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## Implementation of ICT in Classroom Teaching by Teacher Educators in Teacher Training Institutes

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### Abstract

*Teacher education is one of the important areas of concerns as it influences the school education directly. Hence the quality of teachers is essential for the quality of education. Innovations in the teaching pedagogy are essential to improve the quality of teacher education. Pragmatic policies and technological interventions are obviously needed to compete with the world to meet the challenge of globalization. Gradual induction of ICT in the field of Teacher Education curriculum will definitely improve the quality of teachers. The teaching can be more effective with the use of ICT and result oriented. Access and use of modern techniques in regular classroom teaching will provide our learners a platform to stand in international market.*

*The present study was conducted on 100 teachers of teacher training institutions to study their awareness towards ICT and to find out the attitude of male and female teachers towards use of ICT in classroom teaching. It was found that female teachers were hesitant to use ICT in classroom teaching, whereas the male teachers were having positive attitude to use modern teaching technology (IT) or information communication technology (ICT) in the classroom teaching.*

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### Introduction:

Innovations in the teaching pedagogy are essential to improve the quality of teacher education. Pragmatic policies and technological interventions are obviously needed to compete with the world to meet the challenge of globalization. Today we have a variety of new techniques including the computer technology and computer media for dissemination of knowledge and the modern pedagogy should be a part of education. The extensive use of ICT has enabled the teacher and learner to identify and use technologies that integrates with the learning and teaching process. The various policies envisaged by the Government of India contemplates to create an IT literate, IT skilled and IT driven society and 'Smart' schools are opened under this new schemes to impart education with latest technology.

The **UNESCO WORLD EDUCATION REPORT (1998)** captioned teacher and teaching in changing world to effectively harness the power of the new information technologies in improving teaching- learning process. The integration of Information Technology in the teacher training is giving very positive results. The KUBAND EDUSAT Satellite, (2004) Services, (conceived by HRD and Indian Space Research Organization, department of Space, Government of India in- 1993) through IGNOU-ISRO-Collaboration, successfully materialized on September 20, 2004 in the form of KUBAND EDUSAT.

In recent years some initiatives are taken by Madhya-Pradesh Bhoj Open University in collaboration with the Indian Space Research Organization (ISRO), using Satellite to remodel teacher education curriculum and ensure greater interaction between teachers and students through the use of IT. Increasing the reach of education to distant and remote areas. This will help to achieve higher literacy rates and improve the quality of life.

### Review of related literature-

**Rajendra P-(2009)-** on the title –“Integration of Information Technology in Secondary Teacher Education Programme: Some Concerns,” The study revealed that, expansion of secondary teacher education in the recent years focuses on the imperative need of integration of information technology in the curriculum transaction. More than 60 colleges of teacher education are functioning under Kakatiya University jurisdiction offering B.Ed. programme. Educational Technology and Computer Education course has been introduced in secondary teacher education as a common paper throughout the State of Andhra Pradesh based guidelines of Curriculum Framework of National Council for Teacher Education. The University Affiliation Committee is giving renewal of affiliation status to these colleges of teacher education, after examining the

physical facilities and human resources in these institutions. It was found that there is a need to update the course component in computer education in secondary education and motivate faculty of all subjects and student teachers at every level to upgrade their knowledge and skills using the computers in teacher education. The university will help the faculty and student teachers to work in the direction of integrating technology in teacher education.

**Tapan and Others, (2013)** – conducted a research on the topic-“A Study of the Use of ICT in the Teaching- Learning Process in Secondary and Senior Secondary Schools of Sangrur District (Punjab.)” in practice teaching schools .The study revealed that- The rapid scientific and technological advancement, information revolution caused by the technology, knowledge explosion, population explosion, globalization, emergence of multiculturalism etc. have given education a new role and shape and thus, the role of teacher is also in transform. In order to find out the use of ICT in teaching –learning process in secondary and senior secondary schools of Sangrur District of Punjab this study was carried on 15 practice teaching schools of a teacher training college. The data was collected through self made check list questionnaire from computer instructor and teachers’ of the concerned school to ascertain the present status of use of ICT in the schools and how does the use of ICT affect the teaching –learning process. It was found that all the schools were having basic infrastructure facility required for the use of ICT in teaching learning process but it was observed that only 39% of the teachers were trained to use computer. All the schools have two to three practical sessions allotted for computer work per week. In thirteen schools, more than 66% of teachers use ICT in teaching learning process .while in two schools, only 20% of teachers use ICT in the teaching learning process. Teachers used ICT for downloading information from the Internet, making presentations and preparing teaching learning materials and for academic planning, content transaction and project work. 100% teachers said that the use of ICT contributed to the growth and development of the institution.

**Need of the study: -** The study is conducted on the various teacher educators working in teacher training institutes of Bhopal and their willingness for using ICT in their regular classroom teaching.

**Objectives:**

- To know the awareness of female teacher educators towards Information and Communication Technology.
- To compare the attitude of male and female teacher educators towards Information and Communication Technology.

**Operational Definition of the term-** Implementation –carry out. Information-knowledge.Communication- Imparting Information. Technology -skill. Teacher Training - preparing teacher.

**Delimitation of the study-** The present study is delimited to only 100 teacher educators of Bhopal city working in teacher training institutes.

**Hypothesis:**

- Female teachers will be less aware about the use of ICT in class room teaching.
- There is no significant difference between the attitude of male and female teacher educators towards I CT.

**Methodology and Tools:** This study was conducted on teacher educators of various teacher training institutes of Bhopal. Self made questionnaire was used to gather data, in which close and open ended questions were asked. Random sampling method was used for the present study.

**Sample:** Hundred teacher educators (50male and 50 female) from various teacher training collages of Bhopal were taken.

**Data Analysis-** Percentage, Mean, Standard deviation, T-test etc. were used for analysis of data.

**Hy. 01-**“Female teachers will be less aware about the use of ICT in class room.teaching.”

**Table 01** –In thefollowingtable awareness of female teachers towards use of ICT in classroom is shown -

Category	N	Percentage (awareness towards ICT)
Female	50	Above 40% ( were not aware)

As per the above table it was found that above 40% of female teachers were not aware about the advantages of ICT in classroom teaching and were hesitant to use ICT in classroom teaching .It shows their lack of confidence and awareness about use of ICT in classroom teaching. Hence, the hypothesis-“Female teachers will be less aware about the use of ICT in class room teaching” is accepted.

**Hy.no.02-** “There is no significant difference between the attitude of male and female teacher educators towards ICT.”

**Table no.2** In the following table attitude of male and female teachers towards Implementation of Informational Technology in classroom teaching is shown-

Category	N	Mean	S.D.	‘t’value	df	Significance
Male	50	59.959	13.47	5.664	98	0.05
female	50	54.662	01.91			

As per the above table the two categories of sample male and female are fifty and fifty. The mean score of males is 59.959 and female is 54.662. The SD of male is 13.47 and and female teacher educators is 01.91. The ‘t’ value is 5.664 and df is 98. df at this level is 0.05 and the table value is 01.91, which is less than the ‘t’ value. The findings from the above table reveal that there is a significant difference of attitude between the two categories i.e. male and female.

Hence as per the statistical analysis the hypothesis- “There is no significant difference between the attitude of male and female teacher educators towards ICT,” is rejected. On the basis of the results calculated we can conclude that the male teachers have positive attitude to use modern teaching technology (IT) or information communication technology (ICT) in the classroom.

**Suggestions-**

- Preparing a new generation of ICT literate teachers.
- Revamping teacher education curriculum.
- Use of SMART classes in teacher training institutes.
- Specially designed ICT related staff development programs for teacher educators.

**Conclusion:** Access and use of modern techniques in regular classroom teaching will provide our learners a platform to stand in international market. Blended instruction can incorporate as one of the teaching methods in teacher education institutions which will pave way to improvement in quality of teaching and learning. It is the era of technological revolution; therefore, Information communication Technology can be included as core subject at teacher training institutes. The curriculum designers should integrate ICT as one of the units in each subject which will help the teacher educators to develop the computer assisted teaching learning materials for each subject.

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## A Study of Edusat Programme in Madhya Pradesh

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### ABSTRACT

Information and communication technology (ICT) have revolutionized all aspects of human life on this planet and these have created unprecedented challenges and unparalleled opportunities for advancement of education. One of the greatest challenges facing teacher education today is preparing good quality teachers for an ever changing world. The study focused upon the problems and issues pertaining to the effective use of Edusat programme in teacher training through distance education. The study was descriptive in nature therefore, survey was considered appropriate for data collection. A sample of 50 trainee teachers of D.Ed., B.Ed. and M.Ed. were taken randomly. Data were collected through observation; interview and focus-group discussion and top 10 barriers were solicited from the respective respondents. Data were analyzed qualitatively and quantitatively as well. The results of the study arrayed as power failure, connectivity problems, lack of quality software, lack of confidence, lack of training, lack of quality hardware, lack of peer support, lack of hardware, lack of software and lack of technical support were top barriers. Conclusions and recommendations were made in the light of findings.

**Key words:** ICT, Edusat, Distance Education, Teacher Training, Barriers

### INTRODUCTION

Education has got paramount importance in the 21st century due to emergence of globalization and increasing global competition. Doubtless to say that in this fast changing and competitive world, education and technology are the master keys for respectable survival, growth and development. ICT has played vital role in the advancement of teachers' professional development throughout the world and these are helpful for continuing professional development of teachers. The current and emerging communication and information technologies provide unique opportunities to continue the professional development of teachers and other educators. (UNESCO, 2005)

Special emphasis for the integration of ICT in education is essential; because the investment in information technology infrastructure and its network may bring our institutions of teacher education on the world map. ICT can play a vital role in the professional development of teachers and administrators, consequently in enhancing quality of education. To improve teacher education, the needs of our teachers, head teachers, and administrators must be addressed holistically. ICT can enhance teaching quality by supporting and reinforcing the use of innovative teaching practices. It can allow educators to access a wide array of materials, reducing isolation and permitting peer-exchanges.

In this information era technological skills are essential for teachers' professional development. These skills are essential for every teacher training programme because other skills can be enhanced with the help of ICT. Teachers have not to attain only basic skills of ICT for individual development but they should also acquire these skills for daily life requirements of students. It is not only necessary to know the basic principles of ICT and its use for personal development but also to cope with the daily life contexts of students and teachers.

### EDUSAT PROGRAMME

ISRO has dedicated to the nation one of its satellites solely for the education sector. It is called the EDUSAT (also GSAT-3) satellite that was launched on September 20, 2004 from the Satish Dhawan Space Centre, in Sriharikota, Andhra Pradesh by the Geo-Synchronous launch vehicle GSLV (F01). It is in fact, India's first thematic satellite dedicated exclusively for educational services.

The EDUSAT was configured to meet India's growing demand for distance education using audio-visual medium and employing Direct-to-home type direct satellite broadcasting with interactive Class-room capabilities. The EDUSAT Utilisation Program was envisioned in a manner as to create state-wise SATCOM networks for disseminating quality education programmes for different levels of the academia. Based on the hub networking topology, the EDUSAT network has its hub at Administrative Academy in the state capital with the remote ends (SITs) housed in some identified DIETs, CTEs, IASEs & BRCs. The hub has one studio facility from where content is to be generated by experts and then unicast or multicast to the targeted recipients.

