
v. Blended learning approaches result in a higher knowledge retention rate.
vi. By leveraging e-learning for online testing and quizzing, the need for printing out paper-based assessment is reduced; in fact it's practically eliminated altogether.
vii. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
viii. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

Negative effect of e-learning:

The disadvantages of e-learning that have been identified by several studies are:

i. E-learning as a method of education that usage computer for a long time that can do harm to people's health. It mainly includes electromagnetic radiation, harm to eye sight, damage to organs.
ii. In e-leaning learners undergo contemplation, remoteness, as well as lack of interaction or relation.
iii. E-learning is easy to alienate learners from real world.
iv. E-learning may also deteriorate institutions role, socialization role and also role of instructors as the directors of process of education.
v. Most of the online assessments are limited to questions that are only objectives in nature.
vi. There is also the problem of the extent of security of online learning programs.
vii. In e-learning multimedialization of studying materials will weaken learners' logical ability.
viii. In e-learning ultra space and time of contact may decrease face to face interactive action.

According to Almosa (2002), regardless of all the disadvantages of e-learning, there are a lot of benefits which inspire its use and also encourage the search for ways to reduce disadvantages.

Some major Indian initiatives: Based on different studies researchers try to identify the major Indian initiatives regarding e-learning are as follows:

The UGC had established the Consortium for Educational Communication (CEC), in 1993, which is an inter-university center for electronic media.

- Another open education initiative is Ekalavya, launched by Indian Institute of Technology, Bombay in 2004. In this project, content developed in various Indian languages is distributed over the Internet. The Ekalavya project has developed an Open Source Educational Resources Animation Repository (OSCAR) that provides web-based interactive animations for teaching. This initiative of the Project ekalavya has been funded and supported by the Technology Information, Forecasting & Assessment Council (EKALAVYA, 2004).
- An E-Learning Portal for Awareness Raising on Information Literacy was launched by the Indian Society for the Advancement of Library and Information Science (SALIS), in collaboration with UNESCO in 2006. The e-learning portal will cover a number of self-learning modules, such as: Information communication technologies (ICT), Information literacy, Information literacy models and standards, Lifelong learning and development of life skills, Information literacy assessment, Information services for disabled people, Freedom of information/Right to information, Sample Information Literacy Programmes for School library.
- The E-Gyankosh, a National Digital Repository of learning resources, project was started by Indira Gandhi National Open University, in 2006.
- Another project to provide web based training is the National Programme on Technology Enhanced Learning (NPTEL), which is being funded by the Ministry of Human Resource Development (MHRD). This was first conceived in 1999, to pave the way for introducing multimedia and web technology to enhance learning of basic

science and engineering concepts, was launched in September 2006.

- Another collaborative project of Documentation Research and Training Centre (DRTC), Bangalore and Goethe-Institute in New Delhi, in 2007, came in the form of Indo-German e-Gurukul on digital libraries to facilitate self-paced learning on digital libraries.
- In February 2009, India launched a National Mission on Education through Information and Communication Technology (ICT), which is a billion dollar enterprise. It will provide internet connection to about 20 thousand colleges and other educational institutions.
- An initiative was launched by CEC known as Learning Object Repository (LOR) which is an Open Courseware initiative having educational resources in different subjects like Archeology, Biology, Botany, Chemistry, Commerce, Computer Science, Economics, Education, English, Fine Arts, etc.
- ❖ Other recent major initiatives are the National Digital Library and Online self-assessment tools (Press Information Bureau, Govt. of India; P. Sunderaranjan, 24 June, 2015; Release Id: 122741).

Conclusion: From this study we conclude that the e-learning is emerging as the future trend of learning in India would be dominant in the times ahead. E-Learning has created new dimensions in education, both within and beyond the curriculum and is still looking at further opportunities of becoming more practical. It is also conclude that e-learning is an innovative technique or a form of ICT used in providing learning experiences to the students through the use of electronic resources. The overall literature which explains the advantages and disadvantages of e-learning suggests the need for its implementation in higher education for faculty, administrators and students to enjoy the full benefits that come with its adoption and implementation.

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e - Learning and Higher Education

Vishal Joshi
Assistant Professor,
Lok Seva Maha Vidyalay,
Lokbharti – Sanosara, Dist.- Bhavnagar, Gujarat.

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ABSTRACT *This paper aims to discuss the role of e-Learning in the new Higher Educational Environment in the digital age which creates student-centered learning and educational practice, offering new more flexible learning methods. In the digital 21st century cannot be achieve high results in learning and educational process without integrating new information and communication technologies in the education system. The use of enormous integrated set of computer and internet tools and resources in the new learning environments allows us to achieve more efficient and effective training. The students are no longer passive consumers of the educational programs and services, but active participants in the educational process. Their skills and competencies to work effectively with digital technologies are prerequisite for successful and responsible solving and presentation of scientific problems and case studies.*

Keywords:- *e-learning, higher education.*

The increasing influence of globalization and the emerging information society, set new requirements for all areas of social life, including to higher education. E-Learning became an important instrument in the new Higher Educational Environment in the digital age which creates student-centered learning and educational practice, offering new more flexible learning methods. "E-education" began to implement in the prestigious universities in Europe and worldwide. A part of the Bulgarian virtual educational space is the South-West University which has become a significant factor in the higher education system as an attractive center for the young people not only of the region but also from all Bulgaria and neighbouring countries. The focus on real problems of education and the uses of information and computer technology in the learning process is one of the priorities of the University. In South-west University there are already sufficient modern facilities and technical equipment, and built-in general information system. The access to the current scientific and educational information significantly expanded primary databases were created for the academic staff, for the research potential, for the doctoral students.

Asynchronous learning environments are described as online spaces where work is supported through the use of digital platforms in such a way that participants are not required to be online at the same time. Threaded discussions, e-mail, and telephone calls are options of asynchronous delivery. This gives meaning to the anytime-anywhere appeal of online learning. A benefit of asynchronous learning is the learner having more time to generate content-related responses to the instructor and peer postings; they have time to find facts to back their written statements. The additional time provides an opportunity to increase the learner's ability to process information. The spelling and grammar within postings of an asynchronous environment are like that found in formal academic writing. On the other hand, one of the main limitations of this delivery method is the greater potential for a learner to feel removed from the learning environment. Asynchronous learning is viewed as less social in nature and can cause the learner to feel isolated. Providing the student a feeling of belonging to the university or institution will assist with feelings of isolation; this can be done through ensuring links to university support systems and the library are accessible and operable.

Synchronous learning environments most closely resemble face-to-face learning. Synchronous learning takes place through digital platforms where the learners are utilizing the online media at the same time. When compared to asynchronous learning, synchronous online environments provide a greater sense of feeling supported, as the exchange of text or voice is immediate and feels more like a conversation. If platforms such as web conferencing or video chat are used, learners are able to hear the tone of voice used by others which may allow for greater understanding of content. As in a traditional classroom environment, online learners may feel a need to keep the conversation going, so there is a

potential for focusing on the quantity of responses over the quality of content within the response. However the synchronous environment, with real-time responses, can allow for students or instructors to provide clarity to what was said, or alleviate any possible misconceptions.

The modernization of education suggests that the students not only have to acquire skills and habits to work with the growing volume and more sophisticated information streams but have to possess ability to get new knowledge, independently to build the overall cognitive process in the surrounding IT environment. In the new IT environment of special importance is the human adaptation to ever-changing conditions of working and life that require development of a number of key competencies associated with effective and efficient use of IC technologies. In this regard, the students` training gets a new dimension. Through the use of digital technology in the learning process the students acquire skills to identify different sources of information in applications such as electronic media or video, to communicate through newsgroups, online discussion forums, web blogs or chat rooms, to search databases of local and global networks and create their own sites. It is suggested that the students also understand how to support the information society's creative potential and innovation, how to understand problems of legality and reliability of the information. Work in the information society requires a critical and reflexive attitude towards available information and responsible use of the interactive media.

Thus it focuses on the role of ICT and new innovative approaches to teaching and learning based on the use of software applications, multimedia products and web-based information. The author identifies that the improvement of digital literacy of the students can contribute to improving their outcomes because they are no longer passive consumers of the educational programs and services, but active participants in the educational process. Their learning and employability skills related to the effective use of information sources are important prerequisite for increasing students` responsibility for their own learning. E-learning of various kinds offers a way switch to a demand-driven paradigm, putting clients – students and potential employers – in the driver's seat, and so reducing costs dramatically, while enhancing relevance. Indeed, if more than a tiny élite is to be educated, e-learning is the only option. Business schools can either ignore this imperative, and continue to cater to small numbers of students, or they can take the lead in e-learning and become change agents. The need for and importance of a strategic approach to the use of e-Learning in higher education has been of interest to various researchers. Rather, a "business as usual" approach is taken without anticipating any real dramatic changes in mission, profile or market position. Second, ICT in teaching and learning is becoming part of a blend of on campus and on-line delivery and third, the instructor is and expected to remain the "core medium", but gradually doing more with ICT.

In conclusion, technology has already served an important role in education in multiple fields. Specifically, technology has been of great use to the educational field in terms of its focus on improving the effectiveness and efficiency of the educational experiences of both students and teachers. Continued use and development of technology can serve to further benefit the educational field and recommendations based on the development of existing trends in education should be pursued for great gains in educational achievement.

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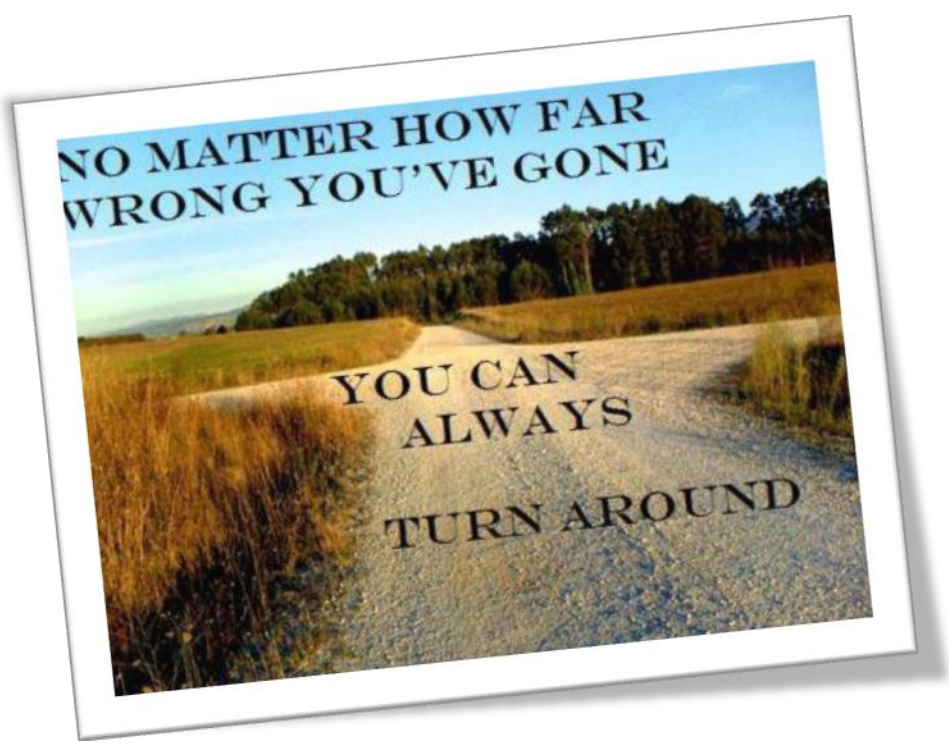

The Importance of Value based Teacher Education & School Education Programme

Mr. Saikat Samanta
Asst. Professor
Mrs. Mitali Maji
Asst. Professor
Midnapore Institute of Education, Paschim Medinipur,
West Bengal, India.

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ABSTRACT *The present era of competition and survival we observe attenuation in moral values. Modernisation has led to a advanced life style and high standard of living of the citizen. People desire for money, power & wealth. Dreams are expand in rate geometric progression from day to day. Parents are engaged in their own duties from very early morning to late night. Guardians have no time to guide the children according to their own culture and values. In that circumstance new generation are generally taken care by their servants. Most of the time children are entertained by watching TV serials, videos, and other online sources. Pupils are fully misguided by entertainment agencies of cheap standard. Parents do not provide the basic fundamental values. New generation are turned to drug addicted, alocohol addicted & involved in anti social activities etc. Teachers are impersonation belong from higher of values and dignity of perfection. Without improving the values a good Nation cannot be developed and advanced in recent times .By providing quality teaching the students can improve the sense of humanism and it helps conducting healthy school atmosphere, healthy society and peaceful nation. The author advocates that teacher as an agent of social change must give the different value based ideas for improved readiness and challenging capability of the students. This paper emphasises the value erosion and necessity and the importance of inculcation of values with different approaches in Teacher education and School education Programme.*

"Don't be trapped by dogma which is living with the result of other peoples thinking, Don't let the noise of others opinions drawn out your own inner voice and most important, have the courage to follow your heart and intuition" - Albert Einstein.

