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Introduction

Teacher education has now assumed great social importance and has, therefore, been the target of severe criticism. The Kothari Commission pointed out ‘teacher education suffers from three types of isolation namely isolation from university life, isolation from schools and isolation from one another. But worse is the facts that it suffers from isolation from society, an average training teacher seeks the immediate and short term of goal of a job and employment but does not think of his real career and contribution to community. It is due to the serious lacunae in terms of values which are missing in teacher education.’ In the age of globalisation, teacher education has also adopted scientific materialism but has ignored the holistic human values due to western scientific progress based on value-free postulates (Lulla, 1990). The International Commission on Education set up by UNESCO (1972) has also stated that education suffers basically from the gap between its content and the living experience of its pupils, between the system of values that it teaches and the goals set by society, between its ancient curricula and the modernity of science.

Value-Orientation as a need in Teacher Education

Globalization has not only brought about an upheaval in the economic scenario worldwide, but it has also influenced every aspect of human life and relations by increasing market culture and by replacement of commitment and responsibility to society/family by emphasis on individual competence resulting increased conflicts in human life. The ever-increasing global demand for skilled professional has led to overemphasis on competence, resulting more stressed, strained, fragmented, dehumanized objects. Education is affected by the vagaries of modern life in many ways. In this process, development of conscience is being overlooked where competence without developing character is creating people with arrogance, insensitivity and intolerance. In the name of holistic approach, emphasis has shifted to extra-curricular activities, personality development and leadership training courses with all aim to develop more skills. Conflicts have turned counseling workshops a lucrative business and youths gripped by the mentality of instant culture through career

guidance workshops for the best option. Value education is an integral part of the school curriculum but is the least in demand and the most neglected part of it (Shee, 2008).

The process of globalization in India commenced along with new economic reforms in 1991 and influenced all walks of life including education under these circumstances, education in general and teacher education in particular need to be revitalized (Kishan, 2007). Regarding the acceptance of globalisation, two main approaches exist -supply and demand approach, and economic-efficacy approach. The first focuses on the demand learners themselves make of the educational system and promotes the ‘marketisation’ of educational systems, whereby education is considered as a sort of commodity to be sold, bought and consumed, using the market-place as the analogue of the educational set-up (Hartley, 2002). Within this approach teacher education will be subject to the laws of supply and demand, and its aim will be to make teachers educators ‘marketable’. The second approach which attempts to adapt education to this global economic/political/social situation aims at making the learner as economically competitive as possible. Economic-efficacy is understood in this approach to be education’s major aim (Welmond, 2002). Rather than adopting a neutralist reformist approach towards globalisation, teacher education programmes should enable teachers to examine the phenomenon critically and help them devise critical-political pedagogies in light of values other than those of the economy (Tonna, 2007).

Traditional Teacher Education Programmes replete with emphasis on *acquisition* indicating mere transmission of knowledge, skills and values from teacher to pupil having only temporary effect. *Internalisation* is like biological assimilation bringing transformation in the pupil reducing gap between preaching and practice. Internalisation of Teacher Education is possible by adopting humanistic approach and by integrating cognitive learning to affective experiences and value orientation (Reddy, 2005). Expert opinion is in favour of value orientation for teacher as they have a crucial position and role. Value oriented education create value based quality,

define institutional ideology, promote ethical behaviour and inculcate socially responsible behaviour.

Value-Oriented Teacher Education: Indian context

National Council of Teacher Education (1978) visualised the role of teacher as a ‘community leader’ and prepared a new framework of teacher education curriculum based on the values and goals relevant to educational society. Indian culture has given utmost importance to ‘value’ of power, wealth and success. National Policy of Education (1986) rightly observes, ‘the growing concern over the erosion of essential values and increasing cynic in society have brought to focus the need for adjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values’.

Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. Two-year B.Ed. programme corresponding to the emerging vision in teacher education incorporating inputs as suggested in the *NCF-2005* became effective from 2008 in the RIEs and all over India from 2015. Concepts like ‘social sensitivity’, ‘equity’, ‘equality’, ‘social justice’, ‘cultural ethos’ have been revisited. The curricular and instructional dimensions are included in process aspect. These newer notions in conceptualization of education have created significant space for academic disciplines, particularly those in liberal arts like sociology and political science. Theoretical inputs drawn from such disciplines, such as critical theory, human rights, peace, inter-dependence and co-operation are considered relevant in education for broadening its theoretical premises and their comprehensive understanding. Such understanding of education is not confined to theoretical significance only, but it has influenced the practical aspects of education as well, both conceptually and operationally. For example, ‘critical pedagogy’ rather than the simple traditional term ‘pedagogy’; teacher’s proactive role towards social and civil behavioural change, social action as part of cultural education, to mention a

few, introduced fresh orientation to educational substance for transformation of Indian society.