### The Hub-Station

Terrestrial hubs are used to link to and from terminals and convey services like virtual classroom. The standard used is called Digital Video Broadcasting, Return Channel via satellite (DVB-RCS). The DVB-RCS is a system that allows two-way communication between the Satellite Interactive Terminals (SITs) installed at customer's sites via the hub. The DVB-RCS system operates as a Star configuration, thus its central station is called the "Hub." This station implements the forward link via a conventional DVB-S chain (similar to digital TV broadcasting) while the return link is implemented using the DVB-RCS standard. The Hub consists of microwave equipment for the transmission and reception of signals and a control centre for managing network traffic. This station also hosts interfacing equipment supporting a wide range of terrestrial interfaces. An important Hub function is to map the traffic of all remote terminals belonging to each user group.

### The Teaching End

Also called as the Expert Node, the Teaching End is the place where the contents (subject/topic wise) are created by experts and delivered in a time-scheduled manner using preinstalled third-party software. A central studio cum control room is situated at Rajya Shikha Kendra, Bhopal The central studio or any SIT can play the role of a teaching end as per the requirement.

### **The Student End**

The student end consists of the the Satellite Interactive terminals (SITs) also called the Return Channel Satellite Terminals (RCSTs). Students/ targeted user group can receive the contents transmitted and even interact with the experts at the teaching end directly using a pre-installed third-party software (TrainNet). TrainNet is a computer software just like any other computer software, specifically developed for the Edusatprogramme.

### **RATIONALE**

ICT is not only beneficial during teaching learning process but also empower teachers by enhancing their competencies and administrators in effective management and administration. The Beijing Declaration of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT) and better training of teachers and administrators (UNESCO 2003) . ICT based programmes are very interesting and motivating for the learners as they are engaged in these programmes keenly. These programmes facilitate them in the acquisition of basic skills which ultimately increase the quality of teacher training programmes. ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training (UNDP-APDIP, 2002).

Even though teachers may have mastered the traditional pedagogies in teaching their students, the changing world dictates that these are no longer sufficient. The teacher educators must acquire new knowledge of ICT before they can prepare their teacher trainees to meet the demands and challenges of the 21st century.

Das (2007) remarked that information and communication technology is an important instrument, which can transfer the present isolated, teachercentred, book-centred learning environment into a rich student-centred environment. This new learning environment developed by ICT is called Interactive Learning Environment. According to Jaiswal (2011) the teacher education system empowered by ICT-driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society. Nowadays, teaching is becoming one of the most challenging professions in India where knowledge is expanding rapidly and much of it is available to students as well teachers at any-time and anywhere. As teacher education is primarily directed towards preparing teachers, the quality of teacher education relies on the trainee teachers' abilities and skills. Teacher educators have to accept the demands of modern world and modify their old concepts and methods according to the needs of learners. Otherwise the teachers will become out-dated in future and it will deteriorate the quality of teacher education.

In 2006 Madhya Pradesh started the use of Edusat for teacher training programmes. Initially it was used for B.Ed. and M.Ed. classes, live virtual lessons with multi-way interaction were delivered. After the very positive feedback from B.Ed. and M.Ed. trainees and demand from D.Ed. trainees it was extended for all the three levels. Investigator realised the need to investigate the programme from the point of view of its utility and effectiveness in teacher training. To ensure the effective utilisation of the programme in teacher training, investigator felt the need to find out the barriers to the programme and suggest their remedies. In this context, the investigator tried to study the Edusatprogramme.

### **OBJECTIVES OF THE STUDY**

The main objectives of the study were:

- To explore the effectiveness of Edusatprogramme in teacher training.
- To investigate the top barriers in the use of Edusatprogramme in teacher training.
- To suggest corrective measures to ensure effective use of Edusatprogramme.

### **DELIMITATIONS**

Keeping in view the time limit, reach and resources, at the disposal of the lone investigator, the present study was delimited to:

- Satellite Interactive Terminal(SIT) at DIET-Bhopal
- 20 D.Ed. students of DIET-Bhopal
- 20 B.Ed. students of IASE-Bhopal
- 10 M.Ed. students of IASE-Bhopal
- Virtual classes(Edusat lessons) via Edusat
- Edusat lessons for session 2014-2015

### **POPULATION**

The population of the study consisted on D.Ed. trainees of District Institute of Education and Training (DIET) Bhopal, B.Ed. & M.Ed. trainees of Institute of Advanced Study in Education (IASE) Bhopal.

### SAMPLE AND SAMPLING

The sample of the study consisted on 20 D.Ed. trainees from DIET-Bhopal, 20 B.Ed. trainees & 10 M.Ed. trainees from IASE-Bhopal. Random sampling technique was used for the selection of sample.

### TOOLS

Keeping in view the nature of the problem, descriptive i.e. survey type study was carried out to collect the data. Following tools and techniques were used:

- Observation schedule
- Interview schedule
- Focus-group discussion

### DATA COLLECTION

For the collection of data, tools were administered by the investigator himself. Observation schedule was used before, during and after the Edusat lessons. Trainee Teachers were interviewed individually after the Edusat lessons. Focus-group discussions were organised in three phases after the interviews.

### STATISTICAL TECHNIQUE

The collected data were analyzed by using percentage.

### FINDINGS AND DISCUSSION

On the basis of observation schedule, interviews and focus-group discussions, observations and responses were recorded and organized in three categories viz.

1. Favourable or Yes
2. Un-favourable or No
3. No response or Can't Say

Findings based on the objectives of the study have been discussed below:

#### Effectiveness of EdusatProgramme

Table1			
Description	Response Category		
	Yes	No	Can't Say
Effectiveness	78%	10%	12%

It is evident from the Table1 that 78% trinee teachers found the Edusat lessons more effective than traditional lessons, 10% didn't found it effective and 12% could not differentiate.

#### Barriers to EdusatProgramme

Table1			
Description	Response Category		
	Yes	No	Can't Say
Lack of Hardware	36%	22%	42%
Lack of Quality Hardware	46%	14%	40%
Power Failure	68%	00%	32%
Lack of Software	32%	10%	58%
Lack of Quality Software	62%	14%	24%
Lack of Training	52%	12%	36%
Lack of Technical Support	32%	30%	38%
Lack of Peer Support	38%	00%	62%
Connectivity Problems	66%	00%	34%
Lack of Confidence	52%	32%	16%

- **Lack of Hardware:** Total 36% trainee teachers considered it as a barrier to effective Edusat lesson and 42% were silent.
- **Lack of Quality Hardware:** Total 46% trainee teachers considered it as a barrier to effective Edusat lesson and 40% were silent.
- **Power Failure:** Total 68% trainee teachers considered it as a barrier to effective Edusat lesson and 32% were silent.
- **Lack of Software:** Total 32% trainee teachers considered it as a barrier to effective Edusat lesson and 58% were silent.
- **Lack of Quality Software:** Total 62% trainee teachers considered it as a barrier to effective Edusat lesson and 24% were silent.



- **Lack of Training:** Total 52% trainee teachers considered it as a barrier to effective Edusat lesson and 36% were silent.
- **Lack of Technical Support:** Total 32% trainee teachers considered it as a barrier to effective Edusat lesson and 38% were silent.
- **Lack of Peer Support:** Total 38% trainee teachers considered it as a barrier to effective Edusat lesson and 62% were silent.
- **Connectivity Problems:** Total 66% trainee teachers considered it as a barrier to effective Edusat lesson and 34% were silent.
- **Lack of Confidence:** Total 52% trainee teachers considered it as a barrier to effective Edusat lesson and 16% were silent.

### CONCLUSION

From the analysis section it is evident that 78% trainee teachers found Edusat lessons more effective than traditional lessons. Top barriers to Edusatprogramme were Power Failure(68%), Connectivity Problems(66%), Lack of Quality Software(62%), Lack of Confidence(52%), Lack of Training(52%), Lack of Quality Hardware(46%), Lack of Peer Support(38%), Lack of Hardware(36%), Lack of Software(32%) and Lack of Technical Support(32%)

### SUGGESTIONS

On the basis of above conclusions and discussion with trainee teachers, for the effective and optimum utilization of Edusatprogramme, the following major suggestions were drawn:

- Government should support teacher education institutes by giving more financial assistance to buy ICT equipments.
- Government should provide minimum common hardware and software support to all teacher education institutes.
- Government should ensure the uninterrupted power supply with alternative arrangements in teacher education institutes.
- Government should ensure the full-time technical expert support for Edusatprogramme.
- Government should ensure the regular up-gradation of hardware and software in all teacher education institutes.
- Government should ensure the regular training of technical and teaching staff of teacher education institutes.
- Government should establish a well-equipped studio in all teacher education institutes for programme development and regular practice.
- Government should extend the programme to all teacher education institutes including private institutes.
- Government should provide recording facility or supply of recorded lessons to all teacher education institutes.

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## Developing Social Maturity through Jurisprudential Inquiry Model

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### Abstract

*The key to higher education is not just on the technological side but to create people with enough wisdom to be able to use it. The same knife in the hands of a dacoit and a doctor serves different purpose and that is wisdom which should be developed in our students. Jurisprudential Inquiry Model of teaching help in solving issues of day today life. The dictionary meaning of Jurisprudence is science or philosophy of law, or the knowledge or skill to deal with issues in legal fashion. Oliver & Shaver (1974) created this method-meant Jury process of resolving complex controversial issues. Objective of the study is to compare the mean scores of Social Maturity at pre and post test stages of group taught through Jurisprudential Inquiry Model. For comparing the mean scores of Social Maturity at Pre and Post test stages of group taught through Jurisprudential Inquiry Model, the data were analyzed with the help of Correlated t test. Finding of the study was, Jurisprudential Inquiry Model was found to be effective in developing Social Maturity of students of the Group.*

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### **Introduction:**

**Wolfensohn (2000)** said it is impossible to have a complete education without an appropriate and strong higher education system. The key to higher education is not just on the technological side but to create people with enough wisdom to be able to use it. The same knife in the hands of a dacoit and a doctor serves different purpose and that is wisdom which should be developed in our students. Teaching learning process is a means whereby society trains its young ones in a selected environment as quickly as possible to adjust themselves to the world in which they live. If the teaching learning process is effective then the child is able to make the best use of the things in the world around him. In the modern society, the main aim of teaching learning is not acquisition of knowledge alone. It is the awakening of curiosity, the stimulation of creativity, the development of proper interest, attitudes and values and the building of essential skills such as independent study. To provide all round development we need to design suitable instructional strategies which help out students grow emotionally, physically, socially, democratically and intellectually. We need to know how to modify students' behaviors so that they function effectively in changing society. Moreover, various individual characteristics like ability to analyze social issues, competence in social dialogue, verbal ability etc. affect the behavior of others in a group. Hence, for developing individuality and commitment among children specific environment is needed. **Dewey (1916)** stated that the core of teaching process is the arrangement of environment within which students can interact and study how to learn. Teaching is a complex task and it is very difficult to find a single best method or effective method of teaching amongst the given ones but the most vital and significant issue of immediate concern to the teaching community is the inadequacy of traditional methods of teaching because through traditional methods of teaching, information is only transmitted and there is no scope of higher order learning where the objectives of analysis, synthesis and evaluation could be achieved. Models of teaching have such potentials and generate real classroom environment where teacher and students work together. **Tomar (2005)** quoted that Models of Teaching have been developed to help a teacher to improve his capacity to reach more children and create a richer and more diverse environment for them. A Model of teaching is a plan or pattern that can be used to shape curriculum, to design instructional material and to guide instructions in classroom-**Joyce and Weil (1980)**. One scene of a lower court