Keywords:- *Value Education, Quality Teaching, Value Erosion.*

Introduction: The present era of Education only preparing yourself for a job and people want to do something that will give them maximum money and good standard of living. Today in materialistic life everyone is run for earn more and more money as well as wealth, at the same time no-one have time for relaxing for leisure period by sharing different pleasant moment either in the office, friend circle, family. Nowadays parents want to see fulfilment of their unachievable target by the performance of their children success by any means. Value crisis is a global phenomenon at the recent times. Tremendously fast scientific growth and technological development resulting modernisation and industrialization have swiped our old moral values. According to Vedas- " All knowledge already in us, only it is covered by ignorance". Swami Vivekananda says- "Education is the manifestation of perfection already in man". If a mirror that is overlaid with dust, unless you clean away the dust particle you can't see everything clearly. Therefore inculcation of values among the children is very crucial either by formal and informal ways or by conducting different curricular, co-curricular and Extra-co curricular activities.

Value Education: Norman brown calls-' Purusharthas' as the four fold of human aspiration Dharma, Artha, Kama & Moksha.

Dharma:- The word 'Dharma' is etymologically derived from 'dhr' Which means that 'holds' integrates or maintain a theme . The Hitopodes observes food, sleep, fear, and copulation are very

common in men and animals. By the process of criteria we distinguished man and animal in the sense of 'Dharma' It can be clearly shown in different ways of life. Suppose a tree full with fruits once upon a time a bird 'A' is sitting on the branches and smoothly eating fruits then few minute later a second bird 'B' also came to the tree and neither eating any fruits, she try to disturb the 'A' bird continuously, then 'A' bird sitting on other branch and start eating fruits in own style. The same process is going on, after few minutes 'B' bird realise her own hungry start eating fruits without disturbing 'A' bird, Therefore 'Dharma' is commended on pragmatic grounds. "What you deserve for yourself you must desire for others".

Artha:- Artha is very essential for human's life. It is the wealth that enables us to live independently without appealing to others for assistance. To achieve anything substantiate in human life one must be free from poverty and misery, to be self sufficient. We should not trap all our wealth but should consider the interest of the society of the nation.

Kama:- It is generally describe as 'desire of all things.In general the eternal problem encountering man is the choice between pleasant and the good. Lord Krishna in Gita states that .He is "that desire which is not opposed to 'Dharma'.

Moksha:- According to Indian philosophy Moksha means Liberation, freedom, & Mukti, Maksha is an imperative of sense undertaking of man for peace.

Aesthetic Values:- Love for line arts, Dancing, painting, and music as well as beauty in nature.

Moral Values:- Honesty, integrity, discipline, self control, self reliance code of conduct professional ethics etc.

Spiritual Values:- Priority given to sour or heats the spirit etc though yoga and meditation.

Social Values:- Freedom, secularism, socialism, Democracy, national integration intonation understanding, social justice, peace, harmony concerning responsibilities of individual and the societies for make positive unity in one diversities.

Objectives:

i) Understanding contemporary values in the Indian context .
ii) Analyse the causes of value erosion.
iii) Justify the need and importance of value in teacher education programme.
iv) Identify the importance of various methods for inculcation of values
v) Conceptualize different approaches of quality Education.

Importance of value Education:-

Education is the main instrument for social change, because it can inculcate the values .

i) To guide human being in the right path.
ii) To inculcate the concert of universal brotherhood to active absolute values of Truth Goodness, Beauty.
iii) To promote the peace of harmony in the individuates and the society.
iv) Cleanliness programme in the intuition.
v) Community service programme.
vi) First aid programme.
vii) Celebration of National Days, Festival, ex habitation.
viii) Improve human Relation between teacher-student, Teacher-Teacher & student-student.
ix) Facilitates socialization on through participation in interactive &co-operative learning activities.

Quality Teaching: Quality Teaching has been defined in various ways within different identifies the need not only drive students to words dealing with the full array of feats and details. Related topic, but to induct students into the skills of interpretation, communication, negotiation, and reflection. In a word the teacher's job in well beyond preparing students for "get the answer right", standardize testing, but to engage the students more sophisticated skills levels around such features as 'communicative' capacity and self-reflection. The quality teacher is one who can find the point of relevance for students around any topic. The notion of relevance is tested out to illustrate that teaching is not able imposing fined ideas from on high but entails the art of connecting and being seen to, connect within real worlds of students. The quality teacher is one who is able to enter these worlds with comfort and conviction and win the trust of the student in his or her care. Quality teaching has alerted the education as community to the irater potential of teaching including in such areas as personal and social values inculcation As such, it has hug relevance for the world in habited by a comprehensive and exhaustive values Education.

Values Erosion: Erosion of values is due to merge of many factors such as modernisation, globalisation, commercialization of education. Materialistic life style suppress the humanism .The recent percentage of growing up children and youth in our country is very large. No more case study and scientific surveys are necessary to

prove rather our own eyes and ears are witnessing that "our education system basically promotes tremendous rat racing games for our children. They have to read and vomiting in the tests without any kind of understanding". Most interesting matter is that quantity of education has increased accordingly but corresponding quality education is decreased. Large no of students are depressed for getting position in the class, after that frustration level expand for lack of placement on completion of higher studies. As a result they become self centred, anxiety, intolerance and are involved in many other anti social activities which implies that quality education is decline day to day. New generation wants to be established by whatever means good/ bad ways either by authentic or corrupted path. In recent days quality of a person generally is determined by only earning of money capability not by quality. In that context quality education has a key role for social change.

Teacher Education Programme: Value education is implemented in different time by relevant approaches in India. According to National Commission of Secondary Education (1952-1953) "The supreme end of the educative process should be the trining of the character and personality of the students. They should be able to realise their full potentialities and contribute to the well being of the community". The University Education Commission (1962) "If we exclude spiritual training in our Institutions, we would be untrue to our whole historical development". Kothari Commission (1964-1966) mainly emphasises on "Education and National Development". Most significant idea by National Policy of Education is Operation Black board in the light of student centric education system. In Programme of Action (POA-1992) as well as according to National Curriculam Framework for school programme (2000) enlighted on "Erosion of the essential social, moral and spiritual values and an increase in cynicism at every levels. The NCF-2005 emphasises on education for "peace is contextually appropriate and pedagogical gainful point of coherence of values".

Programme for inculcation:

In order to be specifies promoting values among recent school children it is very crucial to identify proper value according to their different stages viz, primary, middle and Secondary education level

At primary level:

Sl no	values	Activities
1	Cleanness and Hygiene	Checking the personal cleaning of students from time to time
2	Respect for Parent, Teacher and Elders	When teacher enter in the classroom ,teachers and elders children will stand and greet him/her
3	Truthfulness	Telling stories about the necessity of truthfulness
4	Obedience	Observing students in or outside classroom, Explaining rules and regulations of school discipline etc. through pictures and charts
5	Punctuality	Encourage children to come to school and enter the classroom in time

Middle Level:

Sl no	Values	Activities
1	Sense of duty and responsibility	Right work at the right time, interest responsibility to do work in time, to tell truth, respect the parents, be loyal to elders
2	Dignity of work	Voluntary service during functions, gardening etc
3	Simplicity	Story telling, reflecting on the lives of great individuals like Gandhiji, Shastriji, Lincoln etc.
4	Faithfulness	Story telling, dramatisation, scouting, guiding, voluntary service .
5	Courage	Scouting, guiding, adventure, gymnastic, yoga, patriotic songs and stories of brave persons like Shivaji, Lakshmivai

Secondary level :

Sl no	values	activities
1	Discrimination and discussions between right and wrong	Debates and discussions
2	Secularism	Celebration of different religious respect for all festivals, collecting information religions about various religions, cultural programmes
3	Service to others	Scouting and guiding, observing service days, performing voluntary service during disturbances, natural calamities and festivals etc.
4	Humanism and love for mankind	Celebration of U.N. Day, and love for mankind Commonwealth Day, adopting a country and making its in-depth study
5	National integration	Participating in Qaumi Ekta Divas, celebration of national and religious festivals

Conclusion:

This paper discussed the radical changes for conceptualizing different methods and their impact for studying the quality teaching learning process. We are interested whether learning process is involved in the area of quality education or quantity education. Children and youth need to be educated to be developed values for harmony and peace for self and others. As per the recent population projection India will have one of the youngest populations in the World by 2020. Later these youth would be main pillars of our Nation. In that Context Pedagogy of Curriculum and co-curriculum for both Teacher education and School education programme should be developed and revised for better upliftment of students, for healthy society and peaceful Nation.

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Do not let what you cannot do interfere with what you can do.

~ John Wooden

Privatization and Commercialization of Teacher Education in West Bengal: A Critical Analysis

Bholanath Samanta
Asst. Professor
Midnapore Institute of Education, Rangamati, Midnapore, 721102(W.B).
E-mail: bholanath.samanta12345@gmail.com

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ABSTRACT *Education is to draw out all the latent potential and faculties of child or man and also to develop the national and international attitude. Only education can make a man perfect and dynamic. It is also the pillar of human success. Teachers impart the education and they play a vital role to mould the nation's progress. Therefore, teacher education is of paramount importance. A lamp can never light another lamp unless it continues to burn its own flame. The changing needs and requirements of our society have inevitably changed the ways of teacher education. Universal access to education is an essential prerequisite for the exercise of the right to education. Teacher education in India is now in financial stress. The central Government as well as the state government (W.B) cannot provide all the solutions to India's teacher education challenges. To meet the manpower needs of a dynamic economy, private enterprises have cropped up to complement public educational institutions. Privatization in teacher education is now an irreversible trend in India. Consequently money hunger people are degrading the teacher education for their own interest. Commercialization of teacher education is an international phenomenon. However, privatization as well as commercialization has some merits. But we cannot defy the dire consequences of the trends due to focusing on the profit motive rather than the noble purposes of education. This paper is an attempt to highlight on the positive and negative impact of privatization and commercialization on teacher education system. Finally, it suggests a set of recommendations for controlling private providers of education and safeguarding the constitutional right to education for all as a public welfare, so that the quality of teacher education and the quality of teachers can be maintained.*

Keywords:- *Teacher Education, Privatization and Commercialization, Quality of Teacher Education, Constitutional right to education for all.*

Introduction: Education means as the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. Education shapes and moulds the characters and behavior of human beings. Education teaches the lesson of humanity. Consequently comes the concept of teacher Education. It is obvious a teacher can never precisely teach unless he is still learning himself. The goal of the teacher education programme is to develop highly qualified teachers who as knowledgeable, effective leaders, will be innovative, action-oriented role models in classroom. The teacher education should b at he forefront in preparing competent, self – confident leaders who are committed to educating children of rural and urban whom multicultural communities.

Objectives of the study:

- Preparing teachers to integrate indigenous knowledge in the theory and practice of modern education thoughts.
- Developing among teachers the skill of communication and language proficiency.
- Developing among teachers an understanding of the impact of forces like liberalization, privatization, globalization and information and communication technology.
- Capacity building in utilization of new findings of research on education.
- Developing among teachers awareness and sensitivity towards environment concern.
- To show the background of privatization and commercialization of Teachers Education

Privatization of Teacher Education:

Concept of Privatization: Privatization is the transfer of activities, assets and responsibilities from government and public institutions and organizations to private individuals and agencies. "Privatization is often thought of as "liberalization"- where agents are freed from government regulations; or as "marketization"- where new markets are created as alternatives to government services or state allocation system" (**Levin**, 2001).**Barbara Lee** and **John Nellis** define privatization in his manner "privatization is the general process of involving the private sector in the ownership or operation of a state owned enterprise."

Factors which are responsible for privatization:

(a) Growth in Population: India has a population of near about 1,342,512,706 cores (2017) and total population of west Bengal in the year 2017 as per estimated data about 95.416 millions. In order to provide and fulfill to a large no of people's demand for higher education of young people in the country privatization in higher education is needed.

