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In Changing Scenario



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MINDFULNESS IN THE CLASSROOM

Ms. Ankita Khanna

Assistant Professor

Guru Nanak College of Education

Saini11ankita@gmail.com

ABSTRACT

Mindfulness now is not a new phenomenon, it is becoming a mainstream in every field. It is becoming popular because of its simplicity, cheapness, easy to adapt and can be practiced anywhere and anytime. Nowadays everyone is surrounded with some kind of pressure be it an employee, businessman, housewife or even a student. This pressure later becomes stress which leads to depression, anxiety, anger. To overcome all this some freshness to the mind and body should be given and for this mindful activities are required in today's scenario. In this paper the meaning of mindfulness along with its acceptance in the society has been discussed. How mindfulness can be inculcated in the education or in the classroom is also discussed in the paper. Mindfulness also include meditation and yoga which are very helpful to distress in a person's life. Importance of meditation and yoga is also included in the paper along with their benefits and usefulness in daily lives. Mindfulness can be inculcated in the classrooms which improves the emotional development, cognitive development and the decision making of students as well as of the teachers has been included in the paper.

Keywords: Mindfulness, classroom, meditation, yoga, education.

INTRODUCTION

Mindfulness

Today is the situation where no individual has time for them and is busy to perform various tasks at the workplace and at homes. At both the places certain expectations are their which are to be fulfilled by the individual. To stand on every expectation an individual works so hard that sometimes he used to forget everything else even himself and the result may become very stressful. An individual gets into so much of stress to complete certain tasks that he might not able to focus on the work he is doing. At a point of time it becomes very difficult for a person to even survive and lead a happy and joyful life. However, the pressure of modern life always triggers the stress hormone and does not allow an individual to live in a constant state of flight. This constant drain can have the severe effect on the psyche and body and will realize au as if we are always under threat, threat to perform well, to do well, to make you stand, to make yourself successful, to achieve heights and so on.

To overcome all these things one need to take time for the self, must retreat into self-care activities which will nourish the mind, body and soul. An individual needs to find time for the self to involve the body into mindful activities, activities which he loves to do and which will give him some positive energy to flourish. An individual needs to know that he is not only to survive but to thrive and this is only possible when an individual put more positive things into life that will make a person flow.

Mindfulness is such an activity or basic human ability to be attentive, to be aware of where we are, what we are doing, we are in which condition and be overly active according to our surroundings. Mindfulness is such a natural activity which we all possess but it will be readily available only when we practice on daily basis. Importance of mindfulness is to connect the brain with every sensation of the body. This means to wake up with the activation of every sense i.e. sight, taste, touch, hear and smell the good things around us and attract all the positive vibes towards the brain and body.

Importance of mindfulness in Education

Healthy stress is always necessary in every individual's life, even in childhood. Everyone wants to be challenged for their growth and development. But in the time of modern education system, there is no place for healthy stress, it has been replaced with toxic stress. Toxic stress blemishes the emotions, mood regulations, concentration, attention span, learning abilities. It even decreases the creativity and productivity of a person. For students and even for teachers it has become a severe problem. The problem of stress is deeply rooted into our conscious mind which is to be removed properly. To gain a healthy and productive life it is necessary to overcome the problem of stress and must maintain a healthy lifestyle. The purpose of inculcating mindfulness into the education is to help an individual to learn self-awareness, empathy, controlling the mind and to focus, and to apply mindfulness into their daily lives.

Study through meditation and yoga

Meditation is sitting quietly by focusing and concentrating energies on a single task and to control all the thoughts is the main purpose. Meditation gives deep rest to the mind and is an activity which lets the mind to dissolve in another world and do not allow other thoughts to come in. Meditation is a practice in which mind focuses on a particular activity, thought or object by sitting in a peaceful environment to achieve a mentally clear and emotionally stable state. Meditation can be used to reduce stress, anxiety, depression, mental illness, pain and to distract mind from all types of negativities. Meditation is like taking bath to remove the impurities from the mind and soul just like giving bath to the body to clean its impurities every day. A day starts by taking bath first; similarly meditation should be a part of daily life and then begin

the activities with a fresh and pure mind. Some experts call it a higher state of consciousness whereas Sri Sri Ravi Shankar calls it a normal state of consciousness as we used to live in that state. Meditation helps in preventing stress into the mind and it reduces the stress that is already present in the mind.

Yoga is a mixture of physical postures, breathing techniques and also meditation to promote physical and emotional wellbeing. Yoga has a holistic effect to bring body, mind, soul and consciousness into balance. Yoga surrounds a number of aspects like peace of mind and body, purification and openness of the mind, a restful mind, acquiring new skills and abilities, to concentrate properly and to set better and higher goals in life.

Mindfulness can be invited by just sitting quietly and focusing and concentrating energies on a single task. With the help of yoga and meditation a person can invite the body and the mind to reunite with each other. When the movement is coordinated with the breath by paying attention to the sensations and the bodily movements without making any judgments or having any expectations, yoga and meditation becomes a mindful exercise in which self-compassion, peace and kindness is practiced.

Achieving Mindfulness in the classroom

Introducing mindfulness into the classrooms improves the wellbeing and mental health of the students as well as of the teachers. Mindfulness is getting popular in schools as a beneficial practice for the students as well as for the teachers. It is cultivated to promote self-care, self-awareness and empathy with the ultimate aim of wellbeing and care. Schools have started introducing various frequent activities with the help of meditation which will help in converting toxic stress into a healthy stress.

Mindfulness with students: When we involve students in mindfulness activities it will help them in terms of improved cognitive outcomes, emotional skills, social skills and their wellbeing. Such benefits will help them in long-term improvements and will make them a stable person leading a healthy and stress free life.

Mindfulness with teachers: When teachers learn mindfulness they not only gain personal benefits like reduced stress and burnout but their schools will have benefits too. By learning mindfulness teachers will be more cheerful and will teach with full enthusiasm in the classrooms. They will also have greater efficacy in doing their jobs and will have more emotionally stable classrooms along with better organization of classroom activities.

Mindfulness and Emotional well-being

Emotional well-being refers to control the emotions and how we try to influence

which emotions we have and how to reflect them. Humans come into contact with different types of emotions which we used to reflect according to the situations they used to face in their daily lives. Some emotions are negative whereas some of the emotions are positive. Humans need to control their emotions and need to reflect the positive emotions to make the environment more positive. Controlling emotions are challenging and they are not permanent rather they come in waves. School is a state in which individuals i.e. students and teachers feel pressure of all kind- be it the pressure of time, pressure of work or the pressure to perform well. Students and teachers are prone to the negative emotion i.e. stress and tension due to the pressure they experience. They experience the pressure of getting good grades; balance the co-curricular activities with the studies, spending time with friends and family, and so on. Due to all these things the suicidal tendency among them increases, their sleep quality decreases and even stress makes them angrier. Thus, stress affects them in multiple ways.

These negative emotions can be controlled by practicing mindfulness in daily routine. Mindfulness makes a person resilient. The more a person learns to control the emotions, sensations and thoughts, the more strength he gains to bring life to the present moment and experiences. Mindfulness can be helpful when a person starts spending time with his own mind for some time. In that posture or situation he used to learn how to regulate the thoughts and not trying to rush towards various thoughts, which makes him more patient.

Mindfulness and Decision-making

Students used to face various situations where they have to take numerous decisions on the spot. For taking the decisions students always used to rely among the elders as their decision making skills are not that sharp. Students should be made independent while taking decisions but for this their decision making skills need to be improved. They should be taught about meditation which is the solution of all the problems. They should be taught how to be focused and how to meditate appropriately. They must also be encouraged to make meditation a daily part of their lives for better and improved living. They must be taught to practice focused breathing for at least fifteen minutes which may help them for making smarter choices. By introducing a brief period of mindfulness meditation can encourage them to make rational decisions. The mood state of a person also affects the decision making skills as it directly points towards the outcomes of decisions. The decision an individual makes in the state of negative mood like anger, sadness or anxiety there will be a huge variation in terms of decision outcomes.

Mindfulness and Cognitive learning

Mindfulness is a practice that is done by meditation that elevates the awareness of the

present moment in an individual which aims to bring calmness from inside and makes the mind non-judgmental which will ultimately help the individual to accept the different aspects of daily life. Mindfulness based cognitive therapy is a transformation of cognition in which an instructor teaches the people how to remove negative thought patterns which can lead to depression. Mindfulness meditation will bring more flexibility in the cognition due to which people will become less reactive to the negative situations and can handle it in a stronger way. By inculcating mindfulness regularly in daily life will result in self-observation and enables an individual to live fully in the present moment. Mindful activities increase the person's attention span and power of gaining knowledge. It makes the mental processes more strong for the purpose of acquiring knowledge through thought, experiences and by activating the senses. It triggers all the aspects of cognition like knowledge, memory, evaluation, and reasoning.

Mindfulness at its best

In all the ways mindfulness is beneficial for all the individuals and with its regular practice people can distress themselves. In the classrooms learning can be improved with its proper practice and implementation through educators. But educators need to bring this change or adopt this practice first into their lives, must learn and observe the benefits of mindfulness then must introduce to the students into the classroom. They must explain the reason of doing such type of activities and what can be the benefits of involving into mindful activities which can ultimately make the classroom environment positive, will make learning more joyful and can increase the success rate of the students.

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EMERGING TRENDS IN ICT FOR EDUCATION

Ms. Ankita Masih

Assistant Professor,
Guru Nanak College of Education, G.G.S.I.P.U,
New Delhi.
EMAIL-ankitamasih1989@gmail.com

ABSTRACT

Today, we are living in a knowledge based society, and knowledge based global world where knowledge is a great power, economy and strength of an individual, and the asset of a nation. It is also true that these are in tremendous explosion in its quality as well as growth. Education is the main factor in the development of any country and the people of the country. We are in need of new technologies to have access and proper use of this fast growing knowledge.

This paper will focus on the recent and emerging trends of ICT which can enhance the teaching learning process at every level

Keywords- Emerging, ICT, Education, IT, computer, telecommunication.

INTRODUCTION

During the past few years, the world has witnessed a phenomenal growth in communication technology, Computer network and information technology. Development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new technology tools for teaching and learning system. The integration of computers and communications offers unprecedented opportunities to the education systems with its capacity to integrate, enhance and interact with each other over a wide geographic distance in a meaningful way to achieve the learning objectives. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment. ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. Today's education is purely the advancement and the vast extension of knowledge that is developing in this era. Moreover, a mere acquisition of knowledge is not enough; we have a complete access and mastery over the knowledge getting process. It can only happen with the assistance of the science of information and communication technology.