would insist you to think about the values of people around you. In a lower court the judge was hearing a case where a person of 35 years age shot dead his wife, who was suffering from incurable disease. The person was arguing his action as the act of love; he said that he loved his wife very much and due to his wife's incurable disease he was unable to see his wife bearing the pains and thus shot her dead and helped her in emancipation. But the Government Prosecutor argued his act as murder and wanted he should be given life imprisonment or death penalty so that a lesson could be taught to general public to not to repeat such incidences. It is the need of the hour to learn to think systematically about such contemporary issues and understand the current critical issues. Every day we come across so many NEWS and issues of daily life of violence, bullying, fight cheating, hatred, pollution, intolerance, corruption etc. which we are supposed to analyze and act according to our wisdom. Jurisprudential Inquiry Model of teaching help in solving issues of day today life. The dictionary meaning of Jurisprudence is science or philosophy of law, or the knowledge or skill to deal with issues in legal fashion. Oliver & Shaver (1974) created this method-meant Jury process of resolving complex controversial issues within the context of productive social order. In other words, it is a process of inquiry for solving controversial issues as is held by a Supreme Court judge. The judge first of all listens the case which is followed by evidences, then analyses the legal position taken by both the sides, weighs these positions and evidences, assesses the meaning and position of law and finally makes the best possible decision. According to Acharya Ram Murti Committee (1990) the goal of education is to establish a non violent and non exploiting social and economic order. Education must humanize the person and prepare him for future. The child should be efficient, capable 'disciplined and open minded. He should analyze and synthesize the view points of others' with whom he interacts. He should be willing to negotiate on problems' definitions and solutions. In practice our education system is not able to achieve the targeted goals; we should tailor the subject matter presentation to suit the special requirement and capabilities to each learner.

When a similar role is played by the teacher along with the students in the classroom to analyze the social problems or public policy issues, then it becomes Jurisprudential way of teaching. This model helps the students in understanding the complexity of the problems so that they can be able to make their position reflect that complexity. The main purpose of this method is to help students learn how to formulate defensible stances on public policy issues.

#### **Syntax of Jurisprudential Inquiry Model:**

There are six phases in the Jurisprudential Inquiry Model which are as follows-

PHASE I: Orientation to the case.

.PHASE II: Identifying the issue.

.PHASE III: Taking position.

PHASE IV: Exploring the stance

PHASE V: Refining and qualifying the position

.PHASE VI: Testing factual assumption behind qualified position

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## Objective

To compare the mean scores of Social Maturity at pre and post test stages of group taught through Jurisprudential Inquiry Model.

## Hypothesis

There is no significant difference in the mean scores of Social Maturity

## STUDIES RELATED TO SOCIAL MATURITY

Related to this aspect the studies were conducted by Ghosh(1975),Vora (1980),Saovaluk(1983),Sarojamma(1983),Puranik(1985).Patramon(1986),Sabapathy(1986),Asthana(1989), Agnihotri(1991),Mulia(1991),

## PROCEDURE OF DATA COLLECTION

The permission from the Principals of the selected school was taken. A group of 84 school students as mentioned earlier under caption SAMPLE was taken for experiment.. The students taken up for the experiment were told about the objectives of the experiment with a purpose to establish rapport with them. After establishing rapport with the students and giving them proper instructions they were administered the test Social Maturity. The Treatment continued for 45 working days at the rate of 45 minutes per day. During the treatment students were taught through Jurisprudential Inquiry Model, the basic model includes six phases. *First Phase is Orientation to case*, during this phase researcher introduced the students to case material by reading a story, showing a clipping of any incident in the lives of students, school or community .The second step in orienting students to case was to review the facts by outlining the events in the case, analyzing who did what? and why? or acting out the controversy. *Second Phase is Identifying the Issues*, during this phase students synthesized the facts into public policy issues and selected one policy issue for discussion. Then students identified values and value conflicts in the issue. After this they tried to recognize underlying factual and definitional questions in the case. *Third phase is Taking Positions*, during this phase students articulated a position and stated basis of position in terms of the social value. In a case of Mercy Killing for example a student may take stance in favor of it and another student may be against it *Fourth phase is Exploring the stances, Pattern of Argumentation*, during this phase researcher and other students explored the stance by(i) establishing a point where value was violated(ii)clarifying the value conflicts through analogies (iii) probing the desirable or undesirable consequences of a position taken by the students and (iv)setting value priorities :asserting priority on one value over another and demonstrating lack of gross violation of the second value. *Fifth phase is Refining and Qualifying the Positions*, during this phase students stated positions and reasons for positions and examined a number of similar situations. *Sixth phase is Testing Factual Assumptions behind Qualified Positions*, during this phase students identified factual assumptions and determined if they are relevant. The researcher helped the students to check whether their position holds up under the most extreme conditions imaginable.At the end of the treatment the group was tested again on the same Dependent variables in the same manner. Scoring of the standardized tools was done as per the instructions given in the manual and scoring guide ..

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## SAMPLE FOR FIELD STUDY

For the purpose of experimentation, one CBSE school Guru Harkishan Public school (GHPS) situated at Khandwa road Indore was selected. There were four sections of XI class in GHPS, out of the four sections two sections were selected randomly and combined for the purpose of experiment and thus termed as the Experimental group.

**Table 1.1 Sex wise distribution of sample at field stage**

School	Experimental group	Male	Female	Total
GHPS	84	44	40	84

From Table 1.1 it is evident that the size of the sample at field stage was 84. The sample represented both the sexes; had different personality traits and had different Parent Child Relationship in the family. Out of 84 students of Guru Harkishan Public School, 44 were males and 40 were females. All the students were from urban area and they belonged to English medium CBSE Schools.

### Experimental Design

The present study was experimental in nature. The group was taught with the help of Jurisprudential Inquiry Model. The dilemmas which were presented to the students were related to the day to day situations. Each day one Dilemma was presented to the Experimental group and continued for a period of 45 minutes. The total treatment duration was 45 working days including the administration of different tools.

### Tool

Social Maturity was measured by Social Maturity Scale developed by Dr. R.P. Shrivastava. It contains 17 parts with 130 items in all. But items were divided according to age group. Only 9 areas of major importance and relevance were incorporated in the first draft. They were Socialization, Ethical, Character, Communication, Self realization, Worthy home membership, Self direction, Civic responsibility, Human relationship, and Health. Every item had five alternatives; they were Very Bad, Bad, Average, Good, and Very Good. Weightage points 0, 1, 2, 3, 4 were given against each one respectively. Social Quotient was found on the basis of instructions given in the manual. There was no time limit for responding the scale. Test retest reliability coefficient of the scale is 0.782. It is designed for use with individuals from infancy to 25 years.

### Statistical Technique

For comparing the mean scores of Social Maturity at Pre and Post test stages of group taught through Jurisprudential Inquiry Model, the data were analyzed with the help of Correlated t test.

### Effectiveness of Jurisprudential Inquiry Model In Terms Of Social Maturity

The objective of the study was to compare the mean score of Social Maturity at pre and post test stages of group taught through Jurisprudential Inquiry Model. Effectiveness of Jurisprudential Inquiry Model in terms of Social Maturity was studied by collecting data at Pre and Post test stages of the treatment and then data were analyzed with the help of correlated t-test and the results are given in Table 1.2

**Table 1.2 Testing Mean, SD & Correlated t values of Social Maturity of Group**

Testing	N	Mean	SD	r	Correlated value
Pre		48.83	3.59	.491	10.85**
Post		53.90	4.68		

**\*\*Significant at 0.01 level**

It is evident from Table 1.2 that the correlated t value for pre and post Social Maturity scores of group was 10.85 which is significant at 0.01 level of significance. Therefore the null hypothesis that there is no significant difference in the mean scores of Social Maturity at pre and post test stages of group taught through Jurisprudential Inquiry Model is rejected. It is clear from the table that the mean pre Social Maturity scores are 48.83 while the mean post Social Maturity scores are 53.90 which is higher than the mean pre Social Maturity scores, thus it can be concluded that the Jurisprudential Inquiry Model was found to be effective in developing Social Maturity of students

### **Finding**

Jurisprudential Inquiry Model was found to be effective in developing Social Maturity of students of Experimental Group.

### **urisprudential Inquiry Model was found to be effective in developing Social Maturity of students of the Group.**

Jurisprudential Inquiry Model was found to be effective in developing Social Maturity of students of the Group. This finding was supported by Misra(1991),Dubey(1989),Pandey(1990),Hasan(1987)Singh(2000).Misra(1991) found that Jurisprudential Inquiry Model was effective in developing the overall Social Consciousness among students. Dubey (1989) concluded that Social Problem Solving Ability could be developed among the students when they were exposed to Jurisprudential Inquiry Model teaching. Pandey(1990) found Jurisprudential Inquiry Model effectiveness in improving students' sociometric status with reference to social dialogue and social actions.Passi et.al.(1988) found that Jurisprudential Inquiry Model helped in the development of ability to analyze controversial issues. Joyce and Weil (1980) gave the Instructional or Direct effects of Jurisprudential Inquiry Model which includes the capability for analyzing social issues, competence in social dialog and ability to assume role of others and it nurtures the facts about social problems and capacity for social involvement. During the Jurisprudential Inquiry Model teaching students got an opportunity to interact with others and when they were given continuous treatment for a longer duration , they were exposed to different types of problems hence they could develop competence in Social Dialogue and they became more socially involved, thus it can be said that Jurisprudential Inquiry Model is helpful in developing Social Maturity.

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## The role of Information and Communication Technology (ICT) its effectiveness, Competency and awareness on teachers and students of teacher training institutions of Indore district.

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**Abstract**-Education is a process of human enlighten and empowerment for the achievement of a better and higher quality of life. Realizing educational objectives of the “information age” requires integrating modern forms of information and communication technologies (ICT) into education. The present research paper addresses the effectiveness, Competency and awareness of ICT in teacher training institutions. It includes the study of 250 student teachers, and 100 teachers of B.Ed. teacher training institutions of Indore district affiliated to D.A.V.V. by using random sampling technique and data were collected on the basis of self-constructed tool by the researcher and analysed by using percentage statistics. Overall positive effect of ICT was found among both the students and teachers.

**Introduction**-“ICT in education is the key to unlocking the skills and knowledge of our future generations of young people. It is the tool for learning for the 21st century” (Kate McKenzie). This is a time of challenge and experiment to put the existing pedagogies, practices and educational philosophies in question and to construct new ones. The rapid, proliferation of information and communication technologies ICT has significantly changed the educational landscape globally. During the last decades, information and communication technology (ICT) have been introduced in a dynamic way in society and in a far lesser degree in education formal education (i.e., primary, secondary and higher) or informal education of various modes (i.e. professional training, lifelong learning etc.) are all affected by ICT. By ICT in education we mean all the contemporary digital tools, such as computers, accessories and internet that can be used in education helping to fulfil its goals.