(b) Financial Programme: Higher education in India is in financial stress. The central government as well as the state government (W.B) can no longer bear financial burden of public enterprises. Therefore, privatization in this field is consequent.

(c) For quality education : In order to purchase and maintain good qualitative infrastructure and equipment like buildings, furniture, different types of laboratories and qualified and competent academic staff, there is a need for privatization for quality education.

(d) For skilled manpower : Being very little initiative from the public sector, private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation. For the purpose privatization is needed.

(e) Rapid growth of school Education: Growing no of schools naturally pushed the demand higher education which the government in not able to provide. Therefore, privatization is the need of the hour.

Concept of Commercialization in Teacher Education:

Commercialization in teacher education is the consequent result of privatization in teacher education. Commercialization of education may be liberally defined as "A process of private ownership as management of educational institutions whereby investments are made with the motive of earning profit" (NIEFA Report, 2006 P.10). The commercialization of education has fairly been a recent trend in India as well as in the state of West Bengal. Commercialization of teacher education is trend of decreasing emphasis on the humanities and increasing attention to the demand of the students. It is a tendency which gives emphasis on to make education profitable as well as business oriented. It mainly materializes itself in mushrooming private schools, colleges and Universities. **Sing L.c.**(2003) in his article commercialization in teacher-Education stated that "commercialization of teacher- Education is a malice. Information based on personal communication in confidence with stakeholder parents, teachers and students reveal that the malpractices of commercialization in teacher education cover a wide spectrum".

Methodology and Materials: The main object of the paper is to give a critical discussion of privatization and commercialization of teacher education system. The methodology of the paper is analytical and description. The source of data in this paper is secondary data. All secondary data are collected from various books, journals, magazines, newspaper, internet sides etc.

Data Analysis :

Table No.-1

DATA SHEET- 2010(Total college and student)				
Courses	College	Percentage	Student Intake	Percentage
D.El.Ed	85	33.33	4250	21.9
B.Ed	138	54.12	13800	70.98
M.Ed	08	3.14	200	1.03
B.P.Ed	20	7.84	1070	5.50
M.P.Ed	04	1.57	120	0.62
Total	255	100	19440	100

Data Source: Data updated after 113th ERC Meeting of NCTE held on 19th to 20th November, 2010

Table No.-2

DATA SHEET- 2010(Total Government and Private college)							
Courses	Private College	Percentage	Government college	Percentage	Percentage		Total college
					Private College	Govt. College	
D.El.Ed	65	38	20	23.8	25	8	85
B.Ed	96	56.1	42	50	38	16	138
M.Ed	3	1.75	5	5.95	1	2	8
B.P.Ed	7	4.09	13	15.5	3	5	20
M.P.Ed	0	0	4	4.76	0	2	4
Total	171	100	84	100	67	33	255

Data Source: Data updated after 113th ERC Meeting of NCTE held on 19th to 20th November, 2010

Table No.-3

DATA SHEET- 2017(Total college and student)				
Courses	College	Percentage	Student Intake	Percentage
D.El.Ed	605	47.49	60500	49.15
B.Ed	613	48.12	61300	49.8
M.Ed	20	1.57	400	0.325
B.P.Ed	20	1.57	500	0.406
M.P.Ed	9	0.706	225	0.183
B.A.Ed/B.Sc.Ed	7	0.55	175	0.142
Total	1274	100	123100	100

Data Source: Data updated up to 239th ERC Meeting of NCTE held on 28th April to 2nd May, 2017

Table No.-4

DATA SHEET- 2017(Total Government and Private college)							
Courses	Private College	Percentage	Government college	Percentage	Percentage		Total college
					Private College	Govt. college	
D.El.Ed(2015-17)	260	30.3	60	45.45	26.3	6.07	320
B.Ed	566	66	47	35.61	57.2	4.75	613
M.Ed	13	1.52	7	49	1.31	0.71	20
B.P.Ed	8	0.93	12	9.091	0.81	1.21	20
M.P.Ed	3	0.35	6	4.545	0.3	0.61	9
B.A.Ed/B.Sc.Ed	7	0.82	0	0	0.71	0	7
Total	857	100	132	100	86.7	13.3	989

Data Source: Data updated up to 239th ERC Meeting of NCTE held on 28th April to 2nd May, 2017
(Only for B.Ed ,M.Ed, B.P.Ed,M.P.Ed,B.A.Ed/B.Sc.Ed)

Results and discussion: The above mentioned no. of tables comprises total no. of different teacher education institutions, total intake capacity and no. of private and govt. colleges of West Bengal.

Table no.1 & table no 3 shows the total no of teacher education institution in respect of 2010 and 2017 years. From the comparison of Table no.1 & table no 3 can say that, there lies a great difference in respect of no of teacher education institution. Except D.El.Ed college, percentage of B.Ed, M.Ed, B.P.Ed,M.P.Ed are low in 2017 rather than 2010 years. So, we can draw a conclusion that only D.El.Ed colleges rate of growth is very fast rather than other remaining institutions. Table no.2 & table no 4 shows the total no of teacher education institution in respect of 2010 and 2017 years. From the comparison of Table no.2 & table No.4 observer says that the privatization of D.El.Ed and B.Ed is very high, about 26.3 percent and 56.2 percent in 2017 where as 25 percentages and 38 percentages in 2010. So rate of privatization of D.El.Ed College is 1.3 percentage and B.Ed college is19.2 percentage in respect of total government and private colleges. Other side percentage of government of D.El.Ed and B.Ed colleges decreases by the comparison of 2010 and 2017 years. The rate privatization of M.Ed colleges increases in low percentages about 0.31 percent in the

comparison of 2010 and 2017. But percentage of Govt. M.Ed colleges decreases about 0.71 percent in 2017 where as 2 percentage in 2010. The rate of privatization increases of M.P.Ed College about 0.31percentage in 2017 where as 0 percentage in 2010. The rate of privatization increases of B.A.Ed/B.Sc.Ed College about 0.71percentage in 2017 where as 0 percentage in 2010.

Present Condition of Teacher Education Institutions in West Bengal :

The proliferation and mushrooming of self-financial institutions granted and recognized by the NCTE for various teaching education courses has raised serious doubts about the teaching and training capacity available in these institutions and quality of courses transacted by them. Due to privatization and commercialization we notice the mushrooming of self-financing institution in West Bengal also. Some colleges in West Bengal concentrate on profit making rather than on improving the standard of education. That is why now create a competitive atmosphere regarding students enrollment and decreasing of course fees etc. Till now a large number of students are going to others states for taking admissions in B.Ed course due to increasing of course fees (1,40,000/- by two years) and collecting capitation fees on different issue by some colleges in West Bengal and also considered on the students are not going to present regularly in others state B.Ed colleges. Near about 566 private B.Ed and 605 private D.El.Ed collages are there in West Bengal. However, the private B.Ed and D.El.Ed Collages here are facing a new admission problem seriously this year. Previously students could not chance to be admitted in the B.Ed collages. But this year the B.Ed colleges under the West Bengal University of Teacher's Training, Educational planning and Administration are not getting sufficient students to fulfill their allotted seats. However, possible causes of this may be the introduction of two-year B.Ed course in live of 1-year course. Automatically course fee has been doubled up (Rs 1,40,0000). Moreover, recruitment through S.S.C has been stopped due to unknown reasons for long time. Here are some suggestions to overcome the grave and serious shortcomings of privatization and commercialization in teacher education.

Merits of Privatization & Commercialization of Teacher Education :

a) Privatization & Commercialization of teacher education provides employment opportunity as well as major percent job guarantees to the students.

b) Privatization & Commercialization in teacher education helps in increasing the rate of literacy, Gross Domestic Product (GDP), Gross National Income (GNI), per capital Income etc.

c) Privatization & Commercialization of teacher education helps the students to face the global challenges of the world as modernization, industrialization, privatization, information and communication technology etc.

Demerits of Privatization & Commercialization of Teacher Education:

a) Privatization & Commercialization of Teacher Education is unable to maintain the principle of equality as guaranteed by constitutional provisions such as article 45 and 46. Instead, they give emphasis on profit
b) Privatization & Commercialization of Teacher Education always gives emphasis on profit. It takes education as a business.
c) The impact of Privatization & commercialization in teacher education makes education is very costlier.
d) It makes the Teacher education process as mechanical. It not follows the psychological principle.
e) The Privatization & Commercialization of Teacher Education has impact on the salary of the teachers. The teachers do not get sufficient amount of salary according to their work.

f)

Suggestions:

i) The mushrooming of teacher training institution should be strictly and honesty checked by NCTE.
ii) Our constitution has given us equal opportunity in education. The Government must ensure the opportunity to every citizen of India as well as the West Bengal Government as guarantor and regulator of education system.
iii) The state should put in place an elaborate framework of regulations that are prescriptive, prohibitory and punitive in order to control private institutions.
iv) Nationally designated authorities should undertake full-scale investigations of fraudulent practices.
v) There is an urgent need to stop the practice of commercialization in teacher education so that the quality of teacher education and the quality teachers can be maintained.

vi) Certain percentage of seats should be kept direct admission for meritorious poor students either without fees or with a nominal charge.
vii) Frequent movement of teacher educators from one collage to another should be strictly prohibited, so that they can concentrate on their teaching and learning in his or her own institution. This type of malpractices recently happened in some B.Ed collages under Burdwan University for lucrative salaries (Incentives).
viii) The central Government must do careful planning, enhanced financing and evolving an enabling policy framework to make teacher education accessible, equitable and qualitative.
ix) Expansion of quality teacher education institutions has to take place especially in rural and educationally backward area to remove regional disparities.

Conclusion: The development of any nations depends mainly on the standards of its educational system. Education is the most powerful and effective instrument for including radical changes in the behavior of the students. It is a powerful instrument of nation's social economic and cultural development. So Education program needs a comprehensive reform and restructuring education policy of teacher education program needs to be revised according to changing needs of the society. Being an ingredient of self-financing education developing contrives, commercialization cannot be totally eliminated. Though it can be minimized and curbed to some extent in teacher education.

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Heaven never helps the man who will not act.

~ Sophocles

A Study on Commercialization of Education in India

Prof. R. N. Joshi
Dean Department of English,
Faculty of Arts and Humanities, C. U. Shah University,
Wadhwan City, Gujarat.

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ABSTRACT *Commercialization of education has been a fairly recent trend in India resulting from the educational reform in the last three decades. It mainly materializes itself in mushrooming private schools at different levels and public and private universities at high education level. In a sense, it has added a financial element to the qualifications of attending private schools and public and private universities. Undoubtedly, it affects millions of families. As a result, it also changes the traditional concepts of education in Indian society, including student-teacher relationship, educational purposes, and attitudes towards knowledge. While it is difficult to predict its future, we would certainly benefit from examining the current status of commercialization of education in India. Theoretical probing into it should also shed light on various factors involved in education commercialization.*

Keywords:- *commercialization of education.*

India has always had a very glorious and interesting education background. It is a way to gather information and an opportunity to learn the skills of life. But unfortunately, this sector of the country has been degraded by the profit motives of many. The government has given the guarantee of proving elementary education to each child between the age group of 6 to 14, but due to lack of funds available, it has permitted the entry of private investments in this field. And these private investors are not guided by educational motive but rather by profit motives. They have made this into a business from which they can easily earn pots and pots of money. While India's education standards have improved by leaps and bounds, a lot still needs to be done in order to make sure that its benefits are reaped by all. Like all other sectors, the entry of private players has transformed the sphere of education completely. Since the number of universities as well as government schools has not kept pace with the increasing population and the burgeoning demand, the foray of private players was considered a vital step. Commercialization of education may be liberally defined as a process of private ownership and management of educational institutions whereby investments are made with the motive of earning profits. The decade of 2000s has been associated with the processes of expansion, privatization and internationalization of higher education. These have been reflected in policies of various ruling governments, reduction in government funding, ownership and production of higher education by private players- both 'for-profit' and 'not for-profit' and the emergence of foreign providers of higher education.

The economy in expenditure achieved by withdrawal of subsidies and raising fees in higher education clearly indicate the lack of political will to abstain from its constitutional obligation of provision of education. In a predominantly public educational system, private institutions must be fit in clearly specified ways. Besides this, the public should have ready information related to the private institutions so that they can make decisions. In addition to checking the general reputation and accreditation, parents and students should get the opportunity to visit the campuses of private institutions and universities, interact with faculty and students and attend a few classes. Further there is a need to differentiate the wheat from the chaff as all public higher education institutions are not good and all private higher education institutions are not bad. The impact of this commercialization of education on the students is that it not only affects the quality of education but also the perception of educational institutions in general.

