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EDITORIAL

We are happy to present this inaugural issue of the International Journal of Pedagogical Studies in your hands.

International Journal of Pedagogical Studies (IJPS) is an international journal that publishers high – quality of articles and research papers, in English in all areas of Education. The journal aims providing Plat form for the research aspirants, academicians, Professional Practioners, scholars and students to impart and share knowledge in the form of high quality theoretical and empirical original research papers in the field of education. The journal welcomes the submission of manuscript that meet the general criteria of significance and academic excellent papers will be published every year after acceptance. IJPS will publish original, Peer reviewed, Pertaining to the education related to relevant work.

We are targeting for contributes and readers in the international level. An editor is only a quality keeper, she can ensure quality content into print; it depends upon the contributors. A journey started and for which we seek your help and Co-operation.

Dr. K. Sumathiral

Editor

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A STUDY ON WEB-LEARNING AMONG BACHELOR OF EDUCATION (B.Ed.) STUDENTS OF COLLEGES OF EDUCATION IN TAMILNADU STATE

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ABSTRACT

Web-learning is otherwise called e-learning. E-learning applications and processes include computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the internet. In the present study, internet was taken primarily for accessing web-learning. A total of 314 student-teachers of colleges of education were selected as sample through purposive sampling method. The survey method of research was used. Questionnaire was prepared and standardised. Percentage, t –test and F- test were used for analysing the data. The result revealed that student-teachers used internet mostly for education purpose. There was no significant difference among male and female student-teachers in accessing internet for learning. This study would help the administrators to plan for the effective management of computer education in colleges of education.

Key-words: Web-learning, e-learning, Internet, Bachelor of Education, College of Education.

INTRODUCTION

Teacher education programme should include latest technologies in order to train the student-teachers to become competent teachers incorporating technologies and trends for making teaching-learning fruitful. Internet probably the most transformative technology in history reshaping all walks of human life in an astonishing way. Teachers can make use of educational internet sites as a form of virtual classroom. It provides access to real educational sources and provides connections with large learning communities thus becoming a powerful source of inquiry and exploration. The present study is to know the web-learning among student-teachers at the Colleges of Education. The teacher training institution is the practical field for the student-teachers to carryout training on usage of computer, internet for searching of web to get ample of materials for learning. In this sense, the present research is vital one to investigate the web based learning of student-teachers of colleges of education in the State of Tamilnadu.

REVIEW OF LITERATURE

A few noteworthy studies related to web-learning are highlighted below:

Adika (2003) studied the use of Internet among faculty members of Universities in Ghana. One of the aims of study was to know the level of awareness of Internet among the faculty as well as their motivation to use its services. The study also aimed to seek information about the access to internet of the faculty, the level of internet use and the internet services used, and the use strategies adopted in locating information found on the internet. The study showed that internet use in University of Ghana was low. Most of respondents used internet use for e-mail communication only. The respondents had not used internet services like discussion groups, FTP and Telnet.

Chih-Hsiung (2005) analysed the new goals for online learning technologies by altering presentation to interaction. Three dimensions of advanced, sound and interactive online technologies are proposed in this paper: instructional communication technology, cognitive technology and management technology.

These three dimensions engage learners in active online communication, knowledge construction and the exchange of mental models.

Forcier (2000) stated that technology has an impact on education with today's contemporary term as educational technology. Within the perspective, computers and internet are the tools of technology in education. Internet and its multifunction are of roles of delivering information and gathering with easy navigations and path. Technology and internet reflect supporting various dimensions under the perspective of education.

The review of related literature gave some input for the present research on web-learning of B.Ed. trainees.

OBJECTIVES OF THE STUDY

The main objectives of the present study are:

1. To identify the internet awareness for web-learning of the student-teachers of Colleges of Education at the B.Ed. level.
2. To collect the views of student-teachers on access to internet for web-learning.
3. To find out the purpose of internet usage among the student-teachers.
4. To find out the significant different on the responses of student-teachers of Colleges of Education on the basis of variables such as type of management and gender.

METHODOLOGY

Sample: The investigator selected 314 student-teachers of colleges of education through purposive sampling method as the sample of this study which included 110 male and 204 female student-teachers.

Research Design: The Survey Method of Exploratory Research was followed to get the required data for the present study.