Apart from conceptual and practical learning gained through core courses and pedagogy courses, student-teachers need to develop other dimensions of their sensibilities. They need to experience and internalize the fact that the teacher is much more than someone who teaches a subject. The teacher is also potentially a participant in the wider education system and he/she may play a proactive role both in the community life of the school and also in the broader social context. In this sense he/she is capable of becoming an agent of social development, even of social transformation. In order to empower the student-teachers in these dimensions, it is necessary that they are provided with a range of experiences that will cumulatively enrich them as well as develop their sensitivity. This curriculum framework visualizes and provides for a number of opportunities for developing varied competencies and sensibilities in student-teachers. In addition to those developed under Core Courses and Pedagogic Courses, Section A visualizes a set of experiences that will enhance the capacity of student-teachers in five essential dimensions: effective and flexible use of language, awareness and effective use of ICT as a tool for learning, awareness of health and sports (including yoga and other physical activities), aesthetic sensitivity and design sensibility and utilization of library and other learning resources. Section B visualizes teacher for social sensitivity. Teachers in schools encounter a wide range of socially-fraught and pedagogically complex situations as well as opportunities for bringing about attitudinal shifts in their students to a variety of social and environmental issues. Whereas, some of these aspects are embedded in their course, work and practical experiences, it is yet desirable that they choose to heighten their experience and understanding of some selected issues/ areas. This is best done through engagement with resource persons who are working in the area of student-teachers' concerns. By engaging in a series of such experiences it is hoped that student-teachers will develop a greater sensitivity to a range of social and environmental issues.

Education for peace in two year B. Ed. course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialization. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. Pedagogical skills for orientation of subject content and teaching learning experience in classroom for promoting peace include (i) Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multiculturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision) and (ii) Using textbook contents for highlighting values of peace, particularly anti-peace messages indirect or hidden (NCERT, 2008).

Banaras Hindu University has incorporated value education in present 2 year B.Ed. curriculum- Ist semester under the paper ‘Perspectives of Indian Education’ based on thought of various visionaries such as Vivekananda ‘Man Making Education’ and in IVth semester under the paper ‘Environment, Peace, Health and Values for Quality Life. The purpose of this interdisciplinary theme for prospective teachers is to enrich their understanding about the natural and social surroundings, health, quality life and the values related to them. It will also enable them to analyze the relationship underlying them and restructure their perspective to support health,

happiness and harmony inside and outside. Objective of this course is to enable pupil teachers to acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values. The study material with mode of transaction and assignments articulated in such that interneer would understand man- nature relation, life-support system, health-happiness-harmony, oneness of life, harmony with social and natural environment and reflect on world around them; analyze the relationships underlying that and enrich life; understand structures and perspective to notice continuity of life and values which underpin them; enrich capacity to introspect as a means to develop self/self-awareness; and establish peace as a necessary condition for reforming education.

Strengthening Value Education

Foundation for value-oriented teacher education by Lulla (1990) includes (1) *Objectives*: Value-oriented education is meant to develop awareness in trainees about self and society; inculcate values of truth, honesty, character, self-reliance and self-discipline in life; provide opportunities for a broader personal outlook and positive social attitude; provide awareness about education and its role in national development and international peace; and make teachers sensitive to the value needs of children and their full adjustment to the society of future. (2) *Courses of Study*: There should be emphasis on practical application of each paper and each topic in the day-to-day life in the school; value learning experiences should also be provided out-of-the class in the community. National Council of Teacher Education (1983) has already suggested a useful paper at all levels of teacher education under the title *Teacher and Education in the Emerging Indian Society*. (3) *Methods of Instruction*: Before the commencement of teacher training programme, there should be an Orientation Programme to lead to them to higher goals of Teacher Education than mere job preparation. Every day's work should begin with a brief prayer assembly and reading of good thoughts of great scholars, teachers and philosophers. The teacher educator should use progressive methods of teaching including discussion,