It is usually unwise to predict the future. However, if history is of any use, we know that the future is created through what we do and are doing today. It is a continuum of the present. The commercialization of education in India faces a similar future in the sense that we are shaping it through our participation and non-participation today. While this commercialization is more than an educational phenomenon, it certainly is going to affect generations to come as far as their

education is concerned. To be both responsive to this relatively recent phenomenon in education and responsible for our future generations' education, we are obligated to explore the issue from both an immediate and distal perspectives. An immediate perspective would focus on what it means to us now and to education. Distal perspective would allow us to consider beyond ourselves into the future and beyond education into its ramification in other related and affected fields such as economy, sociology, politics, etc.

Education is the most important and basic right of an individual. It helps in training the mind of a human being and makes him perfect in every field of life. It makes a person a wise decision maker and a better citizen. Without education, an individual is not complete in this working world. Since privatization has embedded its root in almost all the sectors of India, it is obvious that education sector will also be penetrated by it. Facing difficulty in meeting the expectation of the people with the lack of resources and funds with the government, the private sector has established its base in the Indian education system. But unfortunately, their motive of entering the education system is not that of providing quality education but of making money and viewing it as an attractive money business.

They thrive on the principles of commercialism, primarily focus on vocational courses and highly pragmatic. Their commercial thrust is training jobs, indeed, part of the curriculum is industrial training. Not only training for jobs but also place their students in well-paid jobs. This indeed speaks about the strong industry – institution linkages. They are narrowly focused, rather micro-specific in designing their course and training. This narrow focus is their strength as well weakness. It is a strength as long as there is demand for such specific nature of the courses and a weakness once such a demand is satiated. Moreover, the built-in set up / infrastructure do not allow them to diversify. They cater to the unmet demands or rather demand- absorbing from the non university higher education sector.

In the end we can decide that the development of any nations depends mainly on the standards of its educational system. Education is the most powerful and effective instrument for including radical changes in the behavior of students. It is a powerful instrument of nation's social economic and cultural development. There reforms envisage the withdrawal of state from its social obligations once for all. Thus, each country should decide that can be constructively introduced in their socio-economic and educational system. The important thing for the government is not to do things which individuals are doing already, and to do them a little better or a little worse; but to do those things which at present are not done at all. The role of the state in higher education has to be redefined. There is a need for careful planning, enhanced financing and evolving an enabling policy framework to make higher education accessible, equitable and qualitative.

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Every noble work is at first impossible.

~ Thomas Carlyle

In-Service Teacher Education Programme: Prospects and Implementation

Tarak Nath Bhunia
Assistant Professor,
Y.S.Palpara Mahavidyalaya (B.Ed. Dept.).
Email id-bhuniataraknath@gmail.com

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ABSTRACT *This article attempts to examine the present scenario of in-service teacher education programme and quality of teachers in India. India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open universities are also engaged in in-service teacher education programme. In-service teacher education is a programme of activities which aim at enhancing and strengthening the professional knowledge, interest, and skills of teacher educator. The paper discusses the factors which should be considered when planning and implementing in-service education programme. This paper also study some features, objectives, principles, need & importance and also techniques of in-service teacher training programme. Some suggestions on how to plan and implement in-service teacher education programmes in India are given.*

Keywords:- *In- Service Education Programme, Teacher-educator, Implementation.*

Introduction: Everyone concerned with the educational system's performance agrees that the improvement of teaching qualities is a high priority in any educational programmes. Teachers are assigned the role of change agents and are presented with new challenges, e.g. to make education global and permanent, flexible enough to serve in any environment (in or out of the classroom) for life, and reflective of the community. Teachers have to learn to adapt creatively to changes in science and technology and to prepare generations who are universal, critical, and creative and who have firm identities with their socio-cultural background.

However, a realistic approach to in-service teacher training programmed should consider that teachers are ordinary human beings with their virtues, defects, duties, and rights. The expression `in-service training' refers to training of teachers who are already in service. It must be given mostly in the teacher's spare time or in time made free by the school authorities. For the good teacher, every facet of his knowledge, skills, personality and interests is of potential value. Hence, every experience he/she undergoes during his/her career, however irrelevant it may appear may be described as In-Service training. In-service training include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly, to the way in which he/she executes his/her professional duties.

Hence, in–service training is "any activity which a teacher undertakes after he/she has begun to teach, which is concerned with his/her professional work."For administrative convenience, in-service training is defined as: "a programmed of systematized activities promoted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system. "In General, in-service teacher training can be defined as "structured activities designed exclusively or primarily to improve professional performance. Also, the Dictionary of Pedagogy Prucha, Walterova and Mares (1995), relates the notion of in-service training mainly to potential forms and targets, defining it as Education of teachers in course of their professional career materialized in a wide range of organizational forms (guidance of new teachers in practice, training, learning material preparation of educational innovations and reforms, preparation for specialized projects, functional study, requalification study, specialist courses…etc.).

In-service training is defined as a workshop for employed professionals, Para professionals and other practitioners to acquire new knowledge, better methods, etc., for improving their skills towards more effective, efficient and competent rendering of service in various fields and to diverse groups of people. Further, such a workshop is a training designed to benefit a specific group of children at a particular

school. The moment a teacher has completed his training in a college of education, it does not mean that he is now trained for all times to come. A teaching degree, like B.Ed. makes him enter into service as a teacher. Thereafter his job continues well only if he continues his studies every day in the classroom situations and outside the classroom, he comes across problems and side by side he is a expected to sort

them out. There is need of more and more knowledge, more and more education for making him a better teacher.

There are formal an informal programmes of in-service education organized from time to time. The higher authorities concerned with education want to ensure that the standards of education are properly maintained. That is possible only if the teachers refresh their knowledge and keep it up to the mark. The different agencies, therefore keep on organizing teacher education programmes for enriching the knowledge of teachers and also for over all proficiency and betterment.

According to Lawrence, "In-service education is the education a teacher receives after he has entered to teaching profession and after he has had his education in a teacher's college. It includes all the programmes – educational, social and others in which the teacher takes a virtual part, all the extra education which he receives at different institutions by way of refresher and other professional courses and travels and visits which he undertakes.

Characteristics of in-service teacher education:

Organization and Clarity- Explains clearly, Is well prepared, Makes difficult topics easy to understand, Uses examples, details, analogies, metaphors, and variety in modes of explanation to make material not only understandable but memorable, Makes the objectives of the course and each class clear, Establishes a context for material

Analytic/Synthetic Approach- Has a thorough command of the field, Contrasts the implications of various theories, Gives the student a sense of the field, its past, present, and future directions, the origins of ideas and concepts, Presents facts and concepts from related fields, Discusses viewpoints other than his/her own.

Dynamism and Enthusiasm- Seems to enjoy teaching, Conveys a love of the field, Has an aura of self-confidence

Instructor-Group Interaction- Can stimulate, direct, and pace interaction with the class, Encourages independent thought and accepts criticism, Uses wit and humour effectively, Is a good public speak, Knows whether or not the class is following the material and is sensitive to students' motivation, Is concerned about the quality of his/her teaching

Some of the most important objectives of In-Service teacher education:

Some following objectives recommended by NCTE. These are:

- To encourage teacher-training programme of teacher-educator.
- To increase professional knowledge of the teacher.
- To prepare the new role model of teacher.
- Enhancement knowledge and skill to promote the curriculum change.
- To promote awareness of teacher for different subjects, different level, different values and media also.
- To fulfil the gap of pre-service teacher-educator.
- To help the teachers learn economical and effective methods of teaching.
- To equip the teachers with the latest content or subject matter their specialized fields.

Need and Importance:

It may be noted that the predictive value of the Teacher Education Course is no longer a matter of concern today. On the other hand, it is being recognized as a continuous process, coextensive with teaching. That is why the Adiseshiah Committee put emphasis on the organisation of in service training courses for existing teachers in schools on a mass scale in addition to pre-service education. But, yet it can be treated as a corrective and pace-setting programme for the stage of general education for which it is designed. Despite of repeated reiteration is on the need to strengthen the active `agency' of the teacher in policy documents and Commission reports over the last 30 years, Teacher Education Programmes continue to train teachers to adjust to the needs of an education system in which of education is seen as the transmission of

information and learning reproduced from textbooks. This continues to be reflected in periodic revisions of curricula framework with little emphasis on revitalizing a largely stagnant teacher education sector. There has been much discussion recently on the need for teachers' development to be continuous from initial training throughout their careers. The need to continue the acquisition of teacher skills and competencies beyond initial training into the induction year and in-service for teachers has been the subject of several Commissions and Committees on education appointed by Government of India from time to time. In-service training provides teachers with opportunities to learn specific skills, techniques and new instructional approaches that they can be used in their own teaching. In our country, the trend is that once a teacher has joined service as a teacher, he continues to be so, though he may or may not study. It is not like that in countries like U.S.A. There the teacher has to face the screening committee to his re-appointment as a teacher after two or three years. In-service education is badly needed for all types of teachers in India

Following are the needs and importance of In-Service Teacher Training programme:

1. Every Teacher a student: Education is a life-long process. The teacher should continue to learn throughout his life. According to R.N. Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to bum its own flame." Hence, no man or woman should decide to teach unless he or she is determined to learn, because a true teacher is a student all through his life.

2. Life-Long Education: The International Commission on Education has further strengthened the need of in-service training by giving a new concept of life-long education. This report states, "Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the key-stone of the learning society."

3. For Professional Growth: In-service training is most essential for the professional growth of the teacher. He needs to renovate his experience, refresh his knowledge, develop a wider outlook, benefit by the experiences of others, acquire new information and hence reoriented himself.

4. Education is dynamic: Education is dynamic which is always changing. Educational theories which were considered true twenty years back, no longer hold good today, Therefore, a teacher who received his training twenty years back, must receive new training today. He must remain in touch with latest trends in education. He must have the up-to-date knowledge of new problems, new methods, and new techniques in education.

5. Training in Democratic living: When the teachers meet in seminars or workshops, they develop a sense of security; a like- mindedness, a team **spirit and a** feeling of belongingness. So, in Toto, the teachers get training in democratic way of living.

6. Education-a life long process: The teacher who does not study side by side can't remain a good teacher. Training of a teacher is a lifelong process. He should continue making efforts in this direction for the whole life. Rabindra Nath Tagore has rightly stated, "A lamp can never light another lamp unless it continues to burn its flame. " According to secondary education commission "However, excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. Increased efficiency will come through experience critically analysed and through individual and group effort and improvement.

7. Professional Growth: Every teacher is a expected to be professionally bound, for the professional growth, he always needs the guidance and help of others. The efficiency of the teachers must be covered up. So the teacher need be up to the mark in every way.

8. Education is dynamic: Education is very dynamic. It depends upon the society which is fast changing. Due to the advancement in the field of science and technology, there is explosion of knowledge. Accordingly the curriculum and syllabus are also being changed with a good speed. Continuous in-service education of the teacher can save the teacher from facing dire consequences.

9. Makes Democratic: In-service education helps the teacher in becoming fully democratic. By in-service education programmes, the teacher is able to meet people of all types and he is also able to share his experience with others.

11. Diagnosis of the new problems: In-service teacher education diagnosis the slow learner, how them motivation, how them teach or how co-curriculum activities well organised? etc.

Programmes of in-service teacher education:

Seminar: In a seminar some problems of education are taken up and there is collective thinking. Discussions are held and conclusions are arrived at all under the guidance of some experts.

Refresher courses: A refresher course means an educational programme organized for refreshing the knowledge of in-service teacher. Generally they acquire the teachers with the new development in the field of education. With the coming up of new education policy, refresher courses were arranged all around for teachers of different categories.

Workshops: Workshops are organized for giving in-service education to teachers. They involve more of practical work and less theoretical discussion. These types of programmes are more useful for the teachers. The teachers have to work practically and come out with final materials to be seen by others. Organization of workshops consumes more time than a seminar or conference.