Tool: The investigator prepared questionnaire for collecting data. The research tool contains three sections: 1) Personal data of the subject, 2) Questions related to usage of internet for qualitative

analysis, and 3) Questions related to usage of internet for quantitative analysis.

The tool was standardised through finding validity and reliability. The juries assured that the tool had face validity and content validity. The result of test-retest scores showed a correlation coefficient of 0.794 which indicated that the tool was highly reliable.

Statistical Techniques Used: The data were analysed by calculating Percentage, Mean, Standard Deviation, t-test and F- test.

ANALYSIS OF THE DATA

a) Percentage Analysis

The purpose of using internet by the student-teachers was analysed and the results were presented in the following table:

Table – 1: Student-Teachers' Order of Preference of Internet

Category	No. of Student-Teachers	Percentage
Information	74	23.5
Sports	52	16.5
Entertainment	70	22.5
Education	118	37.5
Total	**314**	**100**

The search engines used by the student-teachers were analysed and tabulated as follows:

Table 2: Selection of Search Engine

Category	No. of Student-Teachers	Percentage
GOOGLE	120	38.3
YAHOO	115	36.6
SIFY	45	14.3
MSN MESSENGER	34	10.8
Total	**314**	**100**

The download sources of internet were analysed and tabulated as follows:

Table 3: Download Sources of Internet

Category	No. of Student-Teachers	Percentage
Online journals	114	36
Download software	90	29
Download text	110	35
Total	**314**	**100**

b) Differential Analysis

The comparison of the mean scores in the internet access of the student-teachers as per the variable – type of management is presented below:

Table 4: Internet Access based on Type of Management

Variable	Category	Access to Internet		
		Mean	SD	No. of Subject
Type of Management	Self-finance	3.64	0.64	100
	Government	3.46	0.66	110
	Government-Aided	3.54	0.65	104
Total		**3.54**	**0.65**	**314**

ANOVA for Access to Internet

	Sum of Squares	Df	Mean Square	F	Significance
Between groups	1.63	2	0.81	1.92	NS
Within groups	132.24	311	0.42		

The comparison of mean scores of male and female student-teachers in accessing internet is given in the following table.

Table 5: Internet Access based on Gender

Variable	Access to Internet				
	No. of Subject	Mean	SD	't'	Significance
Male	110	3.54	0.65	0.163	NS
Female	204	3.55	0.66		

FINDINGS

The following findings were emerged out of the data analyses:

i) It was inferred from the table 1, that 37.5 percent of student-teachers used internet for web-learning education purpose. 23.5 percent of student-teachers used internet for information gathering purpose. 22.5 percent of student-teachers used it entertainment purpose and 16.5 percent of student-teachers used internet for sports. Therefore, it is interpreted that among the purpose of using internet by the student-teachers such as information, sports, entertainment and education, internet for education purpose stood first.

ii) The table 2, showed the results of mostly used website by the student-teachers to collect data or information for their learning. 38.3 percent of student-teachers preferred to browse Google website, 36.6 percent of student-teachers preferred Yahoo, 14.3 percent of student-teachers preferred to browse Sify and 10.8 percent of student-teachers preferred to browse MSN Messenger.

iii) The table 3, revealed that from the analysis of the usage of internet services such as downloading of journals, software and text materials for their teaching-learning purpose, 36 percent student-teachers downloaded on-line journals, 29 percent student-teachers downloaded software, and 35 percent student-teachers downloaded text material from the internet service. It is interpreted that maximum number of student-teachers used the internet for the downloading on-line journals.

The table 4, shows the result of ANOVA that the calculated F value 1.923 is less than the table value 3.025 at 0.05 level. Therefore, there was no significant difference in the internet access for web-learning scores of the student-teachers as per the variable – type of management. From the test of significance (F test), it was found that the type of management of the colleges did not influence the responses of the student-teachers towards web-learning.The table 5, focused the results of the internet access based on gender. It is identified from the test of significance (t – test) that the

calculated 't' value 0.163 is less than the table value 1.968 at 0.05 level. Therefore, there was no significant difference in the internet access for web-learning scores between male and female student-teachers.