activities, projects, practicals and independent study and observation. Field trips and co-curricular activities should be frequently organized to develop their personality. Experts in philosophy, yoga, ethics and moral values should be invited to give lectures on Truth, Honesty and Beauty (Satyam, Shivam and Sunderam). The teacher educator should demonstrate the human values through their day-to-day dealings with the trainers. They should be models of politeness, tolerance, love and kindness, discipline and character. (4) *Materials and Media*: Curriculum and text books should also be value oriented and selecting relevant topics and content and follow-up exercises. It should be supplemented with modern teaching aids. Biographies of great personality should be read and discussed to thrash out the values they upheld and propagated. Exhibition and display of value oriented writings, pictures and posters should be held regularly. Visits to places of art, beauty and culture should be part of training. (5) *Evaluation*: It is necessary to have a broad-based evaluation for testing value education. Oral, group discussions, and practical observation by a panel of judges should be given due weightage besides the written tasks, essays and tutorials.

Teaching-learning cycle evident in value teaching model adopted by UNESCO-APNIEVE (Sahoo, 2005) include (1) *Knowing (Conceptual level)* as reflected in instances of simple awareness of the value with reference to self, others, one's culture and history of country etc.; (2) *Understanding (Structural level)* comes through critical analysis of related concepts, beliefs, issues and processes involved with reference to self, others, culture and country; (3) *Valuing (Affective level)* consists of the identification with the value and maturity attained through exposure to context and experience, reflecting on the value, appreciating it deeply enough to relate to oneself and others, respecting the issues involved and accepting or imbibing at a level of internalisation which will further lead to action in that value domain; (4) *Acting (Action level)*: On being guided by a value which is imbibed upto the level of commitment, decision-making follows towards the action to be stipulated and towards implementing the decisions. Value is so internalised that it becomes a medium of communication in related situations.

Pedagogical approaches used in inculcation of human values (Charles, 2000 and Stephenson, 1998) include: (1) *Direct Pedagogical Approach*: Approaches of this variety are more directly pedagogical and believes in values being ‘taught’ rather than ‘caught’. Hence a conscious effort is made by the teacher to use the science of teaching in the given time-table. This approach is more appropriate on the levels of ‘knowing’ and ‘understanding’ levels of cycle. Specific aims of the direct approach are generating awareness of personal and other values and value classification. (2) *Critical Inquiry Approach*: This approach is closely to Value Clarification Approach (Raths et al.,1966) where children are helped to ‘discover what is right through constant critical enquiry’ and through ‘harnessing the inherent energies for the pursuit of sound values’ at all levels of cycle. Procedure for implementation of this approach is: *Posing Dilemma*→ *Expressing View Points*→ *Questioning View Points* and, (3) *Integrated Concurrent Approach*: Value education is most effective when it is related to the contest of the learning experiences exposed in the classroom and outside leading to spontaneous incorporation of value inculcation. The main focus is on inquiry, experimentation and action in the institutional climate. A suggested procedure for implementation of this approach is- *Preparation of Value Education Units*→ *Listing of Key Principals, Concepts*→ *Receiving Concrete Examples*→ *Gathering Relevant Information*→ *Providing Experiences for Desired Value*

Other techniques of imparting value orientation worth to mention are experimental approach, value classification technique, value sheet technique, role-playing technique, case method and attitude development technique.

Evaluation concept in value education includes understanding, observing, feeling, communication and action processes which suggest performance-based evaluation, behavioural modification and attitudinal changes in the students. In light of theoretical interpretation of the concept, it is imperative to have a continuous process of evaluation, which needs to be operationalized and monitored meticulously. Various techniques are used for the evaluation of value oriented education. Some important techniques are observation technique, checklist, rating scale, interview

technique, questionnaire, socio-metric technique, projective technique and anecdotal records. Various types of tools are available for evaluating value attainment (Lakshmi and Sailaja, 2008). Some of them worth to mention are Kohlberg's Moral Judgement Interview, Defining Issue Test developed by Rest (1974), Value Judgement Battery (Vimla, 1993), Test of Factual Claim, The Value Reasoning Test, Value Criterion Test.

Conclusion

In light of globalisation and present scenario of education in India, value oriented education is the need of our times. The younger generation will be able to face the future squarely if they are fully equipped by the value-committed teachers. Value oriented education is getting adequate attention in India as evident in current teacher education curriculum but it needs further strengthening by incorporating desired methods and regular monitoring. Teacher training institutions have to strive and work hard for the value oriented training programmes.

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THE ROLE OF ICT IN HIGHER EDUCATION FOR THE 21ST CENTURY: ICT AS A CHANGE AGENT FOR EDUCATION

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ABSTRACT

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: Online Learning, Constructivism, Higher Education