### Key term-

#### Information and Communication Technology (ICT)

“The term, information and communication technologies ICT refers to terms of technologies that are used to create, store, share or transmit, exchange information. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed time & mobile phones) satellite systems, computer and network hardware and software as well as the equipment and services associated with these technologies such as videoconferencing and electronic mail” (UNESCO 2002)

“Information and communication Technologies consist of the hardware, software, networks and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services. ICTs can be divided into two components, information and communication infrastructure (ICI) which refers to physical telecommunications systems and network (cellular, broad cast, cable, satellite, postal) and the services that utilize this internet voice, mail, radio and refers to the hardware and software of information collection storage processing and presentation” (WORLD BANK 2002)

#### Rational and significance of the study-

Information and communication technologies (ICT) is a force that has changed many aspects of the way we live. The increasing use of technology in all aspects makes the learners confident, creative and productive. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT Capability is fundamental to participation and engagement in modern society as it is rightly said by (Balacheff) that (ICT) Information and communication technology promoting new approaches working and learning and new ways of interacting. The good number of researches had been conducted by many researchers such as Dr. Prem Shankar Ram (1994) Prof. B.R. Kukreti (2005) Dr. R.K. Shrivastava Anil Prasad Nautiyal (2005) Irfan Shah, (2005) George, Susamma P (2007) Rao, S. Raja (2008) S. Dhanavandan S. Mohammed Esmail (2008) Dr. Magre Sunita V (2012) Ms. Beena, (2012) M. Rajendra Nath Babu (2012) Nabin Thakur, (2014) Kothari R.G. (1985), Kulik (1994) Silvin-Kachala (1998), Dr. (Mrs.) Rekha Agrawal Dr. (Mrs.) Indrani (2000), M.P. Singh, S.K. Sharma, Gajendra Singh (2000) Narayanasamy & Thangaswamy (2001), Scott Reid (2002) Dey, B.; Saxena, K.M. and Gihar, S. (2005) Zogheib (2006), Magliaro (2006) Wadt (2006), Jasmine kumar and et al (2007) Rajesekar, S. and Vijapuri, Raja P. (2008) and many others on the aspects of awareness, competency, and effectiveness of ICT at different levels. In the present paper the researcher seeks to explore the role of ICT in teacher training institutions.



**Objectives of the study-**

1. To assess the effectiveness of ICT in the teaching and learning of students.
2. To assess the awareness of ICT in the teaching and learning of students.
3. To assess the competence of ICT in the teaching and learning of teachers.
4. To assess the awareness of ICT in the teaching and learning of teachers.

**Hypothesis of the study-**

1. There is no positive effectiveness of ICT in the teaching and learning of students.
2. There is no positive awareness of ICT in the teaching and learning of students.
3. There is no positive competence of ICT in the teaching and learning of teachers.
4. There is no positive awareness of ICT in the teaching and learning of teachers.

**Method of the study-**

Keeping in view the nature and objectives of the study the survey method was adopted for the collection of data.

**Sample**

The sample of 250 student teachers, and 100 teachers of B.Ed. teacher training institutions of Indore district affiliated to D.A.V.V. Had taken for the purposive result.

**Research design**

The design of the research is based on the random sampling technique. From 37 teacher training colleges of Indore 30 colleges were randomly selected by the researcher for realizing the research objectives.

**Tool used**

The self-constructed tool is used by the researcher for achieving the aim of study. The tools related to students and teachers were constructed by the researcher to assess the effectiveness, awareness and competency of ICT of the students and teachers. The Questionnaire for the students and teachers consist the question in the form of statement had been listed by the researcher to be responded in the form of Likert type i.e. Agree/undecided/disagree. Each response in the questionnaire was given a weightage of 3 in case of agree, 2 in case of disagree and 1 in case of undecided respectively. Where as in case of negative items, its contrary procedure has been adopted.

**Statistical techniques –**

The data obtained from the sources were scored and analyze with the help of percentage % statistics in both the questionnaire.

**Results and Findings-**

1. There is a positive effect of ICT in teaching and learning of students.70% students were found to be use ICT equipment's effectively in their teaching and learning.
2. There is a positive awareness of ICT in teaching and learning of students.75% students were found to be aware about new technologies in teaching and learning.
3. There is a positive competence of ICT in the teaching and learning of teachers.90% teachers possess ICT competency in teaching and learning.
4. 4. There is a positive awareness of ICT in the teaching and learning of teachers.89% teachers were found to be aware about new technologies in teaching and learning.

**Implication of the study-**

1. The result of the study proved that the use of ICT in treading and earning motivate the learners and develop their confidence.
2. The findings the study shows that ICT imprecise the social and classroom Interaction.
3. The study shows that using ICT is compatible with all aspects of students and teachers works.
4. The study indicate that ICT promote active learning and authentic assessment of students through which the student become active participant than passive learners.
5. ICT encourages student's participation and increases productivity of students.
6. Use of Computer assisted instruction (CAI) enables students and teachers to accomplish task more quickly.

7. Use of ICT help the students and teachers to develop their creativity by using smart board and PPT in their presentations.
8. The study shows that ICT is used as tool in education. For example while making assignment, collecting data, documentation and communication.
9. ICT in education enhanced questioning skills, promoting initiative and independent learning, developing problem solving capabilities, and developing technical skills etc. Of both the students and teachers.
10. The Results indicate that learning and teaching through ICT makes the teaching and learning more goal oriented.

### **Conclusion-**

ICT in education is facilitating the transition from a traditional based society to an information-based one. The change in student demands and the competition among academic institutions have enhanced the adoption of information and communication technology (ICT) tools in higher education. The rapidly changing and advancing modern tools of teaching and learning make the use of technology a must for competitiveness and survivability for both the teachers and students. The desire to satisfy the needs of this modern world the students and teachers have to update and acquaint themselves with the innovations in technology in this global world. The overall result of the study indicate the positive picture of ICT in education of this modern society.

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## INDIA NEEDS IMMEDIATELY ALLOUT EFFORTS TO MAKE AVAILABLE AND UTILIZE OPEN EDUCATIONAL RESOURCES FOR EDUCATION

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### **ABSTRACT**

The world is moving inexorably towards adopting a knowledge currency. In India, one area that is in desperate need of change is higher education network. Currently, there are many problems in the higher education system, that need to be tackled immediately. Foremost issues of the pressing and important issues, which need attention, are libraries, and the poor quality of Educational Resources utilized at the various universities and colleges. Forecasts suggest that current global enrolments of 165 million will grow by a further 98 million by 2025. However, this growth is unlikely to be accompanied by equivalent increases in the human and financial resources available to the higher education sector. In parallel, ICT are dramatically increasing the transfer of information through global communication systems, leading to an explosion in the generation and collective sharing of knowledge. Dynamic knowledge creation and social computing tools and processes are becoming more widespread and accepted. This opens up opportunities to create and share a wider array of Educational Resources, thereby accommodating a greater diversity of student needs. The digitization of information, combined with its increasingly widespread dissemination, poses significant challenges to concepts of intellectual property. Copyright regimes and business models for publication are under scrutiny. In this paper, the authors have recognized and discussed, at one end, the transformative potentials of Open Educational Resouces [OER] in context of Higher Education at levels of Government, Higher Educational Institutions, Academic Staff Bodies, Students' Bodies, Quality Assurance Accreditation Bodies, while at other hand they have mentioned/suggested the actions which are required to be taken at the said Bodies.

### **INTRODUCTION:**

As the world moves inexorably towards adopting a knowledge currency, India has the opportunity to participate as one of the planet's forerunners in utilizing a demographic comparative advantage and translating that into immense economic success. Unfortunately, that advantage cannot be sustained unless India, and more specifically, the Indian government, continues to review and upgrade our education system. One area that is in desperate need of change is our higher education

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network. Even though India has world-class institutions, they are far out-numbered by weaker institutions that have lagged behind the technological curve that has gripped the Indian economy.

Currently, there are many problems in the higher education system that need to be tackled immediately. Some of the more pressing, important issues which need attention are: the paucity of high-quality teachers, inadequate infrastructure of the universities and more specifically their libraries, and the poor quality of Educational Resources utilized at the various universities and colleges. If these problems are not solved expeditiously, the overall impact on Indian economy can be disastrous. The number of students graduating from our nation's institutions will be greatly diminished as they seek better educational alternatives. The students that do graduate from India's colleges and universities will be less and less employable as they lack the necessary skills and relevant knowledge to compete in the global labor marketplace. And most frustrating of all, Indian students coming from socio economically disadvantaged backgrounds will find fewer and fewer opportunities for social and academic mobility due to quality constraints.

In the current knowledge-driven global economy, higher education systems play major roles in social development and national economic competitiveness. However, they face immense challenges in meeting rising enrolment demands worldwide. Forecasts suggest that current global enrolments of 165 million will grow by a further 98 million by 2025. However, this growth is unlikely to be accompanied by equivalent increases in the human and financial resources available to the higher education sector.

Many institutions are incorporating information and communication technologies (ICT) into their management, administration and educational programmes in order to serve their students more cost-effectively and to prepare them for the world into which they will graduate. In many developing countries, however, access to hardware, software and connectivity remain challenges. It is therefore critical to adapt pedagogical approaches and learning materials to this environment while ensuring high quality and relevant educational opportunities.

In parallel, ICT are dramatically increasing the transfer of information through global communication systems, leading to an explosion in the generation and collective sharing of knowledge. The participation of non-specialists in previously specialised disciplinary areas is extending the boundaries of scholarship, while dynamic knowledge creation and social computing tools and processes are becoming more widespread and accepted. This opens up opportunities to create and share a wider array of educational resources, thereby accommodating a greater diversity of student needs. The digitisation of information,

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combined with its increasingly widespread dissemination, poses significant challenges to concepts of intellectual property. Copyright regimes and business models for publication are under scrutiny.

As such, it is of paramount importance that significant strides are taken up to improve, adapt, and grow the overall knowledge capital and its availability to all Indian students in our higher education system. To serve this purpose, the National Knowledge Commission (NKC) has recently made a few recommendations to the Prime Minister.

One of the many steps NKC recommends to address these pressing problems is to increase the amount of Open Educational Resources (OER) and Open Access (OA). If these goals can be accomplished, the easy and widespread availability of high quality educational resources will drastically change the paradigm of teaching for the better and improve the quality of education for all of our students. In addition, Indian students will have access to previously inaccessible information as well as the knowledge on how to access *global* educational resources.

Increased online access to OER has further promoted individualised study, which, coupled with social networking and collaborative learning, has created opportunities for pedagogical innovation.

### **OPEN EDUCATIONAL RESOURCES (OER)**

OER are teaching, learning and research materials in any medium that reside in the public domain and have been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions (Atkins, Brown & Hammond, 2007). The use of open technical standards improves access and reuse potential.

OER can include full courses/programmes, course materials, modules, student guides, teaching notes, textbooks, research articles, videos, assessment tools and instruments, interactive materials such as simulations and role plays, databases, software, apps (including mobile apps) and any other educationally useful materials.

The term ‘OER’ is not synonymous with online learning, eLearning or mobile learning. Many OER — while shareable in a digital format — are also printable.

Open Educational Resources can be defined, according to the NKC, as free and open digital publications of high quality materials organized as courses that include lectures, related reading materials, snapshots of discussions, assignments, evaluations, etc.

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## THE HIGHER EDUCATION CONTEXT

### THE TRANSFORMATIVE POTENTIAL OF OER

The growing demand for higher education and the ongoing rollout of ICT infrastructure have created unique challenges for higher education institutions in an era of tight resources. It has become increasingly important for educational institutions to support, in a planned and systematic manner:

- Development and improvement of curricula and learning materials;
- Ongoing programme and course design;
- Organisation of interactive contact sessions with and among students;
- Development of quality teaching and learning materials;
- Design of effective assessment tools for diverse environments; and
- Links with the world of work.