EDUCATIONAL IMPLICATIONS

Using internet for web-learning should be advocated to gain rich resource materials for the teaching-learning process.

a) Sharing of e-learning resources with others would give the enriched knowledge for the learners.
b) Surfing-internet will increase the autonomy of the learners.
c) Web-learning brings the confidence level of the learners as they get lot of relevant materials concerned to their topic of study.
d) It is advocated that the research scholars may go for referring e-journals, e-books and e-theses for gaining review of related literature.
e) The present study will be helpful for promoting the teaching-learning through web-learning in the teacher education programme.

CONCLUSION

The findings of the present study have opened up new horizons in the usage of internet for web-learning among student-teachers of B.Ed. level. The internet provides a wealth of information. The students need to get skill for searching on the internet to find e-learning materials for their study. The findings of the study indicate that the introduction of computer education using internet facilities in teacher education is very much essential to make the student-teachers efficient and competent enough in teaching-learning process.

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BLENDED LEARNING IN DEVELOPING ECOLOGICAL CONCEPTS

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ABSTRACT

The goal of the present study is to provide an in-depth understanding of the potential for learning ecological concepts that can occur with technology-rich, blended project-based learning activities. Students conducted research (through guided research processes), interacted with peers, teachers and the community (through personal interviews and visits), and displayed their understanding of knowledge through the presentation of project. Students used ICT as a tool for collecting information, organizing it and presenting it to their peers. The results of the study indicate that all of the students achieved their research goals. Students' learning outcomes were observed based on their achievements in relation to developing skills and ability to synthesize and elaborate knowledge, to engage in scientific exploratory tasks, and to use the technology for supporting and reporting their research work. Teacher's support in relation to providing coaching and scaffolding skills is crucial to students' success in a blended project-based setting.

INTRODUCTION

The emergence of constructivist approaches in learning has lead to Project-based learning which has been increasingly supported by teachers in educational institutions and has contributed to fostering student-directed scientific inquiry of problems in a real-world setting. Constructivist learning experiences in science can help students to develop skills that can be used in other contexts, such as development of decision making skills, critical thinking skills, and the ability to solve problems (Berson, 1996; Jadallah, 2000; Ulusoy, 2005; Van Hover et al, 2006).Project-based learning as a constructivist instructional strategy helps in empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. It is centered on the goal of creating a experiential learning environment that will make our students thrive now and into the future through an instructional approach that engages students through a number of different interfaces. As an inquiry-based method of teaching and learning, it "involves students in design, problem-solving, decision-making or investigative activities" (Thomas, 2001). Essentially, PBL is a method of learning that provides students with opportunities to focus on complex questions or problems and focus on solving the problem through investigation. PBL is often used to investigate authentic issues, while enabling students to learn content, information, and facts, as well as learn valuable skills that are transferable to other areas of education. PBL has been noted to enhance learning by allowing students to gain valuable skills during the process of building meaning through activity. Thomas (2000) defines project-based learning as "a model that organizes learning around projects." Effective project-based learning has the following characteristics:

- Leads students to investigate **important ideas and questions**
- Is framed around an **inquiry process**
- Is **differentiated** according to student needs and interests
- Is driven by **student independent production and presentation** rather than teacher delivery of information When students are presented with a central concept in the curriculum they

are encouraged to use a multitude of skill-sets that will help them fully understand the depth of the subject matter. PBL incorporates traditional learning with a more hands on learning style. This approach not only challenges students to see things from different angles, but also teaches to the broad spectrum of learning styles within the classroom. Students do not just read or hear about the subject matter, they then explore the depth of the subject through hands on projects, field-trips, research and inquiry, and various presentation techniques. Project-based learning allows students multiple options for taking in information, making sense of ideas, and expressing what they have learned in a variety of settings.