Information and communications technology(ICT) is often used as an extended synonym for information technology (IT), It is a more extensive term (i.e. more

broadin scope) that stresses the role of unified communication andtheintegrationof telecommunication (telephone linesand wireless signals), computersaswell as necessary enterprise, software, middleware, storage, and audio-visualsystems, which enableusers to access, store,transmit,and manipulate information.

Emerging ICTs used in education are: digital video camera, Multimedia personal computer (PC), laptop, notebook, Smartphones, application softwares such as word processing spreadsheets, powerpoints and speed recognition. Multimedia projectors (LCD) to communicate to large group, LAN,WAN, WAN, computer database and data processing mechanism, CD ROM and DVD, digital libraries, e-mail, internet, Hypertext and Hypermedia resources, video text, Tele-text, interactive video text, interactive video device (IVD), and interactive remote instruction (IRI), idea of virtual classroom and university and virtual reality, programmed instructions (PI).

ICT IN EDUCATION

ICT in education can be classified into two broad categories: Traditional and Modern.

Traditional ICTs

These include the following means and media:

- Printed media in the form of textbooks, resource books, journals, news items and other literature available in the school and public libraries.
- Verbal information and ideas exchanged with peers, teachers, parents and other members of the society.
- Graphical material such as charts, pictures, maps, diagrams, posters and cartoons.
- Three dimensional aid material such as specimen, model, puppetry and mock up.
- Audio-visual hardware equipment like radio, television, slide projectors, over head projectors, motion pictures, tape recorders.

Modern ICTs

The modern technologies are not single technologies. They are a combination of hardware and software, media and delivery systems. Some of these are:

- Digital video camera
- Multimedia personal computer (PC)
- Laptop
- Notebook

- Smart phones
- Application software such as word processing spreadsheets, powerpoints and speed recognition
- Multimedia projectors (LCD) to communicate to large group
- LAN, WAN, WAN
- computer database and data processing mechanism, CD ROM and DVD
- Digital libraries
- e-mail, internet, Hypertext and Hypermedia resources
- Video text, Tele-text, interactive video text, interactive video device (IVD), and interactive remote instruction (IRI)
- Idea of virtual classroom and university and virtual reality
- Programmed instructions (PI).
- Interactive whiteboard
- Projectors
- Artificial Intelligence, including Expert Systems
- Data Representation
- Databases, including the World Wide Web
- Discrete Mathematics (course work may be offered by a math department)
- Hardware, including computer circuitry
- Human-Machine Interface
- Networks, including the Internet
- Numerical Analysis (course work may be offered by a math department)
- Procedures, and Procedural Thinking
- Programming and Software Engineering
- Systems Analysis

A Few Emerging Topics in ICT Integration

Multimedia:

Multimedia refers to content that uses a combination of different content forms. This contrasts with media that use only rudimentary computer displays such as text-only or of text, audio, still images, animation, video, or interactive content forms.

Multimedia can be recorded and played, displayed, dynamic, interacted with or accessed by information content processing devices, such as computerized and

electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope.

In Education, multimedia is used to produce computer-based training courses (popularly called CBTs) and reference books like encyclopedia and almanacs. A CBT lets the user go through a series of presentations, text about a particular topic, and associated illustrations in various information formats. Edutainment is the combination of education with entertainment, especially multimedia entertainment.

e-learning:

It is the abbreviation of the term electronic learning. E-learning in its literal meaning stands for the type of learning carried out, facilitated or supported by some or the other electronic gadgets, media or resources. Its use is strictly limited to “online learning carried out through internet or web enabled technology. It conveys broader meaning than the terms ‘computer based learning’ and computer aided instructions.

Virtual Classrooms and university:

It stands for bringing various types of school courses and classroom activities at the doorstep of students for being accessed by utilizing the advanced computer and ICT technologies at their end. It is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants and engage with resources in work groups. A **virtual university** provides higher education programs through electronic media, typically the Internet. Some are bricks-and-mortar institutions that provide online learning as part of their extended university courses while others solely offer online courses. They are regarded as a form of distance education.

ICT in Teacher Education

As we know that technology keeps on advancing and outdated technology is always discarded after a while. So it is extremely important for a teacher to be technologically sound. A teacher must know how to operate gadgets and equipments as he cannot remain dependant on others for assistance. Moreover he should also have a basic knowledge of functioning of ICT based equipments. For example: suppose a teacher want to teach a topic using Powerpoint presentation then he must be aware of – how to make a powerpoint presentation, how to save it in a pen drive, how to insert that pen drive in a computer system, how to connect that with a projector and how to use that projector and its remote/mouse to change the slides. So in the above mentioned example it is clear that a teacher must have a basic knowledge

of operating common ICT equipments. Now the point is how a teacher can learn or enhance his knowledge on ICT?

SUGGESTIONS FOR HOW TO IMPROVE ICT KNOWLEDGE

Pre Service Training:

During B. Ed training, various types of programs can be implemented like:

- Assigning a period slot in their time table to ensure pupil teachers are able to learn the practical aspects of how to use computers.
- Giving assignments based on ICT and its usage to provide hands on experience.
- Arranging workshops related to latest technologies and how to handle them, example- how to use interactive whiteboard, smartboard, projectors, LCD etc.

In Service Training:

- Various Faculty Development Programs can be organized to give a thorough knowledge of ICT and its practical usage.
- Like in pre service training here also we can arrange for a time slot for practical classes for teachers once or twice a week to help them learn various uses of ICT.

Effectiveness of ICT In Education

Being aware of the significant role of ICT in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to empower ICT in supporting the teaching and learning process in the classroom. Now a days the role of Information and Communication Technology (ICT), in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology in another side can be the most effective way to increase the student's knowledge.

The use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. It added a dimension to learning that was not previously available. After the inception of ICT in schools, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional classroom environment. Talking about the presence of ICT in Education, Ashok Mehta, President- ICT and Skills, Smartclass Educational services Pvt Ltd, stretched out his views on the industry, " I am trying to work on relevant solutions

particularly by integrating ICT. He further added, " Looking at Pratham report highlighting the challenges in education, ICT has a pivotal role to play to address the issue of quality content and quality of teachers. Globally role of ICT has been acknowledged and appreciated. It's successful once teachers have appreciated. MHRD has already emphasised on the importance of ICT in education and there are some schemes already floated by the government where companies like Smartclass have made a huge contribution. "ICT plays a catalytic role in enhancing learning in classroom and beyond. One needs to do a due diligence before a content provider is selected as content is the fulcrum ", said the President of Smartclass Educational pvt Ltd. The founder of Kiwami, Ms Mitsuyo Tamai expressed her concern over the effectiveness of ICT on education. She said, " Looking at the present scenario of education, many changes have taken place especially in the teaching-learning to assessment and evaluation. Information and communication technologies are extremely influencing every discipline including Education. It is affecting every aspect of education from teaching-learning to assessment and evaluation. It improves the effectiveness of education. It aids literacy movements. It enhances scope of education by facilitating mobile learning and inclusive education. It facilitates research and scholarly communication. Impact of ICT and its potential for the education field is manifold. A judicious use of ICT technologies together with new functions and roles of education personnel can bring about more efficient and effective teaching learning-process. "The main concern here is to bridge the differences amongst the students, parents and teachers leading to an effective interaction and a transparency between the three. An equal importance should also be given to promote the culture of learning at school and to support schools in sharing experience and information with others.

Benefits of ICT

Some of the claimed benefits of ICT for Education are:

- Easy-to-access Course Material – Multimedia/easy to understand course material can be posted on web which learners can access at a time and location they prefer
- Motivation - Computer-based instruction can give instant feedback to students and explain correct answers. Moreover, a computer is patient and non-judgmental, which can give the student motivation to continue learning
- Wide Participation - Learning material can be used for long distance learning and are accessible to a wider audience
- Improved student writing - Convenient for students to edit their written work which can, in turn, improve the quality of their writing.
- Subjects made easier to learn - Many different types of educational software

are designed and developed to help users to learn specific subjects/topics easily

- More amenable structure to measure and improve outcomes. With proper structuring it can become easier to monitor and maintain student work while also quickly gauging modifications to the instruction necessary to enhance student learning

CONCLUSION

As we become increasingly supported by ICT, teaching and learning will not be the same as before. We will have to make use of the rich and exciting opportunities offered by the new technologies in education to reach our training goal and mission. Learning is not a transfer of knowledge, rather an active construction. Multimedia and ICT can play the role of catalyst for learning process. Education through ICT is learner centered, interdisciplinary and more closely to real life events and processes and adaptive to individual learning styles and needs. It also encourages higher order thinking skills and help to construct knowledge socially.

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RIGHT TO EDUCATION ACT, 2009 AND ITS VARIOUS COMPONENTS

Dr. Charu Sethi

Assistant Professor,
Guru Nanak College of Education,
New Delhi.

ABSTRACT

Education as a process is as old as the progression of human race. Knowledge and skills related to processes of fulfilling basic human needs were passed on from one generation to another. Indian Education system has seen various changes that led to the development of the Education system. Right of Children to Free and Compulsory Education Act, 2009", is the recent reform in the field of elementary education. By 86th amendment, Article 21 A was added as the new fundamental right in 2002. It was passed by both the Houses of Parliament and received the assent of President on August 26, 2009. "Right of Children to Free and Compulsory Education Act, 2009", was notified and came into effect from April 1, 2010. The present article is an attempt to study the components of Right to Education Act, 2009.

INTRODUCTION

The right to education is an internationally recognized right. It is established in a number of standard-setting instruments adopted by the United Nations and by UNESCO. It is an integral part of UNESCO's mission, and central to Education for All (EFA). UNESCO expresses the belief in 'full and equal opportunities for education for all'.

The Right to Free and Compulsory Education Act, 2009, makes education a fundamental right of every child. RTE Act, 2009 is the first Central legislation on school education which is applicable all over India (except Jammu and Kashmir). In 2010, the country achieved a historic milestone when Article 21-A and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative on 1st April 2010. It is a 'historic' legislation of our country. Before this amendment, free and compulsory education was included in Article 45 of the list of 'Directive principles of the State Policy' in the Constitution of India.

Article 45 states that "The State shall endeavour to provide, within the period of ten years from the commencement of this constitution for free and compulsory education of all the children until they complete the age of fourteen years." However,

the states were not able to achieve universal free and compulsory education even after the 60 years of independence. The enforcement of Article 21-A and the RTE Act represented a momentous step forward in our country's struggle for universalising elementary education.

The RTE Act is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all. The Right to Free & Compulsory Education Act 2009 provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

The present article focuses on some of the crucial aspects of the Right to Education Act, 2009, which are discussed below.

Inclusive Education

One of the greatest problems the world is facing today is the people getting excluded from the meaningful partnership in the economic, social, political and cultural life of their communities. Such a society is neither efficient nor safe. In a democratic country like India, every child has the right to education. All the children should be given an equal opportunity to learn to the limits of their capacities.