OER can make a significant contribution to these processes. However, OER do not automatically lead to quality, efficiency and cost-effectiveness; much depends on the procedures put in place. The transformative educational potential of OER depends on:

1. Improving the quality of learning materials through peer review processes;
2. Reaping the benefits of contextualisation, personalisation and localisation;
3. Emphasising openness and quality improvement;
4. Building capacity for the creation and use of OER as part of the professional development of academic staff;
5. Serving the needs of particular student populations such as those with special needs;
6. Optimising the deployment of institutional staff and budgets;
7. Serving students in local languages;
8. Involving students in the selection and adaptation of OER in order to engage them more actively in the learning process; and
9. Using locally developed materials with due acknowledgement.

The transformative potential of OER also includes the benefits of sharing and collaborating among institutions and countries, and the creatively disruptive role of OER in opening up new educational models.

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## ACTIONS REQUIRED AT LEVEL OF GOVERNMENT

In this context, Indian Government may take the following steps:

*(a) Support the use of OER through their policy-making role in higher education.* This could include encouraging and supporting the use of OER in adapting learning experiences to a greater diversity of learners and supporting national social-inclusion agendas. Sustainability of this endeavour might be encouraged by setting up a government programme of support for OER creation and reuse.

*(b) Consider adopting open licensing frameworks.* One effective way to accelerate open licensing and the sharing of higher education resources would be to adopt, within policy frameworks, an appropriate national open licensing framework. This might form part of an overarching policy framework on intellectual property rights (IPR) and copyright in higher education that spans both research and teaching activities.

*(c) Consider adopting open standards.* Linked to the above could be the adoption of appropriate open standards. The purpose would be to ensure full access to and use/sharing of resources in higher education. This could span both research and educational publications. Such standards could cover educational materials produced by government departments and agencies and by institutions receiving government support for developing educational resources.

*(d) Contribute to raising awareness of key OER issues.* This could include the development and sharing of case studies of good practice and relevant examples of use to support implementation efforts. Governments can assist higher education stakeholders to understand issues surrounding IPR, as well as how IPR are being challenged and reshaped by the rapid digitisation and online sharing of information and resources.

*(e) Promote national ICT/connectivity strategies.* Given the centrality of ICT to accessing and sharing content online, such support could focus on ensuring sustained provision of connectivity and staff/student access to ICT within higher education systems.

*(f) Support the sustainable development and sharing of quality learning materials.* Key to the sustainable development and use of OER will be supporting higher education institutions, individually and collectively, in their efforts to produce and share high quality educational resources. This could include support for national initiatives to develop local content and regional/global efforts to develop OER repositories and directories, as well as fostering mechanisms to promote quality in OER. There

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is no single strategy that will work for every context, but a coordinated approach would likely yield the best results.

## **ACTIONS REQUIRED AT LEVEL OF HIGHER EDUCATION INSTITUTIONS**

Higher education institutions can play a critical role in supporting their teaching staff in the creation of effective teaching and learning environments for students and providing ongoing opportunities for professional development. Identifying and developing learning resources are both integral parts of this process. Institutions should aspire both to create OER and to use OER from elsewhere. Well-designed learning resources encourage greater individual engagement by students with information, ideas and content than is possible with lectures alone. By making such resources an integral part of the teaching and learning process, limited face-to-face teaching time with students can be more effectively used to foster engagement and to nurture discussion, creativity, practical applications and research activities.

In developing courses and learning resources, teaching staff naturally use what is available. The increasing pool of OER not only widens their choice, but also creates opportunities for new resources to be adapted to fit the local context in terms of culture and learning needs — without necessitating lengthy copyright negotiations or duplicating content development.

Experience shows that, when institutions make good quality courses and materials publicly available online, they can attract new students, expand their institutional reputation and advance their public service role. Such institutions may also further the dissemination of research results and thereby attract research funding. However, institutions have to position OER within their institutional branding and take into account any income that the sales of their educational materials may generate.

In this context, it is suggested that higher education institutions:

*(a) Develop institutional strategies for the integration of OER.* These Guidelines suggest elements that institutions may wish to consider in developing corporate strategies for the integration of OER into a range of activities.

*(b) Provide incentives to support investment in the development, acquisition and adaptation of high quality learning materials.* Institutional policies should be reviewed to:

- Encourage judicious selection and adaptation of existing OER, as well as development of new materials where necessary;



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- Promote the publication of educational materials as OER within institutional protocols;
  - Promote research on using, reusing and repurposing OER;
  - Promote students publishing their work (with the guidance of academic staff and within institutional protocols) under an open licence as OER;
  - Build OER into mechanisms for institutional and individual monitoring;
  - Promote collaboration both within and beyond the institution in developing materials;
  - Provide staff with appropriate incentives and rewards for the development, acquisition and adaptation of learning materials; and
  - Ensure that staff workload models allow for curriculum, course and materials design and development.

**(c) Recognise the important role of educational resources within internal quality assurance processes.** This should include establishing and maintaining a rigorous internal process for validating the quality of educational materials prior to their publication as OER.

**(d) Consider creating flexible copyright policies.** Such policies could make it simple for staff to invoke some-rights-reserved copyright or other licensing permutations when this is deemed necessary. These policies could be part of a wider institutional process to ensure that robust, enforceable IPR, copyright and privacy policies are in place and accurately reflected in all legal contracts and conditions of employment.

**(e) Undertake institutional advocacy and capacity building.** Ongoing awareness-raising, capacity-building (staff development) and networking/sharing for both women and men can be carried out to develop the full range of competences required to facilitate more effective use of OER. These activities could aim to encourage a shared vision for open educational practices within the organisation, which would ideally be aligned to the institution's vision and mission and linked to incentives.

**(f) Ensure ICT access for staff and students.** This means striving to ensure that academic staff and students have ubiquitous access to the necessary ICT infrastructure, software and connectivity to access the Internet and develop or adapt educational materials of different kinds. This should include software applications, such as Web content editing tools, content management systems, templates and toolkits that facilitate the creation and use of adaptable, inclusively designed educational resources. It might also entail developing a repository of the work of academic staff and students that could serve

as a powerful teaching and learning resource, while raising awareness of the distinction between appropriate sharing/collaboration and plagiarism. Staff and students should also have access to training/professional development and support to use these systems.

*(g) Develop institutional policies and practices to store and access OER.* This includes the capacity to store, manage and share resources and content, both internally and externally, so that academic endeavours build on a growing base of institutional knowledge. This might be done most cost-effectively as part of a coordinated national strategy or in partnership with emerging global OER networks and repositories based on open standards.

*(h) Review institutional OER practices periodically.* Such reviews will help the institution determine the value of its policies and practices. They could include reviewing the extent of the use of openly licensed educational materials in higher education programmes. They could also include assessing the effects of this use on the quality of educational delivery and its impact on the cost of developing/procuring high quality teaching and learning materials for undergraduate and postgraduate programmes. Where relevant, this might be extended to showcasing examples of good practice, in both marketing publications and academic research publications.

## **ACTIONS REQUIRED AT LEVEL OF ACADEMIC STAFF**

Academic staff are vital agents in ensuring the quality of teaching and learning delivered to students. They are central to the teaching and learning experience of students. Teachers face a series of challenges, including:

- Time constraints in preparing curriculum and selecting, adapting and/or developing teaching and learning materials and assessment tools;
- Access to high quality, relevant teaching and learning materials;
- The need to address the often diverse needs of their learners and demonstrate gender sensitivity;
- Changing teaching and learning environments (from teacher-centred to learner-centred approaches);
- Increased student access to online materials, collaborative networks and online publishing opportunities;
- Legal requirements to broaden access;

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- The need to cover a broad and growing knowledge base;
  - The need to update their ICT skills regularly;
  - High student expectations; and
  - Ever-increasing enrolments in many jurisdictions.

Responsibility for assuring the quality of any content used in teaching and learning environments, including OER, will reside predominantly with the programme/course coordinators and individual academic staff members. Whether prescribing core readings/textbooks, suggesting further readings, choosing a video to screen or using someone else’s course plan, they retain final responsibility for choosing which materials — open and/or proprietary, digital or hardcopy — to use. For this reason, much of the quality of OER will depend on which resources academic staff choose to use, how they adapt them for contextual relevance and how they integrate them into various teaching and learning activities. Effective use of OER can address many of the above challenges.

In this context, it is suggested that academic staff in higher education institutions:

*(a) Develop skills to evaluate OER.* A good starting point is to increase knowledge of OER through exploring existing OER in suitable portals/repositories and determining what might be useful in courses and modules. Academic staff may find existing OER to be useful benchmarks for reflecting on and improving their own curriculum and pedagogy as well as those of others. Such exploration and peer support/review may also develop their confidence to share new and/or adapted resources to address curriculum gaps in the existing pool of OER, which would enable them to contribute to global knowledge.

*(b) Consider publishing OER.* For some academic staff, this might be initiated most comfortably by starting small, working collaboratively with peers (including peer reviews) and publishing materials openly that are already routinely produced as part of teaching and learning, including course outlines, course information booklets or hand-outs, teaching notes and course assessment tools and instruments. Over time, such practices could generate a rich, inter-institutional repository of materials on which to draw. It would also provide students with a richer understanding of the content area.

*(c) Assemble, adapt and contextualise existing OER.* Part of the effective use of OER includes developing skills to adapt and contextualise existing OER to respond to diverse learning needs of students and support a variety of learning approaches for a given learning goal. This can be achieved

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by making use of, and contributing to, the diverse pool of resources available in OER repositories and sharing information on issues and processes related to adaptation and localisation of resources.

**(d) Develop the habit of working in teams.** Just as modern research is usually a team effort, so the development and repurposing of materials is likely to be more successful and more satisfying for the academic staffs involved, if they adopt a team approach.

**(e) Seek institutional support for OER skills development.** In order to exploit OER effectively academic staff will need to acquire skills and competences, such as materials design, curriculum development and the location, selection and adaptation of OER through a blended strategy of skills development and professional skills support. They should receive institutional support for professional development in these areas, both as individuals and as teams.<sup>8</sup>

**(f) Leverage networks and communities of practice.** Academic staff can benefit tremendously from using existing online networks and communities of practice collaboratively to develop, adapt and share OER, as well as to engage in dialogue about their experiences in teaching and learning. Such communities of practice can also provide an excellent platform for publishing resources in existing repositories.

**(g) Encourage student participation.** Academic staff can be encouraged to use student feedback on OER to improve their own materials and encourage students to publish and contribute to OER. Students can be encouraged and supported in seeking and using OER for the purposes of self-directed study and, at the more advanced levels, for developing their own curriculum/courses of study.

**(h) Promote OER through publishing about OER.** This can help to increase the body of knowledge available on a subject, particularly if it is done via open publications, journals and other relevant vehicles. This might include articles sharing experiences on the use, reuse and repurposing of OER and encouraging students to participate in OER.

**(i) Provide feedback about, and data on the use of, existing OER.** Providing feedback and data on the OER that have been created, adapted, used and/or reused, specifically relating to success in meeting learning goals and student needs, is an invaluable contribution to their effective use.

**(j) Update knowledge of IPR, copyright and privacy policies.** This would entail having access to relevant advice and expertise on these matters, as well as a general familiarity with institutional policies and contractual agreements relating to IPR and copyright. It is particularly important to be clear about rights and conditions relating to works created during the course of employment and how these might be shared with and used by others. Academic staff should understand how these policies might affect their rights.