THE CONCEPT OF BLENDED LEARNING

Blended learning is about a mixture of instructional modalities, delivery media, instructional methods, and web-based technologies. The most common definition of blended learning is a combination of face-to-face instruction combined with computer-mediated instruction to facilitate interactive and reflective higher-order learning (Graham, 2006).Blended learning's greatest potential lies in the combination of immediate feedback to students, more personalized pacing, ability to make students responsible for their own learning, and ability to serve up the content when and how students are ready for it. Osguthorpe and Graham (2003) identified six reasons that one might choose to design or use a blended learning system: *(1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost-effectiveness, and (6) ease of revision.*

AIM OF THE STUDY

Active interaction among learners is one of the key components for successful project performance, and computer-mediated communication tools extend learners' interaction beyond time and space limitations. Research indicates that effective technology integration is not merely replacing blackboards with PowerPoint slides or overhead projectors, but is about using technology to change the way we think about teaching and learning (National Research Council,

2003). In this research, integration of blended technology into scientific project-based learning was studied. The aim of this research was to observe the process of integrating technology into scientific project-based learning to enhance knowledge of ecological concepts among secondary school students. Here a blended project based learning strategy was utilized to enhance the learning of ecological concepts in high school students. Specifically, this involved identifying the nature of both the *tasks* involved in the project-based learning experiences and the *outcomes* of the learning activities as a result of students' involvement in each task.

METHOD ADOPTED

The sample of the study was eighth standard students in a high school in Palakkad district following the state education syllabus. Students were grouped into four or five persons per team for conducting research activities. Topic for research included ecological exploration about the areas where they lived. These topics were related to the eighth-grade curriculum (e.g. 'Condition of Biodiversity in your locality' and 'Loss of Biodiversity'). The use of project-based learning in this study was modeled following the concept of Barron et al. (1998) about 'doing with understanding' with emphasis on several basic principles: *defining learning-appropriate goals, scaffold for supporting both student and teacher learning, creation of multiple opportunities for formative self-assessment and revision, and development of social structures that promote participation and a sense of agency*. Student-generated projects were adopted for investigation. The following topics were included

Each group was requested to keep a project manual throughout the project. In order to study how students learned from the project-based learning, various approaches, including observations, interviews and questionnaires, were used to collect research data. As a means of integrating the knowledge students learned from the environmental and the information technology areas, a task-oriented approach was used to provide students with an authentic learning opportunity which optimized students' involvement and engagement in knowledge acquisition. For example, to conduct the environmental research, students learned to use internet technology to explore the wealth of information available; to present research findings, students learned to use various design tools to interpret knowledge electronically.

Students gathered and organized various relevant information and data pertinent to their learning goals. Since accomplishing a project required frequent field visits and observations, interviews and access to the use of computer and internet, sufficient time was given for students for these various purposes, including communication, searching project resources and preparing material for presentation.

Each group studied a specific area of their choice around their place of residence for its natural, environmental, geographical, and social issues. A list of questions was elicited by students for discovery, and different small tasks were allotted to each team member. Activity plans and work sheets for group tasks and specific learning tasks, such as calculating the Biodiversity Index, were assigned. Students were guided in creating their own questions for gathering information and data to understand their neighbourhood area, including setting times for interviews, analyzing data and developing action plans to be submitted to authorities for taking local actions in terms of ecological problems affecting the locality. They used computers for searching information, selecting information, integrating information and preparing this for the presentation. In evaluating the project-based learning approach, the mode of learning is more dependent on students' use and interpretation of real-world knowledge in local settings. Questionnaire items were used to reflect on the various aspects of project-based learning, including students' involvement, group effort, perceived challenges and actions for accomplishing a research project. These responses were then analyzed and summarized into cognitive, psychomotor and affective achievement for various learning tasks.

ANALYSIS OF DATA

Students' learning outcomes were observed by their achievement in developing skills and an ability in synthesis and elaboration of knowledge, action in engagement of environmentally significant tasks and the use of technology for supporting and reporting their research work. According to the students' project-based learning experience, 'Task' and 'Outcome' were two interrelated facets for

accomplishing the task. From the '*Task*' dimension, various subtasks were identified such as 'Gaining knowledge and skills', 'Identifying research tasks', 'Obtaining data and information', 'Organization and interpretation of content' and 'Presentation through technological tools'. From the '*Outcome*' dimension, cognitive, psycho-motor and affective aspects were interpreted to reflect students' learning outcomes. The data were finally analyzed into specific categories such as Cognitive Achievement (acquisition of scientific knowledge), Psycho-motor skills (observation and drawing skills, group interaction, computer skills), and Affective aspects (interest, satisfaction, attitudes, value and appreciation).