Conference: In a conference, there is a broad discussion of subjects of practical interest. Generally there is a central theme around which several sub topics are given. Teachers as per their interest, present paper at the time of conference. The session ends with the concluding remarks of the president

Study groups: Forming study groups and using them as a technique for in-service education for teachers can work wonders. A group of teachers of the same subject and a subject expert in the college of education are combined and start working. They choose some topics of common interest (or) it may be a problem related to their teaching subject. Discussion is started under guidance and they continue thinking, studying and discussing that subject. If need arises, someone may be invited for extension lecture. The study groups may be meeting once in a week or even once in a month.

A study centre of professional writings: Generally the materials are not under the reach of teachers. The college of education, the extension service departments can help in this direction. Various publications of N.C.E.R.T, some good books, materials produced by different centres of education may be produced in the college library. The study of reading materials will help the teacher to acquire sufficient knowledge in their subjects.

Experimental schools: The College of education should have their demonstration school and experimental school. These are actually practicing schools where some experiences can be performed. Whatever is taught in theory, which is put into practice by carrying out experiments?

The experimental schools become centres of learning for in-service teachers. Innovations done in these schools may be advocated among the teaching staffs of other schools.

Regional colleges of education affiliated to N.C.E.R.T have their experimental schools where those colleges are showing leadership to the working teachers of other schools in their areas. Other colleges have their practicing schools but they don't have any experimental schools or demonstration schools.

Publication: Paper and Book Publication is essential for enhancement of teacher knowledge and analysis power. So this technique is most important for in-service teacher education.

Extension Lectures: It is fully oral based method. Lectures of any subject to represent by drama for improvement of in-service teacher education.

Correspondence courses: Correspondence courses can be designed for giving in-service education to teachers. A few universities have already started working in the area of in-service teacher education programmes. Central Institute of English and Foreign Languages at Hyderabad provides post graduate certificate course and diploma course through correspondence.

Other programmes: A few programmes for in-service education of teachers are suggested as- Educational tours, Radio broadcast, Film shows, T.V programmes, Extension lecture for teachers, Exhibitions, Exchange of teachers.

Limitations of Current In-services Programmes:

Research points to training activities not resulting in improvement in teachers' instructional behaviours too, reported that information imparted to teachers is insufficiently related to the specific needs and concerns of the participants. They tend to offer theory which is unrelated to practice.. In consequence, they are ineffective in influencing teacher performance and school improvements. It can be effective only if it is

based on the entry level capabilities of teachers. A look into the effectiveness of contemporary staff development literature reveals that teachers learn little from traditional in-service training workshops (Smylie, Mark and Miretzky, Debra (Eds), (2004).

- Participants have to be persuaded to take part in summer institutes, as motivation to attend such programmes is low.
- There is no follow-up programme to keep alive the knowledge and skills assimilated in the in-service programmes.
- Inadequate planning by the coordinators leads to a colossal waste of time for all concerned.
- Shortage of books leads to teacher having nothing to take back to their schools, where they could use what they have learned.
- The examination-ridden system leaves teachers with scarcely any time to practice what they learn at the summer institutes.
- There is dichotomy between what is taught at the summer institutes and other programmes conducted by the NCERT.
- Training programmes conducted by ill-equipped and in-experienced resource persons lead to waste of resources – both human and material. Therefore, only experience and well-equipped teachers should be selected as resource persons.
- Sometimes teachers are asked through mobile phone a day before the commencement of the training programme to participate. In such a situation, teachers come to the training programme unprepared to gain experiences from training situation. They need to be informed well in advance about their participation in the training programme.
- Training programmes spoil many school working days and students learning hours. Therefore, there is an urgent need to review the duration of training with a view to reducing it suitably.
- In-service education and training is important. But too much of anything does not provide the desired dividends. Like this, too much of training does not result in improvement in teachers' classroom processes.
- Training sessions should be participatory and interactive; Resource persons should use transactional approaches which produce conducive environment in the training session for learning processes. Training approaches presently being used by facilitators are not appropriate.
- Training under SSA is not useful to highly experienced teachers as they know how to teach.

Development of In-service Training:

- Curriculum should be constructed proper plan wise according to the needs of teacher.
- Mental preparation of the teacher is very essential for starting the course and sometimes Seminar, Workshop, Conference should be arranged.
- Educational Technology use in the time of In-service Teacher Education.
- Evaluation done by checklist and questionnaires.
- Curriculum, Teaching-Learning-Material, and Evaluation System will be changed in situation wise and time wise.
- Different School teacher are agglomerated to discuss the Lesson Plan, TLM, Workshop etc.
- In-service teacher education will be spread rural areas, fringe area or remote areas.
- To increase the motivation of in-service teacher-educator.
- Sometimes invite expert persons for well organised.

Conclusion: "Good education requires good teachers" that it becomes essential that the most capable and appropriate be recruited into the teaching profession, provided with high quality in-service programme of teacher education, and them offered opportunities to upgrade their knowledge and skills over the full length of their career. It is, therefore, essential that there is major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. It is strange to note that too often teachers are helpless in front of machines which refuse to work. How undignified it is for the teacher to be thwarted by machines with the increased capacity of communication technology, language will become a very powerful instrument. The teacher-education programme should be strengthened to develop language competency among our teacher-taught. The modern time demands multi lingual competence including the new computer languages that are bound to

emerge with expansion of computer-technology.Continuing teachers and other educators which commences after initial professional education is over and which leads to the improvement of professional competence of educators all throughout their careers. So now a days in-service teacher education most essential in teaching-learning processes, curriculum development, teacher quality improvement as well as overall development etc.

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To be prepared for war is one of the most effective means of preserving peace.

~ George Washington

Necessity of Ensuring Quality Teacher Education

Prof. Ram Hari Barik
Assitt. Prof.
Sevayatan Sikshan Mahavidyalaya
E-mail ID-ram.barik@yahoo.in

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ABSTRACT *Several decades of pedagogical research have now clearly shown that what teachers do in the classroom is undoubtedly the key educational determinant in student learning and achievement. It goes without saying that not all teaching practices are equal in this respect. It is therefore important to identify and promote the most effective practices, that is to say, practices which help pupils to achieve desired learning outcomes in the most effective way. From this perspective, there is a general rejection (on the part of researchers, decision-makers, teacher trainers, educational support staff, parents, classroom practitioners) of what is referred to as "traditional" teaching. This is an essentially expository form of teaching, dominated by the teacher, which relegates pupils to a passive role, reduces their classroom activity to the memorization of data to be recited to the teacher, and in particular, leads to the acquisition of skills of a lower taxonomic level. The proposed alternatives to this form of teaching may be grouped into two main categories: structured teaching approaches and discovery-based approaches. The advocates of each category agree on one fact: the acquisition of knowledge is a constructive process. How to support this process effectively in the school environment is the question dividing them. For obvious reasons, the answer to this question is particularly important for developing countries. Indeed, in these countries, largely as a result of economic constraints, learning conditions are not optimal and indicators relating to education provision, both quantitative and qualitative, are weak. Moreover, "traditional" teaching is in fact the prevalent practice. In such contexts and in the light of the objectives of quality basic education for all, both the question of educational effectiveness and that of efficiency must be raised. It is possible only through ensuring the quality teacher education. The paper highlights it in details.*

Keywords:- *quality teacher education, teacher education, educational effectiveness, cumulative, value added.*

Introduction: Teacher education or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called teacher educators (or, in some contexts, teacher trainers).A teacher educator (also called a teacher trainer) is a person who helps other people to acquire the knowledge, competences and attitudes they require to be effective teachers. Several individual teacher educators are usually involved in the initial or ongoing education of each teacher; often each specializes in teaching about a different aspect of teaching (e.g. educational ethics, philosophy of education, sociology of education, curriculum, pedagogy, subject-specific teaching methods etc.).

Within a single educational system, teacher educators may be employed in different roles by different kinds of organisations. In the European context, for example, people who could be considered to be teacher educators include:

Higher Education academics with a responsibility
- for Teacher Education as such,
- for teaching a subject (such as chemistry or mathematics) to students who will later become teachers,
- for research into teaching,
- for subject studies or
- for didactics;
- teachers in schools who supervise student teachers during periods of teaching practice;
- school teachers or school managers responsible for inducting new teachers during their first year of teaching; or
- those in charge of school teaching staff's continuous professional development.

Teacher educators may therefore work in many different contexts including (universities, schools, private sector training organisations or trade unions) and their working time may be fully, or only partly, dedicated to the preparation of teachers. Quality teacher education is extremely helpful to ensure their

fundamental knowledge and further academic achievement in future life. The quality teacher education ensures the formation of quality human capital of a nation. To achieve the quality basic education for all, educational effectiveness and efficiency quality teacher education is necessary.

Teacher educators' fields of knowledge: Some recent research has highlighted the many fields of knowledge that are required by teacher educators; these include knowledge about: the pedagogy of teacher education; learning and learners; teaching and coaching; and the profession of teacher educator itself. In addition, teacher educators need to know about the specific contexts their students will work in (e.g. for primary, or secondary education) and the subjects they will teach. Teacher educators need to be able to model the competences and attributes they wish their students to adopt. More experienced teacher educators need expertise in: curriculum development and assessment; the wider context of teacher education, the way it is organised, and in research.

Quality teaching is contextual: Quality teacher education is contextual. 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. However, the quest for quality has been the major concern of the entire human civilization. Quality is not an act, it is a habit. It generally signifies the degree of excellence. It is the totality of features and characteristics of the product, process or service that bear on its ability to satisfy stated or implied needs. In the educational context, quality is seen as a complex issue as education is concerned with human being. When we describe human being as product, the description cannot encapsulate all the characteristics of teachers or learners in the same way, as one would describe the quality of commodities. Hence, the definition of quality varies depending upon the individual, institution and educational situation, social and national context.

Objectives of the study: In this context, the objective of this paper is to analyse the importance of teacher education in the light of students performance. To do this we shall examine the teacher effect and value added by the teacher, will help to understand the necessity of quality teacher education.

Data sources and Methodology: The present study uses the data from different secondary sources. To analyse the data we used simple arithmetic logic. Different graphs has also been used in this work for better understanding of the results.

Why Quality Teacher Education is Necessary? Traditional standardized assessments make it difficult to establish a direct link between the quality of teaching and the achievement outcomes of pupils. The performance observed with this form of assessment is influenced by several other factors, including pupils' prior knowledge, their skills, the quality of prior instruction, and socio-economic level. Such a form of assessment does not isolate teacher impact from other educational or non-educational factors influencing academic performance (Meyer, 1997). The limitations of traditional assessments may nonetheless be offset by measuring teacher value-added (Drury and Doran, 2003). When pupils are assessed annually by tests which are standardized, aligned and congruent with scheduled curricula, it becomes possible to measure teacher value-added. The scores of all the pupils are then compiled from one year to the next and plotted on a common scale, in order to compare their progression. Value-added is obtained by various statistical calculations which endeavor to significantly isolate or adjust the effect of factors other than the teacher (socioeconomic level, ethnic origin, prior school experiences, etc.) over performance gains achieved per student over a period of a year (Drury and Doran, 2003). The measure thus obtained is more objective because it directly assesses the impact of teaching on student learning (Meyer, 1997).

1. **It is value additive by the teachers:** Department of school Education in state of Tennessee, US, found in a study called *The Tennessee Value-Added Assessment System (T.V.A.A.S.)* conducted in 1996, by using a cross-section of statistical data, the system demonstrated that when low-performing pupils are placed under the tutelage of teachers identified as the most effective in the state, over an academic year, their school performance places them on average at the 53rd percentile rank(Sanders & Rivers 1996). That is thirty-nine points above the performance achieved (14th percentile rank) when the same category of pupils are in classes led by teachers identified as least effective (Figure 1).The same achievement outcomes were observed among average and high-achieving pupils. Annual performance gains spurred by effective teachers (with high value-added) among average and high-achieving pupils are about 25 percentile ranks higher than the achievement of these pupils when placed under the tutelage of less effective teachers.