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## ACTIONS REQUIRED AT LEVEL OF STUDENTS' BODIES

Key challenges include meeting the rising costs of education (including textbooks) and identifying appropriate educational courses/programmes that meet learning needs. Effective OER use can contribute to resolving these challenges, both by making the content of educational programmes more transparent and lowering the cost of accessing them.

When adequately supported, students have great potential to support higher education providers in sourcing, adapting and producing OER in partnership with academic staff.

To promote these changing student roles, student bodies have to play a role in shaping the quality of their educational experience. Although creating teaching and learning environments that harness OER in educationally effective ways is primarily the responsibility of academic staff, student bodies — as key stakeholders in higher education — should be aware of the relevant issues and integrate them as appropriate into their interactions with other higher education stakeholders.

In this context, it is suggested that student bodies:

*(a) Understand the issues of OER and undertake advocacy of OER.* Student bodies can actively promote awareness among students of the potential of OER to improve the educational experience. Student bodies could also support and advocate the sharing of publicly funded educational materials under open licences and understand students own roles as knowledge producers and active participants in the learning process. Student bodies can also collaborate with other countries' student bodies with similar focus on OER.

*(b) Encourage their members to publish work as OER.* Students can make a significant contribution to increasing the use of OER by publishing their work (preferably under the guidance of academic staff and within institutional protocols) under an open licence. A repository of student work could serve as a powerful learning resource, while also raising awareness about the distinction between appropriate sharing/collaboration and plagiarism.

*(c) Take an active role in assuring the quality of OER through social networks.* Student bodies can encourage students to participate in the social networking environments that have been created around OER repositories, so that they play an active role in assuring the quality of content by adding comments on what content they are finding useful and why.

*(d) Recognise that ICT are an increasingly important part of the higher education experience and are often crucial for students with special educational needs.* Student bodies should engage in

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institutional decision-making processes to ensure that the ICT chosen are directly useful to students, are inclusive and conform to existing open standards.

*(e) Encourage student participation in activities to support OER development.* Student bodies can actively support and promote strategies to allow students to assist in sourcing, adapting and producing OER in partnership with academic staff. Furthermore, student bodies can help to shape the nature and quality of students' educational experiences by encouraging and supporting the use of OER for the purposes of self-directed study and, at the more advanced levels, by having students create their own curriculum/courses of study.

## **ACTIONS REQUIRED AT LEVEL OF QUALITY ASSURANCE/ACCREDITATION BODIES**

Quality assurance and qualifications recognition have become central elements of higher education at all levels.

Quality assurance is primarily the responsibility of higher education institutions, although external quality assurance bodies play an essential role in fostering a quality culture through the assessment of programmes and reviews of institutional quality assurance mechanisms. When assessing the quality of teaching, quality assurance bodies normally consider the educational resources that are produced, adapted and used by the institutions (including OER). Quality assurance bodies therefore have a role in ensuring that policies are in place to support the use of OER.

Recognition bodies are also likely to consider the educational resources produced, adapted and used by the awarding institution.

In this context, it is suggested that quality assurance bodies and recognition bodies:

*(a) Develop their understanding of OER and how it impacts quality assurance and recognition.* This could include ensuring that professionals involved in quality assurance and recognition are aware of the increasing importance of OER in the development and use of educational resources by higher education institutions.

*(b) Engage in debates on OER, in particular on copyright.* Like all other stakeholders in higher education, quality assurance bodies and recognition bodies will need to influence policy developments around OER.

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(c) *Consider the effects of OER on quality assurance and recognition.* As OER become more common it is increasingly important to ensure that quality assurance and recognition principles and processes support the effective use of OER.

(d) *Accept OER as good practice in quality assurance and recognition.* If contributing to OER is accepted as good practice by higher education, then external quality assurance processes may redefine their scope and outreach. This would ensure a shift in focus towards embedding the creation and use of OER in the institutional culture while monitoring their integration into internal quality assurance practices.

## CONCLUSION

Open Educational Resources (OER) are material used to support education that may be freely accessed, reused, modified, and shared. The key issues of the OER have been discussed and suggestions have been made herein for integrating the OER in higher education. This may help decision makers in governments and institutions for making investment in the systematic production, adaptation and use of the OER and for bringing them into the mainstream of higher education in order to improve the quality of curricula and teaching and to reduce costs.

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## ROLE OF TEACHER EDUCATION IN FORMULATING THE ‘VALUE-MAP’ OF THE PROSPECTIVE TEACHER

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### ABSTRACT:

Education is conceived as a powerful agency and its whole process is shaped and moulded by a human personality called the “TEACHER”. The teachers must possess a desirable value pattern referred to as a ‘VALUE-MAP’, as he has to set personal examples, in order to help his pupils become rational adults. This calls for value laden education programme which would educate student-teachers in values, which would enable them to meet the dual demand of their profession; total commitment towards their duty and installation of human values in their students. Value oriented teacher education programme empowers the conscience of the prospective teachers, which repels negativity and propels positivity in their lives and creates ‘humane teachers’, who when enters in the field of education imparts knowledge along with values by his exemplary behaviour and character. The present article is an attempt to study the impact of Teacher Education on the ‘Value-Map’ of the prospective teachers.

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**INTRODUCTION: “The destiny of India is being shaped in its classroom.” - Kothari Commission (1964).**

Education is considered as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of the nation. The whole process of education is shaped and moulded by a human personality called “The Teacher”. The teacher occupies a very important place in the society because he brings about transfer of the intellectual tradition from one generation to the next, maintains the level of the technological skills and keeps the light of civilization burning, acts as an agent for silent social revolution. Thus an individual as a teacher has to play multi-dimensional roles as an advisor, guide, counsellor, examiner, disciplinarian, administrator and many more. But all other roles are subsidiary to his chief function namely, ‘to teach’, that is imparting knowledge, which is not limited only to dissemination of subject content but includes a wide range of other aspects like value-inculcation, character building, skill development etc among his students. For this, it is very essential that the prospective teachers must possess a sound and healthy personality, a desirable value pattern, which is also referred to as “Map of Value” by W.H. Kilpatrick, as the teacher has to help his pupils become free and rational adults by setting personal examples. Tremendous is the influence of good teaching and yet, unfortunately, so little is the attention paid to improve it, as the teacher’s influence is not confined to what he does during his teaching hours in the classrooms, as in reality, he teaches all the time. This calls for training and education of the prospective teachers in such a manner which would provide quality teachers with desirable competence, performance and conduct. Teacher education programme here plays a vital role in developing Personal, Professional and Social skills among the prospective teachers, so that they do not treat this noble profession of ‘teaching’ merely as a ‘Profession’ rather as a ‘Passion’. For this they need to

be imbued with high ideals, possess moral and spiritual values, which go to form their character and shape their conduct.

**TEACHER EDUCATION: ROLE IN PREPARING TEACHERS:** According to the National Council for Teacher Education-‘A programme of education, research and training of persons to teach from pre-primary to higher education level is referred to as Teacher Education.’ Teaching is a highly professional activity which demands specialized knowledge, skill and behaviour. This necessitates a comprehensive teacher preparation programme based on sound foundations of education and pedagogy, as teacher preparation is a systematized, continuous and coherent process of professional development of teachers in accordance with knowledge, skills and value system set by professional bodies. The approach for preparing humane and professional teachers needs to holistic one which includes all the three aspects of personality, cognitive, affective and psychomotor (Chaudhary, 2012). Teacher education as a pivot in different programmes of education is responsible for equipping the prospective teachers with willingness to perform, commitment to dedicate, accountability to shoulder the responsibility and competency to teach. There is a need to integrate teacher education with spiritual intelligence dimensions, such as knowledge of divinity, religiosity, mission for life values, compassion, love, leadership (Goel and Goel, 2010). Teacher education institutes should help teachers realize sensitivity towards cultural values like honesty, loyalty to others and self-loyalty, work ethics, humbleness etc. Then only, the teachers will become capable of meeting the dual demands of their profession; firstly, the development of total commitment, devotion and dedication towards their duty and secondly, installation of human values, character formation, refinement of heart and disciplining the spirit of their students. Teacher as we know, is the key person who can inculcate all the required values in his pupils in spite of many odds, by becoming their role model and an exemplar because the values the teacher personally cherish, publically affirm and behaviourally manifest play a crucial role in the life of the students outside and inside the classroom. As it would be sheer



hypocrisy on the part of the teacher to attempt to inculcate values in which he himself lacks faith. Hence tremendous responsibility lies upon the teachers to channelize student's learning that is personally satisfying, socially useful, nationally inevitable and globally acknowledged. This role and responsibility can be carried out effectively by the teachers when they are capable of developing their own values oriented towards human development and welfare and this is possible only when teacher education is value based. As the value based education will lay a great emphasis on the affective competency of the teacher which primarily focus on teacher feelings, self-awareness, interpersonal relationships which in turn help teachers to effectively organize their teaching strategies considering the learner's learning needs and emotional needs ( Nikme and Momin,S.C.,2009). Thus, this demand of 'value' emphasizes on total qualitative reform in the entire teacher education process and programme at its all levels- Management, Administration and Delivery. There is an earnest need to restructure the outdated curriculum of teacher education. This restructured curriculum should be based on teachers' felt needs, viability and practicability. It should accelerate aesthetic innovations in them. This would assure to produce 'humane' and 'reflective teachers'.

**VALUE ORIENTATION OF TEACHER EDUCATION:** The education and values go hand in hand because education without values is a misnomer and value without the instrumentality of education is sterile (Girish,2002), but in present educational pyramid, values are fuzzy and blurred and therefore we need to redefine the concept of education and cogitate how to impart education which is loaded with values as education in these human values is seen as the 'panacea' (Kaw,2000). For this, value - oriented teachers are required. As it is through their personality, character and action, they would be able to impart basic values such as truth, righteous conduct, peace, love and non-violence. NCERT (1998) viewed that the prospective teachers should understand the critical issues involved in imbibing the values. It is expected of them to be well versed with the values in cultural and contemporary contexts and to be capable of evolving strategies of imbibing these values by their students. They should too; help the students to translate these values into action in their behaviour and conduct for achieving the above aim, value orientation of teacher education programme is essential. Since the basic purpose of value oriented teacher education programme is to educate teachers in values. As teachers are the real masons who can lay solid foundations, promote development of productive and positive human beings and make and remake nation committed to values (Government of India, 1992, b). Therefore in any teacher education programme, orienting the teachers in values along with teaching competencies is thus imperative for the development of the 'total teacher'. Value education thus should be a part of curriculum for teacher training programme. Prospective teachers should be introduced to the concept of value education. Teaching of all methods and techniques-both direct and indirect for value inculcation in the students, in tune with the different stages of their psychological development should be an essential component of teacher training programmes....They need to be re-oriented so that they may impart higher values to their pupils through example and percept. In the process of education, teacher education plays a vital role in preparing teachers for imparting value education through a critical and creative exploration to be really justified to 'Learning to Be' in course of 'Learning to Become'. For this teacher education ought to emphasize on teacher training and teacher preparation for propagation of values in a well balanced manner. This will certainly give worthy dividends in cultivation of values for desirable and appropriate social change in actualizing national integration on value based ideology. It is said –'Human values are better transmitted than taught', in this context, the teacher-educators should also introspect and reflect on their performance in terms of their vision, leadership, teaching, value system, social accountability, commitment to profession etc because the student-teachers during their training not only care for 'what is taught' to them but they also care for the example that the 'Teacher' set (Walia, 2000). In the entire process of teacher education, the teacher-educators actually are the key persons who can develop human values in their students and enable them –'to know good', 'love good' and 'do good', resulting in the creation of value-oriented teachers for the society.