Table1. The process of Blended Project-based Learning

Tasks	Outcomes			Teacher Support
	Cognitive	**Psycho-motor**	**Affective**	
Gaining knowledge and skills	Construction of concepts and scientific knowledge, and learning of ecological concepts	recording of data through scientific observation and computer skills exploration	Mixed feelings of fun, interest, excitement, curiosity and uncertainty	Scaffolding skill development through step-by-step observation of procedures
Identifying research Tasks	Group decision about research topic, formation of research focus and development of self-attainment in progress	Web-based search, discussion and negotiation, sharing and promoting ideas, and planning and allotting tasks	Mixed feelings of anticipation, confidence and attainment	Guidelines for selecting a topic, mediation for conflicts and tracking student progress
Obtaining data and Information	Information literacy, analyzing and interpreting data and information	skills in data collection and techniques for using digital devices for data collection, data recording and keeping project portfolio	Mixed feelings of excitement, enthusiasm, frustration and disappointment	Scaffolding skills in conducting observations interviews, search of information and use of digital devices
Organization and Interpretation of Content	Co-construction of knowledge, development of organization, higher-order thinking , creative and reflective thinking skills	Data organizing, generation of new doubt for study, and interpretation of project content	Feelings of knowing but in need of confirmative support for their interpretation	Confirmation in content accuracy, suggestion in organization, interpretation and use of more reliable resources
Presentation through technological tools	Development of presentation style, and ability in synthesis and elaboration of content in a creative way	Participation of electronic design tasks, using software and experiencing knowing by doing	Mixed feelings of engagement, concentration, success/failure, frustration, time-consuming and achievement	Scaffolding through step-by-step procedures, provision of experiences, tips, and opportunity for creation and sharing

INTERPRETATIONS

The qualitative data gathered from interviews, field notes, project manual and students' work revealed that, students who engaged in the blended project-based learning reflected positive learning experiences. When involved in the project task, both learners and teachers experienced benefits from the interaction processes in three modes: *learner-content, learner-learner, and teacher–learner* which specify the attributes of blended learning. Learning was achieved through increasing the access of learners to participating in direct and vicarious observations and the use of ICT's for electronic exploration. The findings reflect the insight that the interaction within the collaborative discourse contains multiple perspectives rather than the single 'right' perspective of the teacher alone in the traditional settings. Understanding student thought processes behind the blended project-based learning activities will help add to our understanding of how these types of activities enhance learning and can lead to further research on transferring these processes to other technology enhanced activities in learning further related topics in ecology. This research furthers the understanding of how this strategy and the elements it contains can be used to improve learning in areas outside of the environmental science domain. Information gained from this study may also help contribute to the body of knowledge on the impact of technology on developing motivation and interest in sustaining student learning.

CONCLUSION

As we move into the future it is important that we continue to identify successful models of blended learning at the institutional level that can be adapted to student learning of the ecological concepts in multiple contexts. This effort will involve understanding and capitalizing on the unique affordances available in both face-to-face and computer-mediated or distributed learning environments. Typically, the goal of project-based blended learning is to provide a comprehensive perspective focused on teaching by engaging students in investigation by placing them in realistic, contextualized, problem-solvingand authentic learning

environments, and to work from an *ecological perspective*.

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TOTAL QUALITY MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

Teacher education is a complex process, the concept of Total Quality Management, and the features likely customer satisfaction, continuous efforts for improvement, strategic management. TQM aims at continuous quality measurement. It provides the opportunities to find out cause and defects. Quality Management is not only program; it is a systematic, integrated way of life directed at continuous improvement of organization. University Grants Commission, AICTE, NCTE, NAAC maintained by the quality standards. The author states that implementing the Total Quality Management requires coping with change in a positive and constructive manner and that in teacher education institutions management must be redesigned so as to be consistent with total quality management.

INTRODUCTION

In India, the higher education institutions face challenges regarding the quality of higher education. On the one side, there are possibilities of global markets and other side, there are limited sources. Today, service sector has to play as vital role. According to a recent study conducted by the World Bank in 192 countries, physical capital and natural wealth account for the rest of 64% of the total wealth. Quality management has become the main concern of Indian educationalists. Quality has been defines as the fitness of product or service for its intended use and quality control conveys an idea about determining and maintaining the quality of product or service. Various models have been used by industrialist worldwide to improve, monitor and maintain the quality of their product. Quality circles, ISO and TQM are the terms often used in business management. It aims at effectiveness and efficiency by establishing the process or system, which ensures the every activity, is aligned and using full potential of people in an organization.