Inclusive education means a philosophy of education that promotes the education of all children in regular schools. The principles of this philosophy are based on the following assumptions.

- All children have right to live, learn and play together.
- No Child should be devalued and discriminated because of their disability.
- There is no legitimate reason to discriminate between children. They belong together rather to be protected from one another.

So, inclusive education can be summarized by the definition given by UNESCO (2003) as *“a process of addressing and responding to the diverse needs of learners by increasing participation in learning and reducing exclusion within and from education. The objective of inclusive education is to support education for all, with special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with special needs and out of school*

children. The overall goal is a school where all children are participating and treated equally.” (UNESCO)

In a democratic country like ours every child has right to education. All the children should be given an equal opportunity to learn. UNESCO in its concept paper of inclusive dimensions of RTE, discussed about Education for all programme, Dakar Framework and commitment made by the countries regarding educational development. Inclusive dimensions include minority groups, cultural, ethnic and linguistic minorities, socially disadvantaged individual and groups. Through right to education, these vulnerable groups should become beneficiaries. It also included various conventions and recommendations in the field of education, reflecting inclusive dimensions of RTE.

While the need of inclusive education cannot be ignored, RTE act has also given it, its due importance. But its proper implementation should be checked in schools. The policy mandates that all children should go to school, but quality learning is still a big question. There is a strong need to remove the external (non- availability of schools, lack of trained teachers) and internal barriers (self- concept, confidence) in the path of proper implementation of inclusive education, under RTE Act.

WHAT DOES RTE ACT SAYS ABOUT INCLUSIVE EDUCATION?

- *“A child suffering from any disability, as defined in clause (i) of Section 2 of the persons with disabilities (equal opportunities, protection and full participation act 1996), has the right to pursue free and compulsory elementary education in accordance with provision of chapter v of RTE act.*

A disability is defined as blindness, low vision, leprosy- cured, hearing impairment, loco motor disability, mental illness and mental retardness, in Section (2) of the person with disability act.

- *The RTE at in sec- 4, lays down that all children who are out of school, as never enrolled or dropouts (in the age group of 6-14 years), would have to be admitted in the age appropriate class in regular schools. They shall be given special education to reach the level in a time frame of three months to two years (model rules 3 i). According to RTE at sec 8 (e), it is the duty of the appropriate government.” (Right To Education Act)*

Continuous and Comprehensive Evaluation

Continuous and Comprehensive Evaluation (CCE) is defined as a school based evaluation system that covers all round development of a child. It is a process of development which focuses on two fold objectives; continuity in evaluation and

assessment of broad based learning and behavioural outcomes of a child. The evaluation is a continuous and on-going process which is done during the teaching learning process in the academic session. It helps in understanding the developmental pattern of the student. It also helps the teacher to give remedial measures to the students and also improve her/his teaching learning strategies

The term 'continuous' focuses on the regular evaluation of the development of the child's achievement and performance. Continuous evaluation does not mean regular tests, but it may include variety of projects, games, activities, etc to evaluate the learning of the child. It also helps in diagnosing the learning gaps of child and providing corrective measures for the same.

The '*Comprehensive*' component of CCE takes care of assessment focuses on the all-round development of the child's personality. It includes evaluation of scholastic as well as co-scholastic aspects of child's growth. Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be measured in isolation of only one aspect of the development, which is, cognitive aspects, personal-social qualities, etc.

In the context of RTE Act, Continuous and Comprehensive Evaluation refers to continuous check of learner's development and learning so that all children can realise their potential. The Act suggests that all children can learn, and school must ensure that they achieve the desired levels of learning with every child realising his/her potential. Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit.

Learner Friendly Environment

Creating learner friendly environment is an important step that encourages schools to operate in the best interests of children. A learner friendly school is child-centred and promote inclusion and help children learn what they need to learn, while teaching them how to learn. It provides an enabling atmosphere to learn, grow and realize their right to basic education without experiencing fear and anxiety. The belief that every child is unique and should be taught through child-centered learning has already been emphasized in National Policy of Education (1986).

A learner friendly school should ensure a healthy and safe learning environment, and encourage child participation. It should also provide space and freedom to the teachers to use innovative teaching strategies and the flexibility to modify the content and curriculum to meet the needs of the children with special needs.

Some of the important features of learner friendly school are listed below:-

- a) The main aim of the school is to develop a healthy (physically and mentally) and happy environment for the children.
- b) Emphasis should be on joyful learning and developing quest for knowledge over rote memorisation and excelling in exams.
- c) A conducive learning environment is provided to recognise the student's potential and developing positive self-concept.
- d) Encourage the students to learn freely at their own pace.
- e) Self-discipline is encouraged, whereas, punishment, labelling, trauma, abuse are prohibited.
- f) Teachers are seen as facilitators, not as authoritative dictators.
- g) All the children are accepted irrespective of their needs, abilities, socio-economic and cultural background.

It can be said that a learner friendly school follows the aims of education and school practices that place the needs, interest and potential of students above all other factors. Chapter- V of the RTE Act, 2009 is titled "Curriculum and completion of Elementary Education", This Section 29 (e) states that: learning should be through activities, discovery and exploration in a child friendly and child centred manner.

The Learner Centred Classrooms has the following characteristics:-

- 1) Learners are involved in the process of making meaning from the knowledge rather than receiving the ready-made products by teacher.
- 2) Learners are the active participants in the classroom process. They do constructive work individually or in pairs/ groups.
- 3) The knowledge is constructed during the transaction in which the learners actively participate through exploration, trial and error, hypothesising, discovering things themselves.
- 4) The teacher acts as a guide and facilitator. The teacher designs the tasks and activities that enable the meaning making process, sets up appropriate organisational structures; individual, whole class, pair work or combination of any two. Also, the work is monitored to make sure that every learner is working at her/his pace.

Age and Grade Appropriate Classes

Learning is natural process and all children learn through their experiences. School provide children with learning experiences and out of school children also learn through their life experiences. RTE Act, 2009 provides each child the right to quality

education and equal opportunities for development and learning. The Act makes provision of full time formal school for all the children. The Act states that out of school children should be admitted to age appropriate classes and special training should be provided to them to be at par with other children of their class. The provision of age- grade appropriate admissions has been made to make education accessible to all. It aims at brining all out of school children to regular schools, those who are excluded from the system and denied equal opportunity of education. These children will have the right to quality education in regular schools with others of their age.

Provisions in RTE Act, 2009:-

Chapter- II, Section-IV of RTE Act states,

“A child above six years of age, who has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.

Provided that where a child is directly admitted in a class appropriate to his or her age then he or she shall, in order to be at par with others, have a right to receive special training, in such manner and within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education, till completion of elementary education even after fourteen years.”(Right to Education Act, 2009)

The model rules regarding special training are:-

- 1) *“The SMC shall identify children requiring special training and organise such training in the following manner:*
 - a) *The special training shall be based on specially designed, age appropriate learning material approved by the academic authority specified in sub Section- I of Section- 29;*
 - b) *The said training shall be provided in classes held on the premises of the school, or in the classes organised in safe residential facilities;*
 - c) *The said training shall be provided by teachers working in school or by teachers specially appointed for the purpose.*
 - d) *The duration of their said training shall be for a minimum period of three months which may be extended, based on periodic assessment of learning progress, for a maximum period, not exceeding two years.*

- 2) *The child shall, upon induction into the age appropriate classes, after special training, continue to receive special attention by teacher to enable him/her to successfully integrate with rest of the class academically and emotionally.” (Right to Education Act, 2009)*

The learning assessment need not to be based on text books, but on the ability to understand and make meaning out of the experiences.

School Management Committee

The Right to Education Act provides various opportunities to community members for participation. School Management Committee (SMC) is a form of community involvement in school governance. The idea behind the formulation of SMC is to mobilise and facilitate communities to take an active role in the planning, implementation and monitoring of developmental programmes for the school. It creates a feeling of ownership among the primary stake holders (parents) and helps in building the partnership and networking between the school and community.

SMC plays an important role in accomplishing the goals of RTE Act. It helps in mobilising public awareness as well as building a strong sense of ownership of government policies and programmes. The basic idea behind the SMC is to increase the say of community stakeholders in the functioning of the school. As per the Act, the SMC will work towards enhancing parents community participation in the school functioning and provide mechanisms for more effective management at school level. It also provides a platform where community and school pool resources for better management of the school.

Table 1: Details of SMC members (Total 7 members)

1.	Chairman	Local MLA/MLC
2.	Govt. official	DEO, SDEO, BDO
3.	Member Secretary	Principal
4.	Member	Teacher
5.	Member	Local person/parent
6.	Member	Educationist
7.	Member	SC/ST person

The essential functions of SMC enlisted in RTE Act, 2009 are given below:-

Section 21

- 1) *“A school other than the school specified in sub clause (IV) of clause (n) of Section -2, shall constitute a school management committee consisting of elected representative of local authority, parents or guardian of children admitted in such schools and teachers. At least three- fourth of the members of such committee shall be parents or guardians; further fifty per cent of the members of shall be women. It will also include members amongst the local educationists or children in the school. Teachers are also a part of the SMC.*
- 2) *The school management committee shall perform following function namely;*
 - a) *Monitor the working of school*
 - b) *Prepare and recommend school development plan*
 - c) *Monitor the utilisation of grant received from the appropriate government.*
 - d) *Perform such other function as may be prescribed.*
 - e) *Ensures regularity and punctuality of teachers.*
 - f) *Monitors that teachers are not over burdened by non- academic work.*
 - g) *Ensures enrolment, attendance and retention of all the children from neighbourhood in the school.*
 - h) *Monitor the maintenance of norms and standards of the school specified in the schedule.*
 - i) *Identifies the needs and make special provision for the children admitted under RTE Act and children with special needs.*
 - j) *Monitors the identification and enrolment facilities.*
 - k) *Monitor implementation of mid-day meal.”* (Right to Education Act, 2009)

Section-22

- 1) *“Every SMC constituted under sub Section-1 of Section-21 shall prepare a school development plan in such a manner as may be prescribed.*
- 2) *The school development plan, so prepared under sub Section-1, shall be the basis for plan and grants to be made by appropriate government.”* (Right to Education Act, 2009)

The meeting is to be held at least once a month and minutes and decisions of the meetings should be properly recorded.

The school development plan includes:-

- a) Estimation of class wise enrolment every year.

- b) Requirement of additional infrastructure and equipment.
- c) Financial requirements, when necessary.
- d) Year wise detail of required additional financial resources for training facilities of
- e) children taking admission in age and grade appropriate classes.