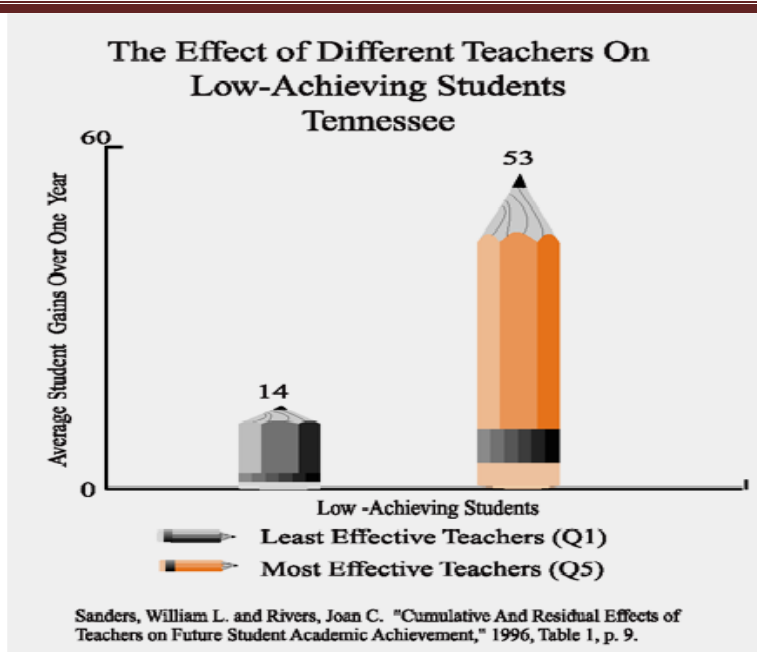

Figure-1

It should be noted that a percentile rank of 20 or below relates to the performance of a child experiencing learning difficulties, while a percentile rank of 50 displays average performance (Adams and Engelmann, 1996). Sanders thus demonstrates that the teacher can make a difference as to whether the pupil is identified as experiencing learning difficulties and requiring re-education, or achieves average class performance without any particular support needs.

2. **Students' performance is cumulative by teachers:** It is also seen that annual performance gains by learners are cumulative. Sanders (1996) showed that average students assigned to effective teachers from the 3rd to 5th grade of primary school, inclusive, achieve a performance in mathematics tests which places them at the 83rd percentile rank, as compared to the 29th percentile rank when they are placed under the tutelage of less effective teachers (Figure 2). There is thus a variation of 50 percentile ranks, which is to say a great achievement.

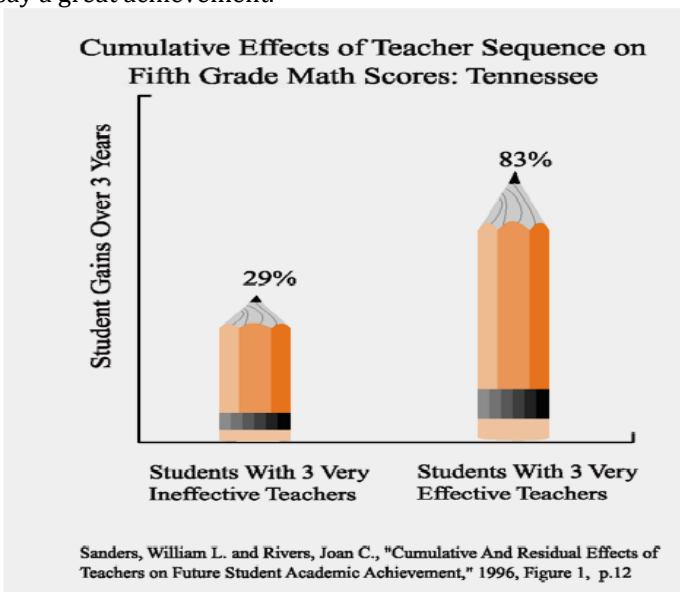

Figure-2

Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically (Wright et al. 1997, p.63). The research conducted by Sanders

shows that the teacher effect, that is to say, value-added, undeniably has an impact on the academic performance of all pupils and that, among the latter, low-performing pupils are the largest beneficiaries. Also according to Sanders (1998), research conducted using the data collected by *the Tennessee Value-Added Assessment System (T.V.A.A.S.)* shows that ethnic origin, socio-economic level, teacher/pupil ratio and classroom heterogeneity are very poor predictors of improvement in student performance. It is rather teacher effectiveness which determines the progress achieved by pupils. The teacher effect on student performance is additive and cumulative. Furthermore, the data collected so far indicate that is unlikely an effective teacher may subsequently counterbalance the negative impact of an ineffective teacher on a pupil's performance.

3. **Teaching practices has substantial power to influence student achievement:** A further study (Babu and Mendro, 2003; Rivkin *et al.*, 2002) confirm the findings of Sanders. During the 1990s, the Dallas District, in the state of Texas, in US, they established an accountability system measuring teacher value-added. Babu and Mendro analysed academic performance among primary school pupils from 4th to 7th grade in the mathematics tests used by the Dallas District, to partially measure teacher value-added. For the purpose of the study, the researchers set up two groups of pupils. A first group was assigned exclusively, over three consecutive years from 5th to 7th grade, to teachers with positive value-added, and a second group was assigned only to teachers with negative value-added. The results of the study reveal that 90% of low performing students in the first group (teachers with positive value-added) passed their mathematics test at the end of 7th grade, as compared to only 42% of low-performing students in the second group (teachers with negative value-added).. Thus the difference in achievement rates observed between the two groups is dramatic is shown in Figure 3.

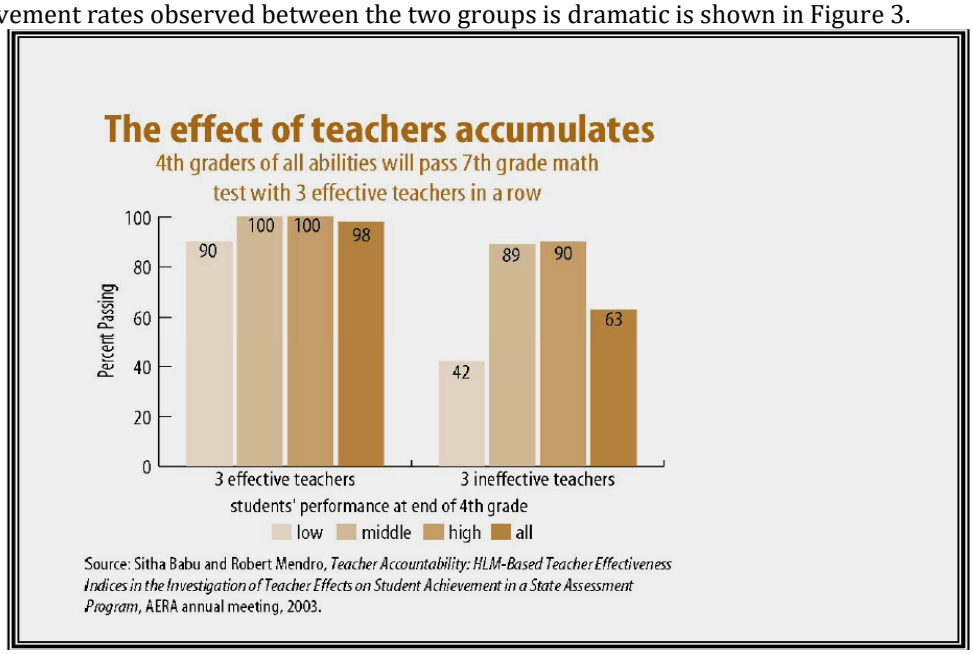

Figure-3

The research mentioned earlier thus confirms the major determining effect of teaching on student learning, through value-added. In short, an increasing number of studies are pointing the teacher, through class management and management of teaching, influences student learning; consequently, by improving teaching practices, student performance can be improved. Teaching practices thus have substantial power to influence student achievement, in particular among pupils from low socio-economic backgrounds. In this context we shall refer some quality indicators of teacher education.

Quality indicators in teacher education: In order to assess the quality of teacher education institutions, certain quality indicators are to be considered . NAAC(National Assessment and Accreditation Council) in India has identified seven core indicators for quality teacher education as follows:-

a) Curriculum planning and design:- which includes goal orientation, curriculum development, programs options, academic flexibility and feedback mechanism.

b) Curriculum Transaction and Evaluation:- which includes admission process, catering to diverse needs, teaching-learning process, teacher quality, evaluation of teaching, evaluation of learning, and examination reform.

c) Research, Development and Extension:- which includes promotion of research, research output, publications output, consultancy extension activities, participation in extension and linkages.

d) Infrastructure and learning Resources:- which includes physical facilities, maintenance of infrastructure, library as a learning resource, computers as learning resources and other facilities.

e) Student Support and Progression:- Which includes students profile, students progression, student support and student activities.

f) Organization and Management:- Which includes goal orientation and decision making, organization structure, powers and functions of functionaries, perspective planning, human power planning and recruitment, performance appraisal , staff development programmes, resources mobilization and financial management.

g) Healthy Practices:- Which includes total quality management, innovations, value-based education, social responsibilities and citizenship roles, overall development and institutional ambience and initiatives.

Enhancing Quality Teacher Education: Some Suggestions: The concept of 'Quality' in education is contested and understood in numerous different ways. It is sometimes taken to relate to the quality of the work undertaken by a teacher, which has significant effects upon his or her pupils or students. Further, those who pay teachers' salaries, whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or of education systems as a whole, are therefore often sought.

In most countries, teacher salary is not related to the perceived quality of his or her work. Some, however, have systems to identify the 'best-performing' teachers, and increase their remuneration accordingly. Elsewhere, assessments of teacher performance may be undertaken with a view to identifying teachers' needs for additional training or development, or, in extreme cases, to identify those teachers that should be required to leave the profession. In some countries, teachers are required to re-apply periodically for their license to teach, and in so doing, to prove that they still have the requisite skills.

Effective use of information and communication technologies in teacher education institutions can improve the quality of teacher education. In order to manage the expanding work and complex nature of the problems of teacher education, every state should have a separate Directorate of Teacher Education. Such directorate will also be responsible for manpower planning with respect to recruitment of various levels of teachers in the concerned state. State should plan teacher education facilities in terms of teacher requirement of various subjects and grades.

Conclusion: The skill development of student teacher should be on par with their counterparts abroad. With liberalization and globalization of economic activities, the demands for teacher education at nationality comparable and internationally acceptable standards has increased. This demands the teacher education institutions to be innovative, creative and entrepreneurial in their approach to skill development among the students. Although skill development is crucial to the success of the teachers in the job market, skills are of no value in the absence of an appropriate value system.Teacher education institutions have to shoulder the responsibility of inculcating the desirable value system among the student teachers commensurate with social, cultural, economic and environmental realities at the local, national and universal level.

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Contemporary Research Agenda for Teacher Education
Focal theme: Contemporary Issues on Quality Concern in Teacher Education

Dr.BhabeshPramanik*, Prof.Sonali Roy Chowdhury Ghosh & Prof.Poulami Samanta*****
*Acting Principal, Institute of Education, Haldia.
**Assistant Prof., Institute of Education, Haldia.
***Assistant Prof., Institute of Education, Haldia.

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ABSTRACT *Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. The creation of the Academic Staff College under the aegis of the UGC is a case in point as well as important area of educational research. Essentially there are two broad purposes of research in Teacher Education are – to understand the educational phenomenon and to transforms it. The earlier purpose implies that it should fit into a theoretical framework. The later purpose is incorporating changes in the phenomenon as it exists because of some dissatisfaction with it. Researchers working into a wide spectrum of variables- the institution, the process of admission, training climate, administrative set-up, the student – teacher, the personal characteristics of teachers, practice school etc. and quite a few more, are constantly at work in the teaching learning scenario.*

Keywords:- *educational phenomenon, training climate, administrative set-up, the personal characteristics of teachers, teaching learning scenario.*

INTRODUCTION

Somewhere, something incredible is waiting to be known.- ***Carl Sagan***

The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The paradigm shift from the Gurukula system of ancient times to the post-independence period was characterized by major efforts being made to mould teacher education to meet the changing needs. Educational research is that which develops new knowledge, which is then applied to the improvement of educational practice. Same is true for Teacher Education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946 major efforts have been made to adapt and update the teacher education curriculum to local needs, to make it more context based, responsive and dynamic to India's rapidly changing needs.

NEED FOR RESEARCH

Teacher education is an important field for research since the quality of teacher education has been regularly questioned by governments. Consequently, teacher education researchers need to work together in order to:

1. Share emerging research findings.
2. Develop innovative research methodologies education.
3. Disseminate innovative education.
4. Find new publishing outlets within an overcrowded academic field.
5. Support colleagues in institutions with underdeveloped research profiles.

Research in teacher education can be categorized into several areas. In the light of NCFTE-2010, the innovations to be incorporated into teacher education provide an excellent basis for research.

Teacher education today is an integral part of any educational system. Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. If, for ages, teacher education, parse, was a caste or family affair, it could not afford to remain so after education became a mass movement. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. The National Policy on Education, 1986, reflects precisely this change in its concept and practice. The creation of the Academic Staff College under the aegis of the UGC is a case in point. No wonder then that teacher education has emerged as an important area of educational research.