QUALITY IMPROVEMENT

A number of measures of measures have been taken for quality improvement of higher education. The University Gants Commission (UGC) was established in 1952 and was constituted as a statutory body under the Act of Parliament in 1956. Now the quality of higher education can be assessed by their accreditation status by the National Assessment and Accreditation Council (NAAC). This council assesses the educational institution for the quality of education that was provided by that institution in multidimensional aspects and gives the accreditation. The UGC has introduced National Eligibility Test as a pre-requisite for being considered for appointment as Lecturers in Universities and Colleges. The UGC started Academic Staff Colleges was started in 1986-87, under which 45 such colleges conduct orientation programs for training new teachers and also refresher courses in various disciplines for in-service teachers to enable them to update their knowledge. These are the several measures that have been attempted to improve the lot of teachers.

TOTAL QUALITY MANAGEMENT (TQM) IN EDUCATION

The last decade has brought unprecedented public demand for higher quality in colleges and universities. External agencies and the public have lost confidence in higher education: we might "for" quality, but in many eyes we do not "do" quality. Moreover, we cost too much.

Sahney (2002) define TQM in education as, "Total Quality Management in education is multifaceted; it believes in the foundation of an educational institution a systems approach, implying management system and a social system- all based on principles of quality, to be implemented throughout.

Total Quality Management (TQM) was first introduced as a business management approach in the post-World War II era when Deming and others successfully reinvented the Japanese economy. Beginning in the early 1980s, American business leaders looked to the philosophy, principles, and TQM tools to improve the economy. More recently, education leaders have begun to recognize the potential for TQM applied to educational organizations. Quality is creating an environment where educators, parents, government officials, community representatives and business leaders work together to provide students with the resources they need to meet current and future academic, business, and societal needs (Arcaro, 1995). The application of the ideas of Total Quality Management (TQM) to the teaching-learning process is a possible avenue for achieving national goals. TQM is a philosophy that has become more and more important in the higher education institutions in recent days.

TQM is a philosophy and system for continuously improving the services and/or products offered to customers. TQM can become globally non-competitive rather rapidly. Therefore, the potential benefits of TQM in a school, district or college are very clear:

i) TQM can help a school or college provide better service to its primary customers- students and employers.
ii) The continuous improvement focus of TQM is a fundamental way of fulfilling the accountability

requirements common to educational reform.

iii) Operating a no-fear TQM system with a focus on continuous growth and improvement offers more excitement and challenge to students and teachers than a "good-enough" learning environment can provide. Therefore, the climate for learning in improved.

The concept of TQM is applicable to academics. Many educators believe that the Deming's concept of TQM provides guiding principles for needed educational reform. In his article, "The Quality Revolution in Education", John Jay Bonstingl outlines the TQM principles he believes are most salient to education reform.

He calls them the "Four Pillars of Total Quality Management". They are Synergistic Relationships, Continuous Improvement and Self Evaluation, A System of ongoing process and leadership. For Deming, quality is not something that can be added at the end of the process but must be built in from the very beginning. As Geiger points out, this is certainly the case when dealing with a child's education.

As teacher in high schools are finding out, for children who do not receive a quality education in the early grades, their chances of receiving a quality education on the secondary level are greatly diminished. "Build in quality now" is a principle of Deming's that certainly needs to be applied to every level of education.

Therefore, TQM does have the following points of relevance for education:

- ✓ "The Customer must come first". The interest and welfare of the student, of every student, must be the primary concern of all involved in providing educational services.
- ✓ The authoritarian model of management of Fredrick Taylor does not serve the educational system well. It creates students who do not think for themselves but who are always looking for ready-made answers.
- ✓ Grading according to the bell-shaped curve is inefficient for it creates an atmosphere of fear and world of winners and losers. Learning cannot flourish such circumstances.
- ✓ Improving quality by building it in during the process will be less costly, not more. For education, this would mean that social promotion in any

grade, but especially in the early grades, is a major source of problems in educational quality.