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REVIEW OF BASIC CONCEPTS: BLENDED LEARNING N FLIPPED LEARNING

Ms. Kavita

Asst. Professor, Guru Nanak College of Education
Punjabi Bagh, New Delhi
E-Mail: kkavita.061@gmail.com

ABSTRACT

The education scenario is changing fast, technological rise of the 21st century and the integration of those technologies into our society, together with the access to the Internet, education has been integrated in a few years together. Our children and their next generation are already growing in a world which has turned into a civilization, a society and a world where smart phones and tablets are widespread, economical. There is a definite reminder about the vast majority of computers and laptops.

Flipped instructions or flipped class is a form of humorous learning in which the students learn new materials online, watching video lectures, usually at home, and what was done, and homework (assigned problems) is done in the classroom. The instructor offers more personal guidance and negotiation Instead of lectures, with the students. It is also known as Backward Class, Flip Class, Reverse Teaching, And hire Mode. In our study, thirty percent of the course material was slipped. The results will be presented and discussed on two courses used in the form of a pilot.

Key Words : Blended Learning, Flipped Classroom, Educational Technology.

INTRODUCTION

Blended learning is an educational program that involves both traditional and technical education. In the blended learning both teachers and students are physically present in the class. In the blended learning, the teacher has control over the students. Classroom related activities are done with the help of computers in the classroom in which the teacher directs the students.

Blended learning gives students a positive environment that is the greatest requirement of today's time. With globalization, students today need knowledge of information technology and its use with new knowledge, and it is possible only if students are informed about this information in class.

Features of Blended Learning

- In the classroom the teacher uses both conventional and technical in his teaching. This requires both the teacher and the computer in the classroom.
- The teacher gives motivation to the students and the use of technology increases the mobility of the students.
- Students also study themselves in blended learning and the teacher gives feedback to them.
- Cost of training in blended learning is low and teacher teaches students in the form of entertainment.
- The teacher takes complete care of discipline while using technology.

Benefits of Blended Learning

1. **Builds Learning communities via on- and offline peer to peer interaction:** Students interact more in this, in which the student can communicate and discuss each other both offline and online. Students can easily help each other and project work together easily.
2. **Accommodates different styles of learning:** In blended learning, students can easily learn the subject matter of different subjects.
3. **Opportunities for ubiquitous learning anytime and anywhere:** Students have many opportunities to learn by blended learning, the student can get information about anywhere and at any time and any place.
4. **Practices essentials skills for digital literacy:** Practicing is required for digital literacy only when the student can use it in his practical life smoothly as it is very difficult to use when there is no practice of digital literacy.
5. **personalized and more relevant learning experiences:** Experience of using it for a teacher and the student is very pleasant, it also experiences satisfaction with a study. Thereby increase in self-confidence.
6. **Learner participate in a way best suited to their individual learning needs:** The student studies it according to its needs and participates in it according to individual needs. There is no mental pressure of any kind on the students, but it is considered psychologically very relevant which is in the interest of the students.
7. **Self paced engagement with learning material:** In this, the student gives full attention to the content of learning and learns at his own pace.
8. **Extends learning beyond the classroom:** In Blended Learning the

students learn not only in class but also outside of the student classroom, which is beneficial for students who cannot get regular in class due to any problem.

9. **increases access to high quality learning material** :Student learns high quality content from digital content and can make use of it as if the student is not only dependent on printed books, but can also easily benefit from online books.
10. **Improves learner motivation**: Students also get feedback by digital learning, which increases their motivation level.
11. **Opportunities for co-constructive learning and collaborative learning**: In the blended learning, students interact more with each other, thereby facilitating collaborative learning and simultaneously creating co-constructive learning in students.
12. **Online instruction increases written competency and digital communication skill**: By online instruction the student becomes fully aware of digital communication and also increases the written skills of the students. The teacher is called to prepare the different teaching materials and their role in the classroom is to animate the discussion and other learning activities. The elements which characterize and design a lesson should be:
 - identifying the prerequisites that are required for the correct use of resources;
 - making clear and attainable objectives that the lesson aims to achieve;
 - explaining new subjects watching a video with questions to be answered;
 - facilitating the acquisition of knowledge and competence through cooperative learning;
 - providing assessment and self-evaluation;
 - encouraging and facilitating pertinent questions;
 - developing class discussion and critical thinking;
 - creating products: mind maps, Power Points, videos
13. **Opportunities for co-constructive learning and collaborative learning** : In the blended learning, students interact more with each other, thereby facilitating collaborative learning and simultaneously creating co-constructive learning in students.

Mixed approach provides the ability of college staff to be able to create flipped

activities that students can complete before and after lessons to get an understanding of the subjects. These are very beneficial because they allow time in traditional classes to extend the knowledge of the learners and to reach higher level of learning like analysis and evaluation. Students increase their work-based skills during job training, which is based on appropriate professional competencies. To understand work-based training, it is enhanced with mixed learning and enables students to apply this knowledge in practice.

FLIPPED CLASSROOM

Flipping the classroom is a “teaching-first” approach to teaching. In this approach, “re-aiming” time in the classroom for inquiries, applications and evaluation is done to better meet the needs of individual learners. Students get control of learning process by studying course material outside classes, reading, pre-recorded video lectures (using techniques like Panoptic) or research assignment. During class time, trainees facilitate learning process by helping students to work individually and in groups through course material.

F- Flexible Learning
L- Learning Culture
I- International Content
P- Professional Educators

As the name implies the meaning of flip learning, it is a flexible technique that has a lot of trend in today’s time, but it can also take the help of the International Content, but it is necessary for professional educator to use it

Flipped classrooms are contrary to the traditional class in which the student does the study of the subject outside of the class itself and studies only in the classroom and completes the assignment. In the flip class, the instructor shares the recording of the lecture, which the students read accordingly. Students are studied with the video sent by the instructor before coming to the class, after which teachers make videos and lectures associated with lectures, which increase the student’s thinking skills in which they help the instructor students according to the needs of the students. Flipped class model is based on the idea that traditional teaching is reversed in the sense that what is done normally in the class is flipped or switched with the class which is usually done by students outside the classroom is. Thus, instead of students listening to a lecture in class and then going home to work on a set of specified problems, they read course literature and assimilate lectures through video at home and instructed teachers engage in problem solving, analysis and discussions.

There are few steps in the flip class, which is as follows:-

- **Concept Exploration:** Firstly the concept exploration of students outside

the classroom is done. In which students are exposed to video, recording, eBooks, content related to the website.

- **Meaning Making:** Students does practices some quizzes and questions related to the content like online discussions etc.
- **Demonstration/Application:** In this, the students are given project work, problem based learning, presentation and role of maintenance etc.

IMPORTANCE OF FLIP CLASSROOM FOR STUDENTS

- ▶ Less frustration with homework: The students do not consider homework burdens and do not get disappointed with homework.
- ▶ Students can ask questions and they get immediate target answers :In this, the student can know the answer to his questions soon, so he does not have to wait.
- ▶ Exploring Subject in deeper Manner : Students can study deeply about the subject
- ▶ Catch up with their peers faster and easier with the flipped classroom :

IMPORTANCE OF FLIP CLASSROOM FOR TEACHERS

- **More freedom to teachers to decide upon how much time to spend with each student :**In the flip classroom, the teacher can give the students time according to their need, in which all students do not have to give equal time. The teacher with low learning can easily give time in the teacher.
- **Teachers can support students in better understanding the concepts through practical application:** In this, the teacher pays special attention to the practical knowledge of the students, so that the students are able to understand the subject matter. Students look at their full interest to understand the concept.
- **Once a lecture is done , it can be reused as many times the teacher wants :** The teacher once records his lecture, can use it repeatedly, it is very beneficial for fact-based content, students can also see it again and again. This also saves the teacher's time.
- **It offers more transparency for parents:** It also acts as a transparency for parents. Parents are easily aware of all the information about how and what the teacher is teaching the students in the classroom. Parents often do not rely on the school's teacher in this, it is known that parents are sitting at home online.

A flipped class is a director strategy and is a type of assorted learning that reverses the traditional learning environment by providing instructional content often outside the classroom. It moves activities, which can be traditionally considered homework in

the classroom. In a flip class, students see online lectures, collaborate in online discussions, or research at home when joining concepts in the classroom with the guidance of an advisor.

CONCLUSION

In this way we can say that there has also been necessary changes in education over time, which is the hallmark of modernity. Today, there has been an appropriate improvement in education by using digital in traditional education. Students' interest has increased in the classroom using computer. Blended learning is a mixed education program, the same flip class is an opposite of the traditional class. Blended learning has increased with the interest of the students as well as their confidence. Students have also received practical knowledge of technology through this. It is a modern program; it is being used in most schools today.

If we talk about flip class, then this is a new and modern technique. The above description reveals that its use has not yet been fully completed in schools but it is being used mostly in international schools, it is very useful for both teacher and student Only beneficial.

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IMPACT OF GLOBALIZATION ON EDUCATION

Ms. Kritika Arora

Assistant Professor, Guru Nanak College of Education, GGSIPU

Email-id: arorak10@gmail.com

ABSTRACT

“Globalization” is incorporating economies and societies. It is an association of organizations through traverse flow of information, goods, technologies, ideas, people and services among countries. This association and cross-country amalgamation include political, social, economic, and cultural aspects. Education plays an important role and has a great impact on uniting and bringing equality not only among people but among countries which includes fusion of teaching methodologies, curriculum, transaction and implementation of curriculum for attaining proficiency in educational system. Globalization is a phenomenon that helps in qualitative improvement. It is a demand for Preparing Teachers to Educate for Global Citizenship. The United Nations Development Programme (UNDP) in Human Development Report (1999) describes globalization as “a trend that helps in increasing the association of people living worldwide on economic, technological, political and cultural aspects”. It also paves a way for attaining lifelong learning on the part of learners. This paper discusses about the positive and negative effects of globalization on education system and also about its impact on Teachers, Teacher-Education, Assessment and Evaluation system.

Keywords: Globalization, Qualitative Improvement, Educational System, Teacher Education.

INTRODUCTION

Globalization has transformed the world and with this, transformation in education system has also taken place in terms of teaching methods, curriculum transaction, curriculum implementation and use of different techniques and strategies. Globalization is a phenomenon that acts both as opportunity and threat to education system. Earlier, Indian education system focussed on teachers where it was teacher-centric system, then it was shifted to educational disciplines and subjects but, with globalization, a shift has taken place where the child is at the centre and emphasis is made on educational approaches and enhanced teaching methodologies. For economic, political and educational advancement, our education system needs to initiate and implement new and advanced techniques for upgradation of education which will be possible by adopting novel strategies in the era of globalization.

Globalization symbolises paradigm shift which involves inclusion and re-structuring of whole education system. It is about bringing change in prevalent practices and for this, re-thinking of the present ongoing beliefs and trends in education system should be reviewed.