Research in Teacher Education: A Trend Report: L.C. Singh, S.P. Malhotra

Researchers working in teacher education area have brought into their study a wide spectrum of variables. This was because teacher education is a vast subject covering a range of disciplines. The institution, the process of admission, training climate, administrative set-up, the student—teacher, the personal

characteristics of teachers, practice schools—these factors, and quite a few more, are constantly at work in the teaching learning scenario.

Figure-1 gives the overall general areas in teacher education. The areas are:
1. Research and teacher education—context and goals
2. Researching teacher education in changing times: policies and paradigms
3. Teachers' characteristics: (i) Research on the demographic profile
   (ii) Research on the indicators of quality
4. Teacher education programmes—pre-service and in-service
   (i) Research on the effects of coursework in the foundations of education
   (ii) Research on methods: courses and field experiences
   (iii) Research in preparing general edn. teachers to work with students with disabilities
   (iv) Research on pedagogical approaches in teacher education
   (v) Research on accountability in teacher education
5. A research agenda for teacher education.

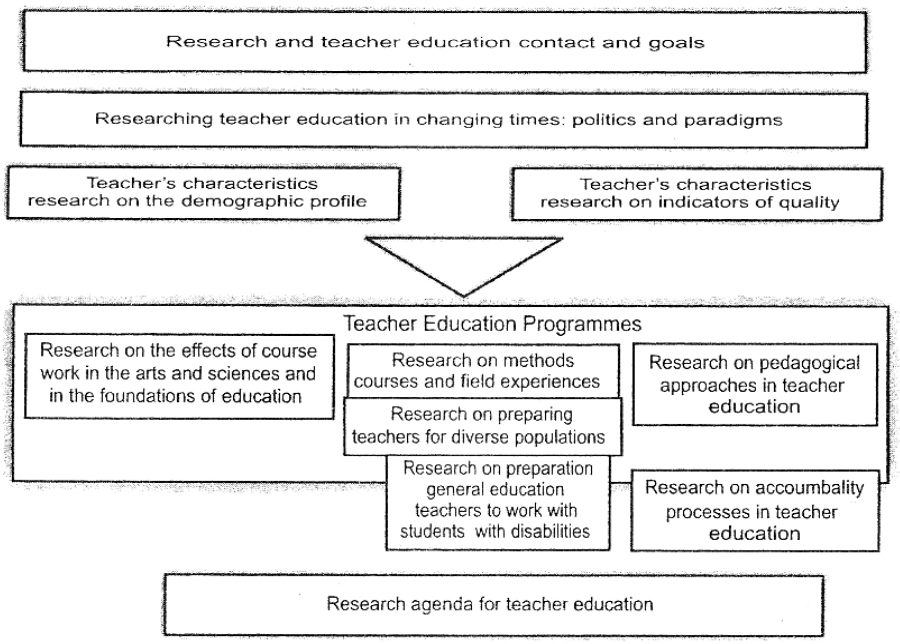

Figure-1: Overall general areas in teacher education

Questions which need answers in determining some of the most important areas of knowledge and practice in teacher education that could be examined in greater depth are:

1. Pre-service, induction and in-service teacher education
   i. What are the current best practices in teacher education and preparation and to what extent are these practices supported by scientific evidence?
   ii. What new standards regarding student development need to be developed and incorporated into the current standards of practice for teacher education programmes?

2. Teaching, learning and adolescence
   i. What is the current state of teaching and learning with respect to the dev, of the student?
   ii. What are the gaps in the research base?
   iii. Where are the areas of convergence in the research base?

3. Implications of research in teacher education for policy building
   i. What are the current policies that support or hinder the integration of child and adolescent development research into teacher education curricula and fieldwork assignments?
   ii. What new policies need to be developed?

4. Dissemination of research findings
   i. The dissemination of research findings is vital for implementation to take place.

5. Strategies for dissemination

i. Forming of working collaborations among educators and researchers. Teachers and administrators must work with researchers to produce resources for classroom practice.
ii. Publishing and disseminating lay versions of scientific articles in educational newsletters. It would foster unique partnerships among publishers, educators, and researchers.
iii. Increasing awareness of developmental research to the broader public. Child and adolescent development research could be made available to a broader base of consumers.

NATURE & PURPOSE OF RESEARCH IN TEACHER EDUCATION

Essentially there are two broad purposes of research in Teacher Education-

(1) To understand the educational phenomenon, and (2) To transform it.

Understanding the Educational Phenomenon implies that it should fit into a theoretical framework. This helps to conceptualize, explain, control and predict the dynamics.

SCOPE OF RESEARCH IN TEACHER EDUCATION

Teacher Education has several sub-systems. As such the components of the system, the inputs, processes and the outputs lend themselves to research. Inputs include the goals of Teacher Education, characteristics of the teacher educators, characteristics of the student- teachers, and infrastructural facilities. Processes include the classroom interactions among teacher educators and student teachers. Interactions consist simulated learning of various skills. Immediate outcomes include the gaining of theoretical knowledge, acquisition of the required skills and attitudes. Delayed outcomes are the retention of the theoretical knowledge, skills, attitude and developing teacher effectiveness. Research Methodologies adopted are mainly descriptive surveys, experimental studies, developmental studies, as well as relational studies.

IMPORTANCE OF NETWORKING AND COLLABORATION IN TEACHER EDUCATION

One of the reviews made on the status of Teacher Education at the time of the formulation of the NPE (1986) and its POA was concerning isolation of institutions of Teacher Education. It was observed that institutions of Teacher Education are isolated from each other and from schools. In order to ensure efficiency and smooth functioning appropriate networking of Teacher Education institutions as well as state and national level agencies is therefore needed.

IMPLICATIONS OF RESEARCH IN TEACHER EDUCATION

Teacher education is an important field for research since the quality has been questioned. So teacher education researchers need to work together to share emerging research findings-

- Develop innovative research methodologies within teacher education.
- Disseminate innovative pedagogical methods within teacher education.
- Find new publishing outlets within an overcrowded academic field.
- Support colleagues in institutions with under developed research profiles.
- Develop important emerging themes to give a distinctive positive.

Networking should be established with central level agencies working as MHRD, NCTE, NCERT,UGC, NUEPA, Central Hindi Institute (CHE), Central Institute of English (CIE), Central Institute of Indian Languages (CIIL), Directorate of Adult Education (DAE), National Institute for Handicapped (NIH) etc.

TEACHER EDUCATION RESEARCH IN HISTORICAL CONTEXT

The first study reported in Teacher Education was by Banerji in 1956. After the first study was reported the First Survey reported 45 studies on Teacher Education upto 1973. The Second Survey during the next five years i.e. up to 1978 reported 65 studies. During the period 1983 to 2000,316 studies were reported, during the period 2000 to 2015,816 studies were reported. The growth of researches indicates that the researchers were getting attracted towards this area. Some of the reasons cited for this attraction were easy accessibility of sample for the studies, availability to ready-made tools and expertise.

The studies have been viewed from **three points of view**—their nature, methodology of research, and a systems approach to teacher education.

1. **Nature of Studies:** 276 studies at Ph.D. level and 134 at project level were examined. The most explored area in teacher education is pre-service education, having 248 studies, while 110 studies have been done in in-service education.36 studies have tried to probe both pre-service and in-service education.
2. **Methodology:** Different researchers followed different research procedures according to the nature of the problem selected by them. Cross-cultural studies constitute 40 % and longitudinal studies 6 % of the total. Among the different methods of research followed, nearly 49 % can be classified as

survey studies, 26 % as experimental, 8 % as case studies, 9 % as historical, and 6% as exploratory studies.

3. **Systems Approach to Teacher Education**: Teacher education has been viewed by them from a systems approach point of view and the studies have been categorized as context-presage-process-product studies.

GAPS IN TEACHER EDUCATION RESEARCH

Several questions need to be answered in the context of teacher and school education. Are the demands of teachers' need and classroom concerns met? How can teachers be made more independent, motivated and critical thinking oriented regarding the profession? How can teaching be made more effective, interactive, vibrant and meaningful with use of e-resource material in teacher education?

Shamsha Emanuel, S. Gaythri and Hitarth Panchal (2005) has identified pitfalls in teacher edn, curriculum. There is a wide gap between the 'phraseology' and the 'implementation',Poonam Batra's Voice and Agency of Teacher' (2005: 4352) has found some gaps in the vision of teacher education envisaged by the NCF 2005.Bansal (2005) has observed some gaps between teacher education curriculum and school education curriculum. She considers the following points lacking in the teacher education curriculum-

1. Lack of knowledge of school subjects
2. Pedagogical weakness
3. Lack of coordination between technocratic culture and cultural heritage
4. Lack of research on problems of schools and education
5. Scarcity of resources in schools and training institutions.

Volumes I and II on Research Abstracts of the studies conducted by Teacher Education Institutions in India 1998 onwards consisted of 216 studies differentiated into 19 areas. These volumes are available on the INTEL website, www.educationinindia.net. The present volume attempts to abstract and classify educational research conducted by Teacher Education Institutions in India mostly 2010 onwards. It presents abstracts of the 120 Research Studies categorized into 23 areas as- 1.Attitudinal Studies 2.Developmental Concerns in Edn. 3.Distance Edn. 4.Educational Psychology 5. Educational Adm. 6. Educational Evaluation 7. Env. Edn. 8.ET and ICT in Edn. 9.Human Rights Edn.10.Innovative Teaching Practices 11.Lan.Edn 12.Life Skills and Value Edn.13. Philosophical Foundations of Edn.14.Population Edn.15. Teacher Edn.16. Teaching Methods 17.Technical and Vocational Edn.18.Art Edn.19.New Areas in Edn.20.Spl. Edn.21.School Edn. 22.Science and Maths Edn.23. Historical Foundations of Edn.

TEACHING PROCESS AND TEACHER BEHAVIOUR

The research in organization and behaviour in teacher education has centred its attention primarily on how best to teach teachers. One aspect of this line of research tries to identify teacher behaviours and techniques that can be shown to be most effective with groups of students.

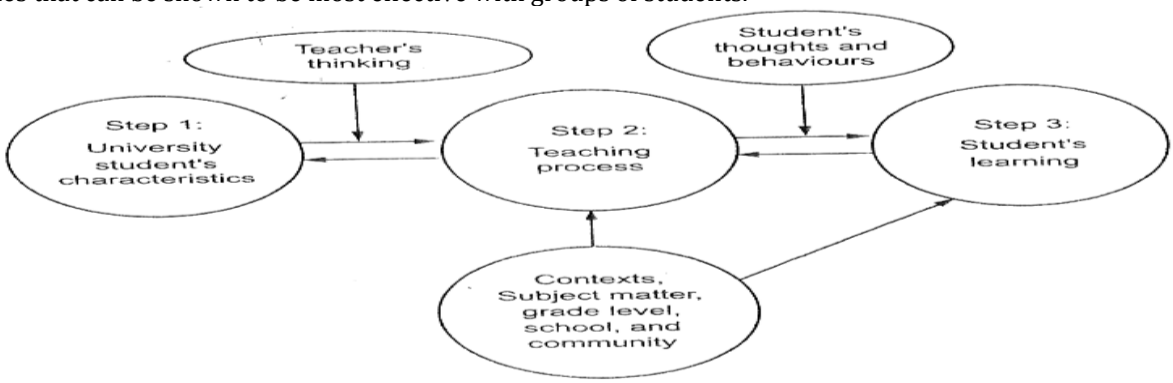

Figure-2: Teaching process—variables involved.

The following specific areas of interest could be explored in future research studies:

1. Sources of individual differences in cognitive and social functions, and how these differences affect curricular demands.

2. How to mentor teachers to be problem solvers by learning how, within the classroom context, developmental issues impact school performance and behaviour.

3. The impact of increasing demands on children and how the increasingly complex information environment affects functions such as discipline.

4. A more systemic understanding of cognitive development.
5. Research related to emotional maturity; specifically on the role that teachers can play in helping students learn to control emotions.
6. Studies on inclusive education, addressing the ways in which special education can play an important role in facilitating a child's comfort level in school thereby improving behaviour.
7. Evaluations of prog. that bring mental health services into the schools—especially those in which children have a great many stressors in their lives.