**CONCLUSION:**To quote Sir John Adams-"If the teacher is to prove really a 'maker of man' he must possess qualities of personality, character and intellect." There is a rapid corrosion of moral values in the Indian society. Therefore there is an earnest need of value laden education for the upcoming generation. It is through teacher education the task of value inculcation can be substantially accomplished (NCTE, 1998). The reason being the teacher is the pivot around which entire teaching-learning process rotates and student's personality develops so he should be a value oriented person apart from being knowledgeable. So it is amicable that the prospective teachers should undergo a value oriented teacher training programme, which will lay a positive impact on their affective components that would lead to a drastic qualitative change in the orientation of teacher education programme- from the 'training' of a teacher as a 'craftsperson' to the developing of a 'humane' teacher well versed with knowledge and values.

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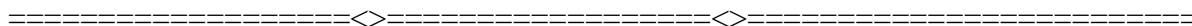
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## Job Satisfaction : A Comparative Study of Higher Education in Public and Private Sector in Madhya Pradesh

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### Abstract

Job Satisfaction is an important output that employees work for in an Organization. It comprises of extrinsic and intrinsic factors and helps to maintain an able and willing work force. It is an interesting and significant area for conducting research. The study made on the topic of Job Satisfaction will reveal the factors of satisfaction amongst employees. It is useful to the management of the company to know the satisfaction levels of employees and they can take measures to increase productivity.

**Key words:- Job, Satisfaction, Higher, Education, Government, Private, Student**

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### INTRODUCTION:-

The Department of Higher Education is responsible for the overall development of the basic infrastructure of Higher Education sector. Under a planned development process, the Department looks after the expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.

Higher Education sector has witnessed a tremendous increase in its institutional capacity in the years since Independence. The number of Universities/University-level institutions has increased 18 times from 27 in 1950 to 504 in 2009. The sector boasts of 42 Central universities, 243 State universities, 53 State Private universities, 130 Deemed universities, 33 Institutions of National Importance (established under Acts of Parliament) and five Institutions (established under various State legislations). The number of colleges has also registered manifold increase with just 578 in 1950 growing to be more than 30,000 in 2011.

In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under this Act. Every year, millions of students from within the country and abroad, enter these portals mainly for their post graduate studies while millions leave these portals for the world outside. Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. The Central Government is also responsible for declaring educational institutions as "deemed-to-be University" on the recommendation of the UGC. At present, the main constituents of University/University-level Institutions are: - Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

Central University: A university established or incorporated by a Central Act.

State University: A university established or incorporated by a Provincial Act or by a State Act.

Private University: A university established through a State/Central Act by a sponsoring body viz.

Deemed-to-be University: An Institution Deemed to be University, commonly known as Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956.

#### **Types of Universities:**

Central Universities, or Union universities are established by Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry. The UGC lists 44 central universities.

State universities are run by the state government of each of the states and territories of India, and are usually established by a local legislative assembly act. As of 30 November 2011, the UGC lists 285 state universities.

Deemed university, or "Deemed-to-be-University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. The UGC list from 23 June 2008 lists 130 deemed universities. According to this list, the first institute to be granted deemed university status was Indian Institute of Science which was granted this status on 12 May 1958.

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. The UGC list of private universities from 10 February 2012 lists 106 private universities. The total number of universities in India is 563.

The Vision, Mission, Objectives and Functions of the Department are as under:-

#### **Vision:**

To realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

#### **Mission:**

Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.

Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

#### **. Functions**

- Promoting the participation of these sections of the society whose GER is lower than the national average.
- To improve quality and to promote academic reforms
- Use of Technology in Higher Education.
- International Collaboration in the field of education.

#### **Job Satisfaction-**

'Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job'.

Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance. Job satisfaction is a very important attribute which is frequently measured by organizations. An employee views his work. It expresses the amount of agreement between one's expectation of the job and the rewards that the job provides. Job Satisfaction is a part of life satisfaction. The nature of one's environment of job is an important part of life as Job Satisfaction influences one's general life satisfaction.

#### **Factors influencing Job Satisfaction**

**Opportunity .**

**Stress.**

**Leadership.**

**Fair Rewards**

**Employee Attitude and Job Satisfaction**

**Job Satisfaction and Job Performance**

**Job Satisfaction and Life Satisfaction**

**Relationships and practical implications**

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**Relevance of the Study:**

All employees deserve to be treated fairly and with respect. To some extent, job satisfaction is a reflection of good treatment. It can lead to behavior by employees that affect organizational functioning. In the last few decades, the quality of college education has decreased whereas the quantity has increased. This study is a primary work which will highlight the areas which could be worked upon by the colleges so that the quality will increase leading to efficiency and enhance output.

**Objective of Study**

- To know whether job satisfaction is more in State University and Private University in Madhya Pradesh .
- To identify critical factors leading to job satisfaction among faculty members of universities.
- To find out the most important factors that affect job satisfaction in Universities.
- To study the perception of the employees towards their work.
- To identify the factors that motivates the employees.

**Scope of the study:**

Job Satisfaction is an important output that employees work for in an Organization. It comprises of extrinsic and intrinsic factors and helps to maintain an able and willing work force. It is an interesting and significant area for conducting research.

**Hypothesis:-**H1: The employees in the Public sector have higher level of satisfaction as compared to the Private sector.

H2: The indicators of Job satisfaction like salaries, fringe benefits, social security, etc are more favourable in Public sector.

H3: The quality of work-life balance is better in Public sector employees as compared to Private sector employees.

H4: Public sector jobs offer more stability.

H5: Sense of belongingness to the organization is more in Public sector employees as compared to Private sector employees.

**RESEARCH METHODOLOGY****Methods of Research**

- *Historical method.*
- *Descriptive method.*
- *Developmental method.*
- *Case and field method.*
- *Correlational method.*
- *Casual-comparative or "Ex post facto" method.*
- *True experimental method*
- *Quasi-experimental method.*
- *Action research.*

**Research Design:-****Method****Primary Data****Secondary Data****Sampling Area****Sampling Instrument****Data Collection****Bibliography**

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## Role of teachers' training in good governance

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During world war the great psychologist **Fraud** added a new dimension to the assessment of human behavior. He emphasized the power of the unconscious to affect our conduct. Intellectual convictions, he pointed out were rationalization of emotional needs. Human being is not as rational as they are supposed to be; their conduct is not guided and controlled by the conscious.

Rather it is at the mercy of the forces lying buried deep within the unconscious. Since the time immemorial human mind had two sides one good and other bad, bad is always alluring and seems to be more beneficial but many times everyone is diverted from the right path. But the wrong path leads us to a never ending journey of false hood and trickery. However the harsh reality of life is that even an unfair person wants to be treated honestly, that is to say that honesty is the best policy and only it leads us to a height of everlasting happiness.

Keeping this fact in mind our ancient sages wrote moral stories of panchtantra, that became the first fable of the whole world. Seeing the present scenario where India's young generation has imbibed that the west is the best they have forgotten their ancestral lesson of patience and sensibility. The western influence has engrained an ever-increasing hunger for material desires. In the blind chase of material pleasure one keeps all good qualities at the stake and this material lust leads us to the path of evil and rampant corruption. India has, ranking 85th among 175 countries as against 94th last year, graft watchdog [Transparency International](#) India (TII)

Good governance that is celebrated in the last week of December. How to make good governance possible this is a big question before the whole country. For good governance India has launched single window system and many time bound projects to lessen the chances of delay and corruption but good governance cannot be of any good as long as people have purity of mind and soul that is the original form of human spirit. And this state of purity cannot be taught by Google Guru that has only a pile of information. In the current age of technology and machines human being also behave with mechanical approach and that is reason we have long forgotten our lesson of empathy and sympathy. Today people want to achieve their goal by hook or by crook. The deep impact of internet and social media is apparent in the behaviour of our young people who have lost emotions even for their parents and such cold attitude pays way for corruption.

Hence we can conclude that there are only two schools that can nurture moral qualities among children that are family where parents act as teacher and the second is a school where a teacher has got a power of character that can transform evil into good. Thus good governance can never be actualized unless and until teacher does not play his or her key role. However, it is pity that many times teacher is not given due importance because today's student underestimate his or her teacher before

Google guru, many times while teacher is teaching in the class students begin to surf on their mobiles.

At the same time teachers are seen incapable of exhorting students' spirit to imbibe good qualities of life. In this context I remember R. K. Narayan's lesson *Noise* that offers an annual prize for good conduct of students Narayan says that in the modern age life is full of noise that has made our students loud throated, they have lost instincts and appreciation of peace of mind. In order to engrain peace and sobriety among students, teachers can follow Brihmkumari's Shivni Ben's peace mantra that says, " **Speak slowly, speak less, and speak sweet.**" So I am of the view that to inculcate peace teachers ought to motivate students because peace is the real nature of soul it leads to purity and a person that possesses pure soul can never distract from the path of sense of duty and only dutiful person can turn out to be good citizens that is the dire need of our country. In this context Dr. APJ Abdul Kalam says, "Peace, harmony and good are interrelated concepts. If there is good governance peace and harmony will follow. In volatile times that we live, it is important to cultivate a sense of tolerance."

The very concept of peace and tolerance cannot be developed over night; it can be made possible with joint effort of family and teachers. But teacher cannot teach lessons of peace as long as they themselves are suffering from psychological traffic that is to be mentally occupied by something else. In this respect, Teacher's training programmes can contribute a great deal. Thus students, teachers, and good governance all three are connected with peace of mind. Mental peace keeps us free from material lust and nurtures our ambitions with water of self-esteem and industriousness, and a person of self-esteem never falls a prey of easy money that is impossible without corruption that is a foil to the very concept of good governance. How our young generation is losing sense of self-esteem reminds me one of the incidents that happened with me while I went to Indore to appear in an exam, In the exam, being an outsider I had to carry mobile with me that I submitted to the invigilator, who kept my phone on table, At the end of the exam, students flooded out of the rooms and

before my reaching to the table where cell phones were kept other students reached and one of them stole my mobile, and frantically I searched for my mobile but to no avail. It was raining so none of the students went out so I went to the police men but it could not be of any help, The next day II paper was schedule the same thief-student came and taunted me through the crowd all this happened in August 2010, This incident made me feel that modern culture has filled our young minds with glamour, lust, and material hunger. The young people want to achieve everything but don't realized the value of hard work and honesty. They are too impatient to get resources on their own. They are full of temptations for mobile, bike, good clothes, and they want to obtain everything hastily without and hard work, this impatience pave way for their involvement in criminal indulgence.

Hence mental peace and the very concept of simple living and high thinking are dire needs to create a responsible youth, that is impossible without patient efforts of teachers, and even teachers cannot acquire this competency without skill and spirit.

Therefore Teachers training is the spiritual food that nourishes our senses and prepares us for our big responsibility that is to transform individual interests into humanity. Once this aim is acquired numerous social evils can be eradicated by themselves.