Globalization and Changes in Educational System

Globalization is a phenomenon that not only brings transformation but at the same time demands for systematic and organized changes and shifts in education system. It is revamping of the structure of education with new and updated approaches and implication of these approaches for betterment of education system. The survival of any individual be it teacher or student, in the global competitive world is possible only by adopting proficiencies required for survival. With globalization, the old and traditional beliefs, philosophies, perceptions have been shifted to the new approaches and methodologies like:

- **Multi-cultural approach:** globalization has brought people together wherein individual differences are taken care of while teaching, child is at the centre and everything else revolves around the child.
- **Adopting information and communication technology (ICT):** ICT has brought a revolution in the field of education whereby using different resources can bring innovation and it is also a medium through which people from all over the world can take part at single platform.
- **Blended learning:** with globalization, blended learning is possible where teachers use different ways and mediums for making teaching-learning process more effective.
- **Open mode of assessment:** globalization has brought the concept of open or transparent mode of assessment, with which a child is able to get immediate feedback and open form of assessment has made pupil to put themselves out for better results.
- **Strategies for lifelong learning:** the prime focus of globalization is to provide pupils with experience that not only helps them getting the concepts clear but to remember and use this mere information with real-life experiences. With globalization, the emphasis is made in giving learning which will remain with the child throughout her/his life.
- **Cross-cultural Communication:** with globalization, everyone can view diverse perspectives. Search engines, E-books, online courses give people the ability to learn about subjects. It has also enabled people to communicate with other people across the globe.
- **Holistic development approach:** the emphasis is always on the holistic development of the child, where physical, mental, emotional, cognitive,

spiritual growth can take place and help in making child, a global citizen. These new and upgraded skills have been adopted by teachers provided with the accountability that helps in preparing and producing global citizens.

Globalization and Assessment and Evaluation in Education System

With globalization, emphasis has been made on authentic and reliable assessment and evaluation system. The globalized evaluation system aims at:

- providing self-monitoring strategies to the learner
- nurturing higher order thinking skills (HOTS)
- self-development on the part of learners
- providing evidences regarding assessment and evaluation
- bringing out the potentials and capabilities of learners

In adoption of global evaluation system, technology has been a vital element for providing transparency and fulfilling the global objectives regarding assessment and evaluation. Computer assisted assessment (CAA) incorporates wide range of media wherein it also helps in providing immediate feedback to the learners offering them self-development and enrichment.

Although Computer Assisted Assessment aids in achieving objectives of the assessment but it is not devoid of disadvantages which includes:

- expensive in nature
- issues regarding security
- indirect feedback can be harmful for students
- special training is needed on the part of teachers for constructing CAA
- time consuming etc.

Globalization and Teachers

With globalization, teachers are required to attain special skills and training. They are also required to be committed towards evolving the best among their pupils not as instructors but as guides. They should be able to draw out the best in their students and make them use their potentials in finest possible way. Teachers have become accountable and the present curriculum in globalized world focusses on child rather than the subject and discipline. A teacher has to perform many roles and should be prepared to think globally fulfilling the demands of modern society, focusing simultaneously on culture and tradition of country like India. They are expected to provide experiential learning to the pupils that not only generated curiosity among the pupils but also provide lifelong learning. A teacher must adopt modern techniques and strategies with positive attitude. The ideal teacher of a globalized

world is the one who does not only consist an expertise in subject but can use Information Technology in teaching-learning process. Teachers should be dynamic in nature, and they should be able to adapt with the ever-changing global era. With globalization, worldwide acceptance is possible on the part of teachers as it has enabled the teachers to become competitive and accepted globally. And at the same time, globalization also resulted in annihilation of values and value system. So, a teacher especially, in Indian context has a major role to play where s/he has to adopt modern strategies and be an inevitable part of this globalized world but also has to build cultural and religious values among the pupils. Globalization has prepared teachers to become professionals, with modest skills. They are the one who influences the educational outcomes of pupils in a positive manner, their teaching should prepare pupils to:

- respect diversity in terms of gender, caste, creed, colour, status etc.
- become global thinkers
- generate the idea of national integration
- eliminate inequality
- respect different cultures and languages
- have regard for different perceptions
- become global and responsible citizens
- think globally

Globalization and Teacher Education

Globalization has brought quality change in the field of teacher education. With this phenomenon, there is a need for restructuring the whole system and practices. Teachers are needed to be prepared for technical skills that are necessary for their personal and professional advancement. Globalization demands for competent teachers which can only be achieved by providing professional skills to the teachers to the teachers through in-service and pre-service programmes. The teacher training programme should pay emphasis on quality that involves new methodologies. It should prepare teachers for future. The focus should proceed from the traditional teaching to developing life-skills such as critical thinking, problem solving, leadership management, conflict resolution, stress management, interpersonal skills, presentation skills etc. which would ultimately help in producing global teachers. Globalization promotes competition on the part of teachers as well as students. Due to open assessment system, teachers and students are under pressure and are often assessed and judged.

CONCLUSION

Globalization is a phenomenon that has affected the entire world, though it has a

conflicting and complex effects but with it, global citizens are prepared who are ready to face the challenging and competitive world outside. Globalization has also helped in making our education system ready for supporting and producing winners. With globalization, schools are providing quality education to children with better infrastructure, student-teacher relationship, engagement in co-curricular activities with innovation. It also paves a way for attaining lifelong learning on the part of learners where they learn the four fundamental precepts regarding lifelong learning in the report of the International Commission on Education for the 21st Century to UNESCO, that are learning to know, learning to do, learning to live together, learning to be. Schools have also started focussing on bringing out the best in child, getting their full potential and making finest use of their abilities and capacities. Globalization has also focussed on holistic development of the child with an effective use of new and emerging technologies that are not only helping in generating responsible citizens but also helps in making them creative and citizens who are fit in upcoming modern and innovative era.

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INTEGRATING GLOBAL EDUCATION IN EDUCATION

Ms. Monika Bhardwaj,

Assistant Professor,

Guru Nanak College of Education,

New Delhi, India

monika.gnce@gmail.com

ABSTRACT

Today people have no idea of what education truly is. In the present “knowledge age” the health and wealth of the societies would depend increasingly on our capacity to innovate but education today trains students to earn more rather than it aims at the improvement of the character of the educand. This is, no doubt, a very big challenge for man to prepare himself for launching knowledge revolution and innovation. Therefore, to deal with this we have the solution in “Global Education”. The heart of the global education is enabling young people to participate in shaping a better shared future for the world. Global education emphasis the unity and interdependence of human society developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human right, as well as building peace and actions for a sustainable future in different times and places. With the emergences of globalization and growing independence of nations along with the fast changing science and technology are society is also rapidly hybridizing and moving for the concept of global society, economy and culture. Present situation of society by being a global society is forcing fundamental changes in the structure and goals of mass education.

Keywords: Globalization, Global Education

INTRODUCTION

Etymologically, the word school, is derived from Greek word “Skhole” which means “leisure”. In ancient Greece leisure places were used for self-development. Gradually these places came to be known as schools where teachers under a pre planned system used to give specific doses of curriculum during a fixed time.

The Sociology of Education particularly studies the school as a social system. The social organization in the school consists of different roles and statuses for the educator and educand. As a social system the school aims to prepare the students to occupy social roles according to their capacities after leaving the school. Society is a system or organization of mutual relationship between human beings, implicit in certain communities and institutions. The school is a group and education an

institution. Evidently, the school is an important part of society. Explaining the intimate relationship between society and school, **T.P. Nunn**, the famous educationist writes, “a nation's school, we might say, are an organ of its life, whose special function is to consolidate its spiritual strength, to maintain its historic continuity, to secure its past achievements, to guarantee its future. Through its schools a nation should become conscious of the abiding sources from which the best movements in its life have always drawn their inspiration should come to share the dream of its nobler sons, should constantly submit itself to self-criticism, should purge its ideals, should re-inform and direct its impulses”.

So long as a man does not come into contact with social environment, his development cannot be complete. As is the society, so is the development of the man. According to John Dewey, the school is also a society which is to large but a small one. So the development of the child will be according to the school environment. If provisions in the school are according to the needs of life, circumstances and stages of development, the entire personality of the child will definitely develop in the desired way. They should represent the present life.

J. S. Ross has also defined as “schools are institutions devised by civilized man for the purpose of aiding in the preparation of the young for well-adjusted and efficient members of the society.”

With the emergence of globalization and growing independence of nations along with the fast changing science and technology are society is also rapidly hybridizing and moving for the concept of global society, economy and culture. Present situation of society by being a global society is forcing fundamental changes in the structure and goals of mass education.

Today people have no idea of what education truly is. In the present “knowledge age” the health and wealth of the societies would depend increasingly on our capacity to innovate but education today trains students to earn more rather than it aims at the improvement of the character of the educand. This is, no doubt, a very big challenge for man to prepare himself for launching knowledge revolution and innovation. Therefore, to deal with this we have the solution in “**Global Education**”.

The heart of the global education is enabling young people to participate in shaping a better shared future for the world. Global education emphasizes the unity and interdependence of human society developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human right, as well as building peace and actions for a sustainable future in different times and places.

Global education promotes positive value and assists students to take responsibility for their action and to see themselves as global citizens who can contribute more peaceful, just and sustainable world.

Global education is a lens (or perspective) through which material on the curriculum is viewed. Teachers employ this lens to illuminate any subject material. Global education respects environmental needs, peace and justice and human rights for all through positive ways of reaching out to the students peer in developing countries, and around the world. It transcends subject matter and age level, and through focusing on developing global citizens, adds authenticity to any curriculum.

Perspectives of Global Education:

Global education has five learning emphases or perspectives:

- **Interdependence of Globalization:** an understanding of the complex social, economic and political links between people and the impact that changes have on each other.
- **Identity and Cultural Diversity:** an understanding of the self and one's own culture, and being open to the cultures of others.
- **Social Justice and Human Rights:** an understanding of the impact of inequality and discrimination, the importance of standing for our own rights and our responsibility to respect the right of others.
- **Peace Building and Conflict Resolution:** an understanding of the importance of building and maintaining of positive and trusting relationships and ways conflict can be prevented or peacefully resolved.
- **Sustainable Futures:** an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

Also UNICEF program supports and strengthens government efforts to provide quality education by reducing gender and other social and economic disparities at the national and school levels. Through a close and productive partnership with MHRD and the Department on School Education and Literacy along with Civil Society, the program has been supporting the Government of India's flagship program "Education for All" to ensure greater access to education, enrolment and improved learning outcomes for the marginalized groups of children.

While relating a focus on elementary education for children aged 6 to 14 years under the Right of Children to Free and Compulsory Education Act (RTE), the programme is now covering a wider gamut-starting from early childhood education through elementary upto grade 10. Child friendly schools and systems are being promoted and capacities of teachers strengthened to ensure children's right to learn. Convergence with other program to combat child labour and child marriage, and universal access to improve water, sanitation and hygiene facilities, is also ensured.