RELATIONSHIPS AND ACADEMIC ACHIEVEMENT

A special research emphasis should be placed on the impact of social relationships in the emergence of both emotional and academic competence. Thus, more research is needed in the-

1. Studies that highlight the connections between adult emotion regulation, classroom environment, and student behaviour and achievement.
2. Parent-teacher relationships that promote academic achievement; it will enable classroom teachers to provide parents with developmentally appropriate information.
3. More research is needed to determine how emotional competence translates into academic success during the transition to elementary school.
4. More applied research is needed to investigate prevention prog. targeting both socio-emotional and academic competence.

Culture, Development and Achievement

1. How teachers working in urban school districts could benefit from a deeper understanding of low-income students' experiences and responsibilities at home, and how these constrain students' behaviour and achievement in school.
2. Studies that highlight variations in student experiences-outcomes within urban-rural schools.
3. Studies on parental involvement in children's learning as well as on efforts to improve schools.
4. The historical dimensions of teacher edn. research are in need of support. In a context of expansions of the globalization of economy and culture, researchers need to employ strategies that will aid in understanding the various contexts of teacher education.
5. The pedagogical focus directed towards understanding the research on child and adolescent.

CONCLUSION

The changing role of teachers and the changing definitions of teacher effectiveness have been increasingly studied and analyzed, with research undertaken. The current focus of researchers, policy makers and practitioners with regard to teacher education is on the development of professional competencies, and on the most effective ways of achieving higher levels of commitment and motivation for higher-level performance on the part of teachers. The NCFTE 2009-Towards Preparing Professional and Humane Teacher, on implementation, will result in a major transformation in India.

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Contemporary Issues on Quality Concern in Teacher Education

Dr. Bhabesh Pramanik
Acting Principal, Institute of Education, Haldia.
&
Prof. Aparna Mandal Seth
Assistant Prof., Institute of Education, Haldia.

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ABSTRACT *The NCTE has put together a series of reforms and initiatives to "guide and encourage" teacher education towards "sector-wide academic excellence". The Quality Council of India (QCI) is a pioneering experiment of the Govt. of India in setting up organizations in partnership with the Indian industry. In their public notice NCTE Regulations, 2014 have made it mandatory for a TEI recognized by NCTE to obtain Accreditation from a NCTE approved Accrediting Agency within five years from the date of recognition. The NCTE has signed MoUs with the NAAC and QCI for the Accreditation of Teacher Education Programmes for Secondary and Elementary Levels respectively. Drafting Assessment and Accreditation Framework QCI has decided to elicit comments and suggestions from all stakeholders including TEIs offering Elementary Teacher Education Programmes. As NCTE was inevitable to Teacher Education, so QCI is also inevitable to all. In a broader sense it will bring the new ray of "acche din" in Teacher Education.*

Keywords:- *reforms and initiatives, pioneering experiment, Secondary and Elementary Levels, Assessment and Accreditation Framework, "acche din" in Teacher Education.*

"My definition of national prosperity index is equal to GDP including quality of life for all coupled with value system. It is essential to ensure that all the citizens are empowered with good quality of life encompassing nutritious foods, good habitat, clean environment, affordable health care, quality education with value system and productive employment leading to the comprehensive qualitative development of the nation.
There is a strong urge in our society to come out of century old "Developing Country" brand name to "Developed Country" status. To become developed country, we must have competitive edge in the international market. Quality is very essential to achieve this. We must use competition as an opportunity to improve our quality and to transform a technology importer to technology exporter".
QCI must become an organization serving the one billion people of the country. My best wishes to all for success in the mission of promoting prosperity through quality"
(excerpts from the speech of Dr. A. P. J. Abdul Kalam, Honorable President of India inaugurating the 2nd National Quality Conclave held on February 9, 2007 at New Delhi)

Our political leader always speaks about- "Acche Din" in our social life. Our educational life has faces such a ray of "Acche Din" in the name of QCI. The NCTE has put together a series of reforms and initiatives to "guide and encourage" teacher edn. towards "sector-wide academic excellence". The Quality Council of India is a pioneering experiment of the Govt. of India in setting up organ.s in partnership with the Indian industry. In their public notice NCTE Regulations, 2014 have made it mandatory for a TEI recognized by NCTE to obtain Accreditation from a NCTE approved Accrediting Agency within five years from the date of recognition. The NCTE has signed Memorandum of Understanding with the NAAC and QCI for the Accreditation of Teacher Edn. Progs. for Secondary and Elementary Levels respectively.

With a very bold step QCI at first find out the major target areas of teacher education-

a. Diploma in Pre-school Education (DPSE)
The programme aims at preparing teachers for pre-school educational programmes.
It is offered in schools under different nomenclatures such as Nursery, Kindergarten and Preparatory Schools. It covers age group 3-6 years. The duration is two years and candidates with at least 50% marks in the higher secondary examination (+2) are eligible for admission.

b. Diploma in Elementary Education (D. El. Ed.)
It aims at preparing teachers for the elementary stage(I-VIII) . The programme is offered in the name of BTC, JBT, D.Ed, etc. in various States. The duration is two years and the candidates with at least 50% marks in the Higher Secondary examination are eligible for admission.

c. Diploma in Physical Education (D. P. Ed.)

Two years Diploma in Physical Edn. (D. P. Ed.) prog. aims at preparing teachers for elementary stage.50% marks in the higher secondary examination (+2) are eligible for admission. (5% relaxation in marks for national or International levels sports competitions). The programme can be offered by TEIs in combination with other physical education programmes.

d. Diploma in Arts Education (Visual Arts)

The Diploma in Arts Education (Visual Arts) is a pre-service prog. of two years aims at preparing teachers to teach Visual Arts to elementary classes. At least 50% marks in H.S. examination (+2) with visual arts (Painting/Drawing/Graphic Design/Heritage Crafts/Applied Arts/Sculpture etc.) as an elective subject is eligible for admission. The prog. can be offered in standalone Arts Education Institutions or in Arts Colleges Offering courses like BFA.

e. Diploma in Arts Education (Performing Arts)

"Diploma in Arts Education (Performing Arts) of two years aims at preparing teachers to teach Performing Arts up to Class VIII. 50% marks in +2 exam. with Music/Dance/Theatre as elective subject (s) are eligible for admission. The candidates, who have not studied Performing Arts as Elective Subjects at the +2 stage but have acquired certificate/diploma from a Professional Institution equivalent to higher secondary, are also eligible for admission.

Role of TEIs

The provisions for programme specific assessment and accreditation has the following implications for the organization of its process:

1. A TEI intending to get itself assessed shall have to submit separate Self-Assessment Reports (SAR) in respect of each Teacher Education Programme.
2. A TEI may submit proposal simultaneously for assessment for more than one prog.
3. A TEI may get itself assessed in respect of one prog. to begin with and may submit proposal for assessment in respect of other prog. in the subsequent years.
4. A TEI may simultaneously submit applications for assessment to different agencies recognized by NCTE for the assessment and accreditation of different programmes.

Developing Assessment Criteria

To develop the assessment criteria for various teacher education programmes, in the backdrop of the vision of a teacher and of a TEI discussed above, the Quality Council of India reviewed various Accreditation Standards/Rating Frameworks prevalent in India and abroad. A few important standards and rating frameworks are as follows:

i. Self-Assessment Manual for TEIs developed by NAAC (India)
ii. Principles and Standards for Teacher Education Program applied by TEAC,USA
iii. Professional Standards for Accreditation of Teacher Preparation Institution applied by NCATE (National Council for Accreditation of Teacher Edn.),USA
iv. Framework for Accreditation of Initial Teacher Edn. Prog. in Australia by AITSL
v. Australian Professional Standards for Teachers applied by BOSTES (Board of Studies Teaching and Educational Standards), NSW
vi. Accreditation Standards applied by CAEP (Council for the Accreditation of Educator Preparation), USA
vii. NIRF: A Methodology for Ranking Universities and Colleges in India.

NAAC Criteria

a) On the basis of review of various accreditation standards/frameworks, it was observed that following criteria are covered by almost all frameworks:
b) Curriculum (Professional Knowledge, Professional Practice and Professional Engagement)/Program Structure and Content
c) Curriculum Delivery/Teaching-Learning
d) Assessment of Learning Outcome/Programme outcome
e) Infrastructure/Resources
f) Governance and Leadership
g) Student Support Facilities

QCI Criteria

The Quality Council of India has developed the following criteria for the assessment and accreditation of teacher education prog. in the pre-school and elementary education sectors:

a) Curriculum Enrichment and Diversity
b) Teaching-Learning and Assessment of Learning Outcomes
c) School Internship
d) Research, Development and Extension
e) Infrastructure and learning resources
f) Student Support System and Progression
g) Governance and Leadership

Curriculum Enrichment and Diversity:

In the light of the above discussion, the following sub-criteria have been identified for the criterion 'Curriculum Enrichment and Diversity'-

A. Curriculum Appraisal
B. Involvement of Stakeholders

C. Curriculum Contextualization
D. Interaction with Curriculum Developers
E. Co-scholastic Activities
F. Innovative Practice

Teaching-Learning and Assessment of Learning Outcomes

In the light of the above discussion, the following have been identified as the subcriteria of the Criterion titled 'Teaching-Learning and Assessment of Learning Outcomes:
A. Catering to Diverse Needs
B. Active Learning
C. Creating Opportunities for Teachers' Professional Development of Teachers
D. Students' Evaluation
E. Innovative Practices
F. Learning Outcomes Indicators

School Internship

In the light of above discussion, the following have been identified as sub-criteria of the Criterion 'School Internship' (20 weak):
A. Exposure to Diverse Needs and Setting
B. Pre-Internship Preparation
C. Involvement of Teachers of Internship Schools
D. Monitoring, Supervision and Evaluation of School Internship
E. Periodical Sharing of Experiences
F. Interface with the Community
G. Innovative Practices

Research, Development and Extension

In the light of the above discussion, the following have been identified as the subcriteria to describe the performance and contribution of a TEI in research, development and extension activities-

A. Creation of Research Environment
B. Research Output
C. Developmental Activities
D. Sharing of Outcome of Research and Developmental Activities
E. Extension Programme

Infrastructure and Learning Resources

A. Infrastructure
B. Building and Campus
C. Library Resources
D. ICT Resources
E. Teaching-Learning Laboratory Resources
F. Art and Craft Resources
G. Health and Physical Education Resources
H. Amenities like Toilets, Drinking water, Parking facilities, Common Room etc.

Student Support and Progression

A. Counselling and Placement Services
B. Individualized Mentoring and Remedial Instruction
C. Student Empowerment schemes
D. Grievance Redressal Mechanism
E. Innovative Practices

Governance and Leadership

A. Vision and Mission
B. Management Committee
C. Leadership Approaches
D. Management of Student Admissions
E. Human Resource Management
F. Financial Management
G. Internal Quality Assurance System
H. Innovative Practices

Differential Weightages

There is a sample of weightage to various assessment criteria-

Table: Weightage assigned to Assessment Criteria

Assessment Criterion	Weightage in terms of Marks	Weightage in terms of %
1. Curriculum Enrichment and Diversity	100	10
2. Teaching Learning and Assessment of Learning Outcomes	300	30
3. School Internship	200	20
4. Research, Development and Extension	100	10
5. Infrastructure and Learning Resources	100	10
6. Student Support and Progression	100	10
7. Governance and Leadership	100	10
Total	1000	100

Table: Weightage assigned to Assessment Criteria
Comment

According to Dr. A. Santhosh Mathew, chairperson of NCTE, each institution will be classified into four categories: A, B, C and D. Those falling in category D will be asked to close down while category C institutes will be inspected again within a year's time and if it fails to improve it will be asked to shut shop. Under the revised framework, the institutions will be ranked on four key elements: physical assets, academic assets, teaching and learning quality and student learning outcomes.

In a major departure, greater weightage will be given to the methods used by teachers to teach and the overall quality of teaching and the learning levels of the students.

The council has already put up on its website details of institutions that have submitted either an affidavit that it had sought or those that were issued show cause notices and have replied. The council has issued an advisory to students not to enroll in any other institute other than those listed on the website.

The council will now start the process of inspecting the 11,474 institutes that will be given a grading depending on their performance. So far, students have been advised to take admissions in only 11,474 institutes. But with the exercise for allocating grades to institutes starting now more institutes are likely to be taken off this list. "We will grade all B.Ed colleges and institutes and it will be put out on our website," said Dr. Mathew. So far, recognition and accreditation was given for lifetime but now it will be done every five year. So let us see and wait for the future.

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