Besides social upliftment, teacher training adds a new dimension to teacher's knowledge that has to be explored and stirred to acquire something new

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**“TEACHING & LEARNING WITH ICT: OVERCOMING THE CHALLENGES OF BEING A TWENTY-FIRST CENTURY TEACHER**

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**Introduction:-**

The approaches to teaching and learning used in the classrooms in innovative schools where digital technologies or ICT are integrated across the curriculum can be considerably to those that students teachers and current teachers experienced themselves at school. We believe that there is enough evidence that the appropriate integration of ICT into the curriculum enhances pupils learning.

**Perspective on and theories of learning with digital technologies:-**

**Huggins and Loveless(2006)** articulate the affordance of technology in the context of teacher learning as clusters of purposeful activities which appear to have great transfer value to students learning .

**Cluster of purposeful activities with digital technology**

<b>Knowledge building</b>	Adapting and developing ideas	modeling	Representing understanding in multimodal and dynamic ways
<b>Distributed cognition</b>	Assessing resources	Finding things out	Writing, composing and mediating artifacts and tools
<b>Community and communication</b>	Exchanging and sharing communication	Extending the context of activities	Extending the participating community at global and local levels
<b>Engagement</b>	Exploring and playing	Acknowledging risk and uncertainty	Working with different dimension of interactivity

**Potential of ICT for learning:-**

Angela McFarlane ( 2001) provides number of reasons why a systematic engagement with technology is valuable and important.

- learner enthusiasm
- learner confidence
- cognitive processing speed
- concentration
- Variety of writing forms used
- Quality of revision to writing
- Speed of learning
- Informational handling skills
- Critical thinking

**Becoming a twenty-first century teacher:-**

We will invariable face challenges teaching in the twenty-first century. This is not only because you cannot predict the social and economical trends in education but also because the changes to the national curriculum may determine the impact I your practice has in the classroom. The problem of teaching in the twenty first century may range from a withdrawal of funding and resourcing for previous building schools for the future initiatives, to how pupils engage with the information they find online. Research suggests that there is a correlation between institutions where there is good subject knowledge and where ICT skills are systematically audited, although such audits of staff needs are rare.

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## Moral Values:A Necessary Part Of The Teacher Curriculum

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### Introduction

The origin of word ‘Value’ is considered from the Latin word ‘Vallere’ which reveals out the utility specialty and cost of a thing. In other words, ‘Value is such a code of conduct or the incorporation of virtue following which; the man develops his personality and springs up being powerful and trustworthy in society.

Values are guiding principles, or standards of behavior which are regarded desirable, important and held in high esteem by a particular society in which a person lives. “The Importance of Values and Morals are the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behavior. Our values and morals are a reflection of our spirituality; our character. They are what we hope to model for our children and the children around us, because children do watch us as they develop their own sense of right and wrong.

Among the types of values, moral values are the main type. moral values are those virtues which makes a human being. Moral values based education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings. Moral values are the basic of our goodness and if we use them they give us unexplainable joy.

Moral values are must in a students’ life since he or she has yet to face harsh realities of life. These moral values are not one sided but give immense content to those who exercise them and those for whom that exercised it helping a blind man to cross the road, giving food to the really hungry, con-soling a baby like mother Teresa, consoling a really depressed person or sharing one’s grief are invaluable services born from these moral values.

### Why Moral Values for Students?

As parents and educators, we should all advocate the teaching of moral values in our schools for the following reasons:

#### 1. Preparing Our Children For Future Roles In Society:

Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Our kids will need both in preparing themselves to be good parents and citizens in society.

#### 2. Many Parents Aren’t Teaching Moral Values:

If all parents were teaching their children moral values in the home, it would not be necessary for the schools to do this work, The sad fact is that a lot of kids are not learning from their parents the difference between right and wrong. This is because most mothers and fathers in their busy work days spend only a few hours with their children. In many families there is only one parent and no other role models for kids to follow.

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### **3. There is Too Much Violence and Dishonesty in Society:**

Every day students are exposed to violence, dishonesty, and other social problems in the media and the real world. How many times have we heard about school shootings? What about other times when students are caught cheating on exams? Then, too, we read about bullying in school and fights between gangs. If moral values were taught in schools, we would have fewer of these problems.

### **4. To Counter Bad Influences in Society:**

Unfortunately, many of the role models of young people are setting bad examples. These bad examples range from sexual promiscuity, degrading of women, advocacy of violence, and the condoning of dishonesty in order to succeed.

## **Top Seven Moral Values:**

It would serve society well if the following seven moral values for students were taught in educational institutions:

### **1. Unconditional Love and Kindness:**

In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.

### **2. Honesty:**

Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.

### **3. Hard Work:**

When I was young, I learned that success was one percent inspiration and 99 percent perspiration. Nowadays, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard work. This thinking must change.

### **4. Respect for Others:**

Unfortunately, in our highly competitive dog eat dog society, many people will trod on others to get ahead in life. Respect

for others should include respecting different religions, races, sexes, ideas, and life styles.

### **5. Co-operation:**

To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. I still believe in the motto, "united we stand and divided we fall."

### **6. Compassion:**

Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.

### **7. Forgiveness:**

Jesus Christ taught us to forgive our enemies or people who hurt us. Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

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Actually, ten percent of the student's grade is based on how well she practices moral values inside and outside the class-room. This would be an excellent policy for other schools to adopt.

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### Need for moral Value based Education:

The following are some reasons that may be mentioned in this connection:

- (1) The progress in science and technology without simultaneous development of moral values could have serious repercussion in many areas of life. It is very essential that moral awareness is promoted to orient the progress in science and technology towards the welfare of mankind.
- (2) With the general decline of traditional values, some common values should be re-discovered to unite human beings.
- (3) Schools can remain hardly neutral so far value education is concerned. Teachers are always passing on some values to their students whether they are conscious of it or not through their conduct in and out of classrooms, through their selection of books to be read, through their choice of instructional strategic and so on. The need for a consciously planned value education programme, therefore is obvious.
- (4) There is an increasing moral complexity in the contemporary world, and pupils are expected to face more complicated decision-making situations about issues involving values. They should be helped in developing the ability to make proper choices in such situations.
- (5) It cannot be ignored that the rate of juvenile delinquency is increasing everywhere. It is a definite symptom of a crisis which today's youth undergoes in the process of his personal growth. In such a situation value education assumes a special significance.

### Inculcation of Values:

Broadly these types of approaches have been suggested:

1. Suggestions/Including core elements in various subjects.
2. Participation/ Experience /Activities.
3. Examples.

It is possible to adopt all the three methods but more reliance should be placed on participation of the students in various activities and gaining experiences in value education and care elements. Value development should be integrated through the day-to- day activities of the school.

### Direct Participation in Activities:

We attach great importance to the role of indirect influence in building up good character. The school atmosphere, the personality and behavior of the teachers, the facilities provided in the school, will have a large say in developing a sense of values. We would like to emphasize that the consciousness of values must permeate the whole curriculum and the programmed of activities in the school.

It is not only the teacher's in charge of moral instruction who are responsible for building character. Every teacher, whatever is the subject he teaches must necessarily accept this responsibility. He must ensure that in the teaching of his particular subject and in his dealings with his pupils, fundamental values such as integrity and social responsibility are brought out.

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The teachers need not, we can even say that he should not try to draw out the moral all the time but if he has given some thought to the values underlying the scope of his subjects and his work as a teacher, they will imperceptibly pass into his teaching and make an impact on the minds of his students.

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The school assembly the curricular and co curricular activities, the celebration of religious festivals of all religions, work experience, team, games and sports, subject clubs, social service programmes all these can help in calculating the values of co-operation and mutual regard, honesty and integrity, discipline and social responsibility.

These values have a special significance in Indian society today when young men and women are passing through a crisis of character.

#### **Relation between Moral Values and Religion:**

There will be natural points of co-relation between the moral values sought to be inculcated and the teachings of the great religions. Stories drawn from the great religions of the world will be most appropriate in a discussion of moral values and of problems in life, All religions stress certain fundamental qualities of character, such as honesty and truthfulness, consideration for others, reverence for old age, kindness to animals and compassion for the needy and the suffering. In the literature of every religion, the story of parable figures prominently as a means of impressing an ethical value on the followers. The narration of such stories by the teachers at the right moment in the programme of moral education would be most effective, particularly in the lower classes.

#### **National Integration and Conservation of Past:**

The pupils may be involved in learning and singing songs in languages of various regions and states.

Students may be given opportunities to learn other scripts.

Students may learn at least a few common sentences or words of few other languages.

(1) Students may be involved in the dances of other parts of the country.

(2) Students may be encouraged to find good points of things available in other regions.

Students may be encouraged to take interest in the historical remains of the past and feel responsible for the maintenance of such things.

#### **Activities Relating to Appreciation of Our Struggle for Freedom:**

The students may be told about the sacrifices made by the freedom-fighters in the struggle for freedom.

(1) They may be encouraged to read stories and biographies of great leaders.

(2) They may be encouraged to visit memorials connected with freedom-fighters. They may be encouraged to participate in debates, speech making and dramas etc. connected with the subject. They may be encouraged to take up various projects like stamp collecting, picture collecting etc. of great leaders. National days are celebrated. Exhibition on various themes of the freedom movement may be organized.

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**Activities Relating to Respect of National Symbols:**

- (1) From time to time students should be reminded of the rules to be observed while hoisting the national flag and singing the national anthem.
- (2) Children may be helped to prepare scrap books of flags of those countries which are similar to the Indian Nation- all Flag. They may be asked to draw these flags, using colors.
- (3) The significance and importance of the National symbols may be made clear to the students.

**Activities Relating to the Protection of Environment and Conservation of Resources:**

The students may be helped to undertake the study of local environment and collect the following type of information:

What type of natural resources available in your area?

How are these resources used?

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- (1) What type of natural Resources is not available in your area? How do you meet your requirements if some of the natural resources required by you are not available in your locality?
- (2) Students may be helped to prepare talks, dramas etc. on the importance of conservation of resources.
- (3) Students may be asked to describe the effects of stagnant pool. Students may be helped to compare a polluted and an un-polluted site in the environment. Labour weeks may be organized to keep the school cam-pus and neighborhood clean and students involved in these programmes.

**Activities Relating to Observance of Family Norms:**

- (1) Students may be asked to compare the facilities provided in the same income in two families, one with large number of children and the other with small number of children.
- (2) Students may be asked to prepare budgets of small and big families.
- (3) Students may be asked to find out the effects on the living conditions of the family in case there is an increase in the members, but no increase in income.

**Conclusion:** The values or moral values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions and beliefs are based. Values are guiding principles that shape our world outlook, attitudes and conduct. Values however are our inborn divine virtues such as love, peace, happiness, mercy and compassion as well as the positive moral qualities such as respect, humility, tolerance, responsibility, cooperation, honesty and simplicity.

In the present time moral degeneration are occurred. The main causes of value degeneration are: -----

- Lack of respect for the sanctity of human life
- Breakdown of parental control of children in families
- Lack of respect for authority seen through the brazen breaking of the law and total disregard for rules and regulations

- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children and other vulnerable members of society
- Lack of respect for other people and property

To solve all these type problems it is necessary to know the main causes of the above problems. We know today children are tomorrow's citizens. If we give good education to the present day children, the future of the next generations will be well. My opinion education is the solution for all types of the problems. Now we are living in the modern century. If we use science and technology in the proper way it is not difficult for us to solve all the problems of the non-moral and value things. The main object of the study is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral education.

**NERI**

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