The **NPE (1986) and Programme of Action (1992)** lay down the objective on this issue which includes “Development of International Cooperation and Peaceful coexistence through education”.

That means in our education policies also education is regarded as the key of the peaceful coexistence and interdependence and also they are talking about equal opportunities in educational institutions for all, considering their right.

There are also a **Council for Global Education in USA (GEC)** which acts as the change agent that revitalizes schools by creating and executing the necessary assessment, administrative and operational procedures, accountability measurements, curriculum, and training for teachers and staff to provide an environment that helps children succeed academically and socially. GEC believes that education is the key and that each and every one of us plays an essential role in the education process. The goal of GEC is to create a world where values such as peace, coexistence, reverence for all forms of life and responsibility are norm. Needed is a new education based on new goals for a new and enlightened century. To achieve this goal, CGE has developed a global education founded upon: universal values, global understanding, excellence in all things, and service to humanity.

Ideally, a continuum emerges when a teacher, a subject area, a school or parent group infuses the program with a global perspective across curricular and grade level. And approach to a topic or concept is introduced at the primary level, reinforced in the junior grades and developed fully as the students mature in the intermediate and senior levels to become part of the students' total learning package on graduation.

Thus Global education can be likened to the butterfly effect-it begins with the individual-the social/emotional self. Only through the interpersonal dimension can we begin to move ourselves away from the center thereby developing the capacity for empathy and ultimately expanding our narrow perspective.

Thus, there are certain points through which we can clearly identify the need of the perspective of global education. These are:

- An approach which takes into account the whole of human society and the environments in which people live.
- An emphasis on the future, the dynamic nature of human society, and each person's capacity to choose and preferred futures.
- An opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice.
- A focus on cooperative learning and action and shared responsibility.
- An emphasis on critical thinking and communication.
- An opportunity to develop positive and responsible values and attitudes,

important skills and an orientation to active participation.

And finally we can consider its direct impact on students. The following statements describe the effects on the students themselves:

- Students learn to respect, to value and celebrate other cultures.
- Students learn about developing countries and their issues in as positive way.
- Students become socially and environmentally responsible by learning about their independence with other peoples and species.
- Students gain a positive outlook on their role in making the world a more peaceful and just place.
- Global education enriches any curriculum by clarifying the connection to real life.

CONCLUSION

Therefore, to conclude it could be said that to fulfil all aspects of the development and for the overall development of the students, we need to develop with the patterns and system of education which touches the affective domain of the students. In the budding global society, we need to think globally and act locally. We need to think from the perspectives of global view, the development of global values. It is a high time to reflect on the need to think for global issues and to work on it and most importantly, encouraging our future generation to develop this feeling from the budding stage.

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TRANSFORMING TEACHER EDUCATION IN CHANGING SCENARIO TO MEET DEMANDS OF THE SOCIETY

Ms. Rashmi khanna

Student

Guru Nanak college of education

Rashmikhanna2206@gmail.com

ABSTRACT

Education and society are influentially inter connected, one is the source for the other's requirement. The evolving society demands modification in education. This paper highlights the need of inculcation of value-based programs in teacher education to meet the demand of the dynamic society. Also, it suggests measures like workshops, inclusive pedagogy and moral education as a separate pedagogy to meet the need of the society by having an effective teaching program. It is important to realise the need of the society through education. The society demands value-based programs due to diminishing values among students which could be regained through moral values education by the teachers at school level. For this we require qualitative improvement by restructuring of B.Ed. curriculum in accordance with the societal needs. This can help develop a morally upright and morally healthy, sound society. Moral development is the indicative of social development.

Key Words: Value based education, restructuring curriculum, moral soundness, inclusive pedagogy, character education, values across curriculum.

INTRODUCTION

EDUCATION AND SOCIETY

The dynamic society co-exists with education and undergoes a hand in hand evolution. Education has been the major resource for the ever-demanding society. These both can be considered as the two sides of the coin, inseparable. This strong crosslink between the two has led to numerous advancements, innovations and modifications in one another. Indeed, the evolving society demands again an education based on moral values. Morality can be defined as a state to distinguish right and wrong. Being morally upright should be the new adapted aim of the education that ensures audacity to rationally define right and fight for the right. The very purpose of education is balanced and holistic development of student personality that makes our nation more democratic, cohesive, culturally rich and intellectually competitive nation. The all-round development of children is incomplete without their moral development. Value based education is in vogue

today because values command a great significance in society. A society progress is endowed with lofty values. While a society in which values deteriorate, degenerates. The eternal values are needed always and cannot become redundant sometimes rather they need to be a factor in individual and social development.

According to the Lawrence Kohlberg moral development theory, moral reasoning is the basis for ethical behaviour which is principally concerned with justice that perpetuates throughout individual's life through constructive stages. Therefore, value education can be defined as the character education which is aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of positive values that unfurls humanity. The development of good character is at the heart of values education programs. Moral values play an eminent role in character formation.

The Secondary Education Commission 1952-1953 laid special emphasis on the following values in the character formation of the students:

- I. Efficiency
- II. Good temper
- III. Cooperation
- IV. Integrity
- V. Discipline

Ironically, the teachers play the most crucial role in children's moral development and they have been doing so over years but the bigger question is who holds the responsibility for teacher's own moral development? Over the past years, the moral values among children has degraded significantly whose reasons can be marked by 'n' number of factors. In the current scenario where every individual is preoccupied in the rat race consequently the human species has become more stressed and less humane. As a result, we humans have skimmed our horizons. Likely, the teachers are constricted to the syllabi, students to their percentage and parents have set an ultimate goal of earning maximum income to fulfil their ward's desires who in lieu will fulfil their desire of high percentage. The actual problem lies in the fact that we are following our pre-set goals blindly, so much so that we can be termed unkind, inhuman. Therefore, the society demands for an education based on moral values, so that we follow our goals in form of dreams without neglecting our conscience. It is evident that values like respect, patience, non-violence, are facing a downfall whose advent is visible with the increasing number of assault cases in the daily. Now and then it is marked that chiding students these days are a fear for teachers as they get back in worst ways. There were days when the students used to duck to avoid flying dusters, got rapped hard on knuckles, made to stand on the benches or sent outside the

classroom for not completing homework but the graph shows a paradigm shift as the teachers are watchful on rebuking the students as teachers are threatened that it would be reported to the principal. Consequently, the teachers have become apprehensive of reprimanding students, rendering them helpless with decreased techniques and strategies of getting children to learn.

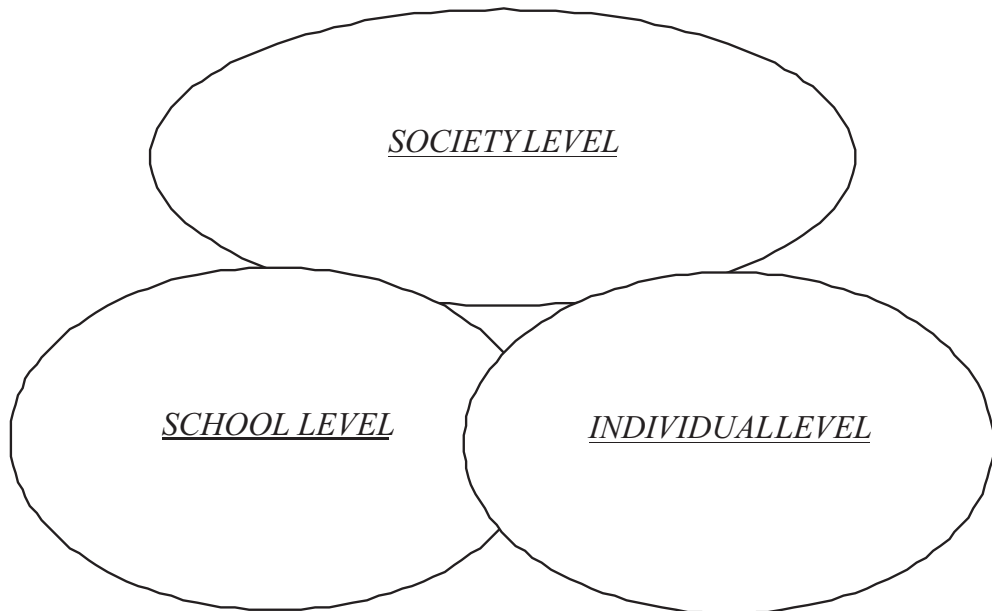
VALUES ACROSS CURRICULUM

Value education can be defined as the character education which is aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of positive values that unfurls humanity. Values across the curriculum refers to the formal as well as informal instructions delivered by the teachers for the inculcation of the moral values among the students. It aims at developing values not only through formal instructions, in formal environment but anytime suitable for value inculcation through informal instructions and in informal environment. Certainly, the argument focuses on the idea of values inculcation in visible as well as invisible curricula.

SIGNIFICANCE OF VALUE EDUCATION

The teaching of value help in creating a conducive environment that enhances educational achievement and leads to social development of the children resultant, an academically and socially proactive individual. Thus, positive values modelled by the school helps in building a positive learning environment.

HOW DOES VALUE EDUCATION HAPPEN?



The value education is seen at three levels namely:

- **SOCIETY LEVEL:** Society is closely knitted to the individual that totally interferes in his/her development, including interaction with different familial culture, school culture etc. society plays a key role in the moral development of individuals as they seem to replicate actions to attain societal satisfaction. Individuals adapt the society norms in order to be well absorbed by the society.
- **SCHOOL LEVEL:** Likewise, society the school is too related to the social as well as moral development. The curriculum offered, the pedagogy, the form of education, the mode of education transmission, the school culture, the vision, mission of the school, the motto, the philosophy, etc. are some of the factors that are considered to have an agonistic action in moral development.
- **INDIVIDUAL LEVEL:** At this level, peer plays the dominant role in an individual's moral development. The children are observed to imitate their peer for better acceptance in the group and the latter seems to have similar moral norms.

OBJECTIVES OF VALUE BASED EDUCATION

- Holistic development of child's personality
- Development of good manners
- Development of values like non-violence, universal brotherhood, harmony, peace, etc.
- Development of mutual respect towards society, religion, nature.
- Development of sound scientific evaluation
- Development of moral decision making without violating the scientific norms.

NEED FOR EDUCATION BASED ON MORAL VALUES

As aforementioned there can be ample of factors that are leading to the degradation of the values, it becomes imperative to reflect on these causes in order to have possible solutions.