There appear to be different levels of application of quality management in education. The first level is to the management process of a school. Sample school processes include strategic planning, recruiting and staff development, developing resources, and alignment of what is taught and how it is assessed. The next level is teaching quality to students. Students are recognized as both customers and workers in the educational system. Administrators need to involve students in their own education by training them to evaluate the learning process and accept responsibility for their learning. What the learning will look like is no longer pre decided. Educators know what they want to evaluate, but there are many choices as to how the students arrive at the goals set by them and by their teachers (Herman and Herman, 1994).

ROLE OF NATIONAL INSTITUTIONS IN ENHANCING QUALITY IN TEACHER EDUCATION

The sake of quality in Teacher education institutions, the evaluation of quality is a must. Quality parameters have already been developed by NCTE, NAAC and UGC like; Curriculum framework and planning, curriculum transaction & evaluation, Research, Development and Extension: Infrastructure and Learning Resources; Students support and progression; organization and management; work load allocation and other more criterion for accrediting and assessment of the teacher-education colleges. At the time of assessing of the quality of teacher education institutions more emphasis should be given on the adoptabil8ity of the curriculum design mechanism and its smooth implementation planning should also be emphasized in the process of education and accreditation of teacher education institutions. There should flexibility be maintained in the criteria of assessment, and it should be easily defined & interpreted according to the need and change of a specifically and

economic status of the funding agencies like; state Government and management bodies. The flexibility in the norms should be rational and objectives and flexibility not to be misused in term of characteristics of the quality norms. Efforts should be made to increase better co-operation and co-ordination between these National bodies of education o enhance the quality of teacher education.

CONCLUSION

Our national development is depending upon only education. So, the education should be qualitative and hence Total quality management in education is needed. When we accept TQM in education, a quality policy should be adopted. Therefore, the main duty to every teacher educators is to maintain quality in the teacher education institutions.

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BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS IN COLLEGES OF EDUCATION

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ABSTRACT

The present study intended to find out the level of Barriers of Using Educational Technology among Women Teacher Educators in Colleges of Education. This study belongs to Survey Method. The size of the sample in the study was 109 Women Teacher Educators who were selected through Random Sampling Technique. The investigators themselves developed the tool, 'Barriers of Using Educational Technology'. The Statistical techniques used in this study were Mean, Standard deviation, 't' test and F test to analyse the data. The major findings of the study were i) The level of Barriers of using Educational Technology among Women Teacher Educators in Colleges of Education is high. ii). Married Women Teacher Educators are facing high Barriers of using Educational Technology than the Unmarried Women Teacher Educators.

INTRODUCTION

Whether Technology should be used in classrooms is no longer the issue in education. Instead, the current emphasis is ensuring that technology is used effectively to create new opportunities for learning and to promote student achievement. Educational technology is not, and never will be, transformative on its own, however. It requires the assistance of educators who integrate technology into the curriculum, align it with student learning goals and use it for engaged learning projects. Teacher quality is the factor that matters most for student learning, therefore, professional development for faculty becomes the key issue in using technology to improve the quality of learning in the classroom. Professional development for technology use should be an integral part of the college technology plan. Initial inclusion in the technology plan ensures that professional development is considered an essential factor in using technology to improve teaching and learning.

RELATED STUDIES

The investigators have reviewed few studies related to the topic under investigation. **Anandan (2013)** found out that Availability and Utilisation of Information and Communication Technologies in Training the B.Ed. Student – Teachers in Southern Tamilnadu. The Rural Teacher-educators are found to be significantly higher level of Utilisation of ICT than the Urban Teacher-educators in training the B.Ed. Student-teachers. **Verma (2011)** concluded that Use of Communication Technologies by Male and Female Teachers of Professional Courses. It also revealed that the use of educational television and audio-video conferencing were adopted only very few percentage of teachers. **Mckinnon & Sinclair (2007)** revealed in his study out that the students showed positive Attitude towards the Technology Tools. **Siddique & Abraham (2010)** reported that the Availability and Use of ICT in Schools in Delhi. The study found that 35.25 per cent teachers had no training in computer. **Ananda Kumar (2009)** found out that Utilisation of Information and Communication

Technologies in Training the B.Ed. Student - Teachers in Tamilnadu. The utilization of ICT devices among the Science major student-teachers were more than the Arts and Mathematics major student-teachers.