1. Pupil teacher/school level

There is a definite requirement to have moral values teaching for future teachers, as we cannot rely on the assumption that a teacher knows everything or few things one always learns from experience as everything cannot be taught. In Majority cases the teachers either ignore the student conflicts or they don't have suitable strategies to manage them. Consequently, the only tactic they have is to take the students to higher school authorities or to simply inform their parents. However, the teacher holds much more accountability rather than just playing the role of the messenger. A teacher needs to be a problem solver. For this we need restructuring of the B.Ed. curriculum to

include methods and strategies for guiding students morally and help in their moral development. The teacher education institutions must be grounded with the value transaction programs that accounts for cultural preservation and hence civilization of the nation.

2. Students / individual level

The moral values have significantly degraded among the children. They have become far more disrespectful towards their teachers, peer etc. However, the prevailing bigger problem is juvenile delinquency which has increased rapidly in the recent few years. Therefore, here arises the need for the students to be constantly reminded and taught moral values in the hope of decreasing such devastating situations.

3. Society level

The children are future of the nation, if they are not rectified at their initial stages and grow inhumane it can be a critical crux for the society. It may lead to development of other worldly society.

SUGGESTIONS

It is important to modify the education to meet the need of the society. It is the need of the hour to inculcate a value-based education system. Also, one must always keep in mind the profound a disease is more prolonged is the cure. As aforementioned value based education is in vogue it is because of steep downfall of morality and uninvited increase in the immoral demean our.

The following measures can be taken for the development of a more morally healthy society.

- **New curriculum:** A University should make the following qualitative changes in order to have an effective improvement in the teaching curriculum that satisfies the educational needs of the society.
- **Inclusive pedagogy:** The B.Ed. curriculum should include strategies for pupil teachers suggesting ways on how to include moral education along with their pedagogies. More precisely this might include strategies to handle conflicts, complaints, dilemma of student based on moral ethics. Broadly the teachers should not only be restricted to syllabi but to their moral development too. Inculcation of moral values just during the problem or during moral class is insufficient to improve the detrimental moral condition of the society. Therefore, it further increases the demand for recurring moral education by teachers irrespective of situation. Moreover, situations need to be created for instilling knowledge of values. For this, every pupil teacher should be provided with a minimum moral strategy along with their pedagogy method. For example, morning assemblies can include pledge,

thought of the day, mediation sessions for school children as well as teachers that would help them to calm themselves. Also, these sessions can be made interesting and morally educating to the students if we include short moral stories. Such practices make the children more gravitated towards moral norms.

- **Separate pedagogy:** university can also introduce teaching of moral science as a separate pedagogy just like teaching of science, English etc. University curricula include value education as an optional course which needs to be made mandatory seeking the societal needs. It renders the curriculum less effective in terms of moral education as it just includes moral education in form of a single unit under “historical and sociological foundations of education” mentioned as a social issue in education. By providing value education its required mandates we can achieve the motto of a morally civilized society.
- **Workshops:** The university can also conduct programs like workshops, seminars, conferences, stimulations, etc that would provide exchange of ideas through experienced spoke persons regarding the moral dilemma faced in the classroom which could indeed help in developing appropriate strategies. Also, this would act as a stimulant for pupil teachers and give pre-requisite for their inclination towards moral sciences.

CONCLUSION

A morally upright teacher can help build a morally upright nation. Education is the biggest tool to bring out major influential innovations in the society. Education should be the one that fulfils and works in accordance to the need of the society. Different strategies need to be included to develop moral values among students that would cure the injurious situation of the society. Moreover, help the teachers regain their lost control and construct a morally sound nation. Furthermore, sows a seed of trust among students over teacher’s rebuke as positive reinforcement for a bright future. Also, teachers need to realise their position of being superior to students for their betterment but definitely not over law which entails them to foster students morally on a right path.

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EVOLUTION OF TEACHER EDUCATION IN INDIA

Ms. Shilpa Bajaj

Assistant Professor

Guru Nanak College of Education, New Delhi.

shilpa.gnce@gmail.com

ABSTRACT

The National Policy on Education (1986) underlines: “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Teacher education programme starts shaping from the ancient education system and till the present system of education taking shape according to the global and local needs of the Indian society. Hence, to understand present state of teacher education, it is obligatory to understand its evolution.

Key Words: Teacher Education, India, Committee, Commission, Policy

INTRODUCTION

Teaching as a profession has a long history in India. It is one of the oldest and respected professions across the world. The aims of education have been changing throughout the years according to the expectations of society and so is the nature of teaching. In tune with the changes in the role of teacher, the pattern of teacher education has varied from time to time. The role, function, competence and preparation of teachers have undergone dramatic changes from time to time but the need for teachers has been imperative for all times. This paper discusses major milestones in development of teacher education from ancient time till recent times which lead to major changes in teacher education practices in country.

Ancient period

In ancient Hindu civilization, teaching was concerned with teaching of religious scriptures. Brahmins, out of various castes of Hindu Varna system, were given the role of teacher (*guru*)

In Vedic period, teacher enjoyed high status and respect in society. The teacher was expected to be the embodiment of good qualities, knowledge and spirituality, a role model for other members of society. Though there was no formal system for teacher education, teachers were under lifelong evaluation by their students and society. *Monitorial system* was often used to recruit new teachers in which senior pupil was

given the charge of teaching the group of younger ones. Once got experience and proficiency in the teaching, he was appointed as a regular teacher.

Medieval Period

Educational institutions of different levels were established by Muslim rulers during medieval period. *Maktabs* were started to spread Islamic principles and culture. The role of teacher in ancient time was to impart knowledge, inculcate various skills and develop certain attitude towards society, life and nature. Importance was given to the *three R's*-Reading, Writing and Arithmetic in elementary stages. Study of *Quran* was compulsory. Grammar, arithmetic, logic, science and philosophy were taught in higher stages.

Colonial Period

During colonial period, Charter Act (1698) gave the responsibility of starting and maintaining schools to East India Company. After that some educational societies and learned individuals started their efforts to train vernacular teachers in Bengal. First intervention in teacher education system was done by Danish and English missionaries in 1793 when they collaboratively opened a *Normal School* in Serampore (Bengal).

After coming across the *monitorial system* Dr. Andrew Bell launched *Bell-Lancaster system* in Madras in 1789. It was an imitation of *monitorial system* which laid the foundations of teacher training system in the country. In 1835, William Adam in his report suggested conversion of the vernacular departments of English into normal schools and schemes for in-service teacher training. Wood's Despatch (1854) also suggested certification and employment on the completion of training programme. Hunter Commission (1882) mainly recommended affiliation of the teacher education programmes at university level. It also suggested instituting an examination in the principles and practice of teaching success in which should thereafter be a criteria of recruitment as a teacher in any secondary school. Calcutta University Commission (1917-19) known as the Sadler Commission suggested opening of department of education in Universities with programmes at graduation and post-graduate level in education. It recommended the introduction of Education as a separate academic discipline.

The Hartog Committee (1929) recommended improvement in general education of teachers and initial qualifications of the primary teacher be at least middle vernacular. It suggested better quality of teacher educators and extension of training period. It emphasized on job security of teacher also. The Sargent Report (1944)

suggested a two year training course for preprimary and junior basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects. It proposed revised pay scales to attract better teachers.

Secondary Education Commission (1952-53) recommended that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical training should not consist only of practice in teaching skills and critical textual analysis but administrative work also. Piers Committee (1956) recommended equal weightage to theory and practice. The examination papers should be reduced to four as stated below-

1. Principles of Education and School Organization
2. Educational Psychology and Health Education
3. Methods of Teaching Two School Subjects
4. Current Problems in Indian Education.

National Council of Educational Research and Training (NCERT) (1961) worked on the development of school education and teacher education as well. Amongst the significant contributions of NCERT are:

1. Revamping of Elementary and Secondary Teacher Education Curriculum;
2. Reorganizing of student Teaching and Evacuation;
3. Institutions of All-India Surveys on Teacher Education;
4. Focus on continuing education of teachers through establishment of centers of continuing education;
5. Recognition to contributions to education by outstanding school teachers and teacher educators through a scheme of national awards. Kothari commission (1964) recommended the need of a sound programme of professional education for teachers for the qualitative improvement in education at all levels of teacher education to meet the requirements of the education system at national level.

Functions of certain institutions and structures involved in evolution of teacher education:

Initially teacher education was under control of religious institutions. Missionaries played important role in introducing teacher education as mentioned above. Adaval,

Agrawal, Asthana and Saxena (1984) noted that in 1819, the Calcutta School Society started teacher training for indigenous schools. This idea of teacher education gradually spread to Bombay and Madras. In May 1824, Mrs. Wilson founded first training school in Calcutta for women. At the same time, the special committee of Bombay Native School Book and School Society recommended training of young men in Bombay as per Bell-Lancaster system and their recruitment as headmasters and superintendents on completion of training. Madras Book Society Committee also proposed the need of teacher training school in presidency.

After recommendations of Adam's Report, in 1847, first normal school in Bombay was started at Elphinstone College. In 1849, Alexander Duff also started a normal school at Calcutta. A normal training department was started in 1851 at Poona College. Similarly the normal training schools were also started at Surat and Agra (Devi, 1968). Two years after Wood's despatch, Madras established normal school along with practice school attached to it. Banaras opened a normal school same year and next year, Meerut also had a normal school.

After recommendations of Government of India Resolution on Education Policy (1904), universities instituted B.T. degree for graduate teachers. Colleges in different provinces offered various kinds of training courses. Madras and Bengal had specific professional courses. Central provinces had only professional courses at higher level while Kurseong College had course on Kindergarten methods (Devi, 1968).

The Ahmedabad Mahalakshmi Female Training College offered a general course of 3 year duration which included household accounts, domestic economy and needle work and, another 3 year course on kindergarten. As per the recommendations of the Sadler Commission, 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936. The Central Advisory Board of Education was revived. Basic Education was started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938 (Bhattacharjee, 2015). As per the recommendations made by Abbott - Wood Report (1937), in 1941, the VidyaBhawan Teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education in the same year (Bhattacharjee, 2015). Jayeetabhattacharjee (2015) notes that in 1950, the First Conference of Training Colleges in India was held at Baroda to discuss programmes

and functions of training colleges. In this commission, “teacher training ” was given a new nomenclature and it became “teacher education ”.

Major challenges in development of teacher education till 1960s:

The domination of Brahmins on the profession of teaching in ancient times led to degradation of its professional standards. Teaching became a hereditary right and promoted a culture of incompetence and patronage and excluded the entry of other voices and disciplines into this crucial arena. Even in colonial period (1826), when a central school was established in Madras, the selection of teachers was to be done on communal basis. “It was also deemed advisable that Brahmins should be preferred over other Hindus ” (Devi, 1968). It led to lack of quality and competence among teachers. In colonial period, the teacher training curriculum emphasized more on the knowledge of content and completely ignored the methods of instructions. There was a belief that theoretical reflection is not relevant in effective teaching practices (Batra, 2009). Batra (2009) notes that there were no attempts made to develop a grounded understanding of children’s thinking and learning processes, curricular and pedagogic studies within the Indian socio–political context in training. It was difficult for teachers to relate the immediate environment of child and themselves with the knowledge content. In 1882, Hunter Commission made the teaching profession examination and certification oriented. Commission recommended that teachers could take an examination to get certified as professionals without attending a Normal School. Madras government opposed it as a retrograding step, as involving practical abolition of training (Devi, 1968).

Many recommendations were made by various policies and commissions but the progress in teacher training was at a very slow pace. All the steps taken fell apart behind the measures needed to provide qualified teachers in sufficient numbers. Another challenge was the growing group of “Zenana Teachers ” who were hardly trained and ill equipped.

CONCLUSION

Overall there were very low standards of teacher training, status and pay of teachers in government sector. Teacher had no agency in the education system and was mere a “Meek Dictator ” of the British content (Kumar, 1991). These were one of the major factors leading to demotivation and disinterest of youth in teaching profession.

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INTEGRATED CURRICULUM IN SCHOOL EDUCATION

Ms. Sukriti Sachdeva,

Trainee Teacher,

Guru Nanak College of Education,

New Delhi, India.

Email Id- ssachdeva1996@gmail.com

ABSTRACT

Improving school education is an important aim of developing India. For improving the education system, an integrated curriculum in school education is requisite. An Integrated curriculum represents a holistic view of the classroom and how it should function. There are three major approaches to an Integrated curriculum: Multi disciplinary, Inter disciplinary and Trans disciplinary. An Integrated curriculum should have some imperative components to make it effectual. Some of them are elective courses, field trips, project based learning, inclusive classrooms and constructive learning. Proper organization of an integrated curriculum will lead to a step further in the development of the Indian Education System.

[Key words: *Integrated curriculum, school education,*].

INTRODUCTION

Education in India has been a major goal of all the political leaders of the country and takes a major part of the Indian Constitution. Right to Education is a fundamental right and there have been many other acts like free and compulsory education. But is the education we are aiming and working towards effective?

There is a major role of an integrated curriculum in the development of Indian education system.

Curriculum is often misunderstood to be just the syllabus to be taught in a school over the span of a session. However it stands more than that. It is broadly defined as “the totality of students experiences that occur in the educational process”. It is a planned sequence of instruction or a view of student’s experiences in terms of the educator’s goals.

Changing trends have proved that just having a simple curriculum of a class leads to stagnation of the growth of our education system. It needs to be more than that. Therefore the concept of an integrated curriculum comes into place. An integrated curriculum is an approach, which not just includes the instructions of a specific

subject but also has linkages to other subjects and is sensitive to the needs of students. It helps the students to learn connections and relativity of different subjects. Along with connections to other subject, a good integrated curriculum should have various other aspects like field trips involved, elective courses, same sex classrooms, project based learning, parent teacher conferences, anti bias curriculum and many more.

Components and organization of an Integrated Curriculum:

Organization of an integrated curriculum is as important as having one. There are certain factors that lead to an ideal integrated curriculum. The first one is elective courses. Elective courses give students an opportunity to study according to their interests and capabilities. Elective courses have been given the name of optional course as students can choose their options according to their will and interest. It has been found that although the major developmental processes are the same but there are individual differences, which need to be catered to. The learning pace of the students is different along with their interests and talents. Elective courses help the students bring out what is the best in them instead of enforcing the universal subjects on them. Indian education system experiences many dropouts and the retention rate is really low. The one major is lack of interest amongst students. Therefore elective subjects should be introduced more in the classroom to allow the students according to their absorption and intrigue.

Along with elective courses, basic vocational courses should be offered to students in school. Vocational courses are ones, which provide a practical experience in several subjects other than studies and theoretical part of education. Indian Education system also lacks behind, as there is a deficiency of practical experience and training amongst the learners. Vocational courses offer self-sufficiency to students who lack caliber in just the theoretical portion of education. These courses are majorly skill based and offer hand on instructions and working experience to the learners. They help the students apply their learning practically and expertise in a particular field.

The curriculum should be organized in such a way that it caters to the needs of an inclusive classroom. An inclusive classroom is a one where students who are differently abled, study with other students in the same classroom irrespective of their learning paces and differences. Inclusive classrooms are designed in a way which is sensitive to the needs of different students. It aims to provide them a classroom and an environment, which is interactive and engaging. Such type of a classroom needs an inclusive curriculum, which is designed to engage all different types of students. An inclusive curriculum is defined as an approach to course and unit design and to teaching and learning practice, which aims to improve access and successful participation in education of groups traditionally, excluded from tertiary

education. It will lead to better retention and attainment. These facilities have not yet been provided in an orderly manner yet and the provisions are still lacking. Given all the benefits and the growing requirements of an inclusive classroom it is necessary to organize the curriculum in an inclusive manner to cater the needs of all the students.

Another important aspect of an integrated curriculum is organization of field trips. Field trips are defined as educational trips with a group of students where the teachers take the students to learn in a new environment.

The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. These field trips provide an exquisite environment to students for learning. They are an excellent means of recreation and rejuvenation for students. They are an eminent way of teaching the students effectively. The students build their understanding on the basis of their own experiences. They become active learners of their knowledge. They erase classroom boredoms and give the students an opportunity to see the real world outside the theoretical textbooks. The students also learn to interact socially and build a feeling of cooperative learning. They learn as a group and teamwork is promoted. The details, benefits and regular planning of field trip are an essential component of the organization of an integrated curriculum.

Another essential component of an integrated curriculum is the increased focus towards project-based learning, Project based learning is based on the principle of constructivism and active learning. It can also be known as inquiry learning where the students are involved in solving certain projects by investigating and responding to a particular question, problem or a challenge.

The idea of project based learning goes back to the philosophy of John Dewey who initially proposed the idea of learning by doing. Many theorists and philosophers then followed the same and now learning by doing needs to be an essential part of the curriculum as stated in NCF 2005 as well. Project based learning promotes critical thinking, collaborative learning, mutual understanding. It is a student-centered approach, which shifts the role of a teacher to a facilitator. It requires the application of knowledge and skills and not just recall and recognition. It fosters student's independence.

It provides student's opportunity for real based learning. Thus the integrated curriculum needs a project based multidisciplinary pedagogical approach that provides meaningful learning opportunities.

Parent teacher conferences are the interactions of parents with the teachers of their student's school. Parent Teacher's interaction is a necessity in schools nowadays to allow the parents keep a track of their ward's performance in the schools. The parents are responsible for the progress of their child as much as a teacher is and they need to know about the child's progress in school. It is a splendid way of discussing the strengths and weaknesses of the students and a way to work upon them. Parent-teacher conferences supplement the information conveyed by report cards by focusing on students' specific strengths and weaknesses in individual subjects and generalizing the level of inter-curricular skills and competences. Parent teacher conferences are an essential part of the integrated curriculum. Most parents tend to neglect their children by leaving their academics on either schoolteachers or just tuition teachers due to which the students get distracted or left out. The inclusion of parents in their children's academic life is really imperative. Thus the integration of parent teacher's association is a requisite factor in the development of Indian Education System.

Another essential component in designing an integrated curriculum stands an anti biased curriculum. An anti biased curriculum is designed to set forth value-based principles in the early childhood itself toward biasness and unfairness. India despite of many policies and reservations, there stand many prejudices and stereotypes against certain sections of the society. An anti biased curriculum is necessary to grant them the basic respect they deserve and embrace differences. Anti bias teaching requires critical thinking and problem solving approach for both the teachers and the students. The main purpose of this type of curriculum is to promote equality and social justice. Such curriculum allows the students to see an whole view of the subject and decide rationally without any biasness. It does not present a culturally dominant view of a subject or an idea.

Student Internships should also be an important feature in the organization of an integrated curriculum. It helps the students work towards self-efficacy. Instead of just sitting in the classrooms studying the practical part of a subject the students get an opportunity to go outside the classroom and work in the real environment. It acquaints the students with real life problems and situations. A lot of manpower in India is unemployed majorly because they do have the knowledge but do not know how to apply it or do not have an experience in the same. In these student internships the learners get an opportunity to learn under professionals and get a platform to apply their knowledge along with their skills. They are trained for a job and how to work positively in the work place. They get a first hand experience to deal with their problems. The student internships should be an integral part of the curriculum in order to motivate them learn and apply their knowledge. It is a major component in an integrated curriculum to help Indian Education system develop

Approaches of an Integrated Curriculum:

There are three main approaches towards an integrated curriculum.

1. Multidisciplinary
2. Inter disciplinary
3. Trans disciplinary

Multi disciplinary:

In multi disciplinary approach, the teachers focus primarily on a central theme. All the disciplines revolve around that theme. The teacher shows the relationship of different disciplines revolving around a theme. The teachers in a multidisciplinary curriculum fuse knowledge, skills and even attitudes.

Inter disciplinary:

Inter disciplinary is a method which is used to teach a unit across different curricular disciplines. Interdisciplinary stands on the idea of Howard Gardner's Theory of Multiple Intelligence. It helps a child study and understand concepts thoroughly through multiple perspectives.

Trans Disciplinary:

In a trans-disciplinary approach to an integrated curriculum the teacher organizes the curriculum on the basis of students questions and concerns. They can get a real life experience by applying the interdisciplinary approach to education. Students develop like skills using this approach to integrated curriculum. The route to this approach includes project-based learning, which motivates the learners to work independently. It is a student centered learning which develops concepts, skills and ideas.

CONCLUSION

An Integrated curriculum is an engaging curriculum in which the students get an opportunity to learn and achieve their goals. They become independent and motivated learners instead of passive learners. The teacher becomes a facilitator and helps the students recognize their ambitions and work towards them in a positive way. The integrated curriculum consists of a holistic view of all the subjects in not just a theoretical way but also the practical aspects of it. The main components of an integrated curriculum include field trips for students; elective courses and vocational courses, anti bias curriculum, student internships, and project-based learning, inclusive classroom and parent teacher associations. All these components must be designed and organized in an integrated curriculum to keep in mind the major focus on student centered learning. It also promotes equality and learning for all. These components would help a student learn effectively and become independent to make

the complete use of their talents and skills. The students can experience real life situations themselves and not just focus on the rote learning. The integrated curriculum provides a shift from the traditional learning methods to the modern constructivist learning methods. Thus it is important for a curriculum to provide the students and the teachers a guide to learn and should not be a burden on them.

There are three major approaches to an integrated curriculum: multidisciplinary, interdisciplinary and trans disciplinary. The best amongst all the three approaches is considered the trans disciplinary approach as it focuses on the project based learning. It enhances the talents of the students and help them become focused learner. Integrated curriculum plays an essential role in the development of the Indian education system by making the students independent learners and promoting respect and equality amongst them.

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