NEED FOR THE STUDY

Education remains important and because of our globalised world and the technology age, the compatibility of learner to be technologically savvy is pivotal. Technology will continue to dominate many aspects of human existence and if integrated optimally can only further ensure better teaching and learning takes place in the education experience of learners. There is a need to investigate whether education technology impacts on the teaching and learning experience in a positive way in comparison to traditional learning. Hence it is felt that it is important to study the Barriers of Using Educational Technologies among Women Teacher – Educators in Teaching Learning Process. Hence the study was designed as

"**Barriers of Using Educational Technology among Women Teacher Educators in Colleges of Education".**

OBJECTIVES OF THE STUDY

The Objectives of the study are

- To find out the level of Barriers of using Educational Technology among Women Teacher Educators in Total
- To find out the level of Barriers of using Educational Technology among Women Teacher Educators with respect to their Stream of Study, Type of College, Marital Status and Educational Qualification.

HYPOTHESES OF THE STUDY

The Hypotheses of the study are as follows

- The level of Barriers of using Educational Technology among Women Teacher Educators is high.
- There is no significant difference towards the Mean values of the Barriers of using Educational Technology among Women Teacher Educators with respect to their demographic variables such as Stream

of Study, Type of College, Marital Status and Educational Qualification.

METHODOLOGY

The present research study belongs to the Survey method.

SELECTION AND SIZE OF THE SAMPLE

The investigators had selected 109 Women Teacher Educators as sample by Random Sampling Technique from Pudukkottai District.

TOOL DEVELOPMENT

The investigators developed the tool for collecting data on the level of Barriers of Using Educational Technology. The questionnaire consists of 60 items with 4 point rating scale such as Strongly Agree, Agree, Disagree and Strongly Disagree. The value of correlation co-efficient was 0.80 found to be highly reliable.

DATA ANALYSIS

The investigators followed Mean, Standard deviation, 't' test and F test for the analysis of the data. The results were presented in the following tables.

Table 4.1

MEAN AND THE STANDARD DEVIATION SCORES ON BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS IN TOTAL

S. No	Variables		N	Mean	SD
01.	Total		109	63.01	10.74
02.	Stream of Study	Science	59	62.46	11.23
		Arts	50	63.66	10.19
03.	Type of College	Government	38	64.76	8.90
		Self-Finance	71	62.07	11.55
04.	Marital Status	Married	60	65.47	10.43
		Unmarried	49	60.00	10.43
05.	Educational Qualification	Post-Graduate	27	61.33	10.88
		M.Phil	67	63.03	10.41
		Ph.D	15	65.93	12.00

From the table 4.1 it is understood that Mean and SD of the total sample were 63.01 and 10.74. The obtained Mean value is 65.93 out of maximum value of 109. It shows that the level of Barriers of using Educational Technology among Women Teacher Educators is high.

Table 4.2

't' VALUES IN THE MEAN SCORES ON BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS WITH RESPECT TO THEIR STREAM OF STUDY

S. No.	Stream of Study	N	Mean	Std. Deviation	't' value
01.	Science	59	62.46	11.23	0.58**
02.	Arts	50	63.66	10.19	

** - Not Significant at 0.05 level

It is understood from the Table 4.2 that the 't' value 0.58 is less than the table value 1.96 and therefore it is not significant at 0.05 level. From the results it is understood that there is no significant difference among Women Teacher Educators with respect to their Stream of Study. Both Arts and Science Women Teacher Educators are facing similar level of Barriers of using Educational Technology. Hence the framed null hypothesis is accepted.

Table 4.3

't' VALUES IN THE MEAN SCORES ON BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS WITH RESPECT TO THEIR TYPE OF COLLEGE

S. No.	Type of College	N	Mean	Std. Deviation	't' value
01.	Government	38	64.76	8.90	1.25**
02.	Self-Finance	71	62.07	11.55	

** - Not Significant at 0.05 level

The Table – 4.3, reveals that the 't' value 1.25 is found to be not significant at 0.05 level. From the results it is understood that there is no significant difference among the Government and Self-Finance Colleges Women Teacher Educators with respect to their Type

of College. Both Government and Self-Finance College Women Teacher Educators are facing similar level of Barriers of using Educational Technology. Hence the framed null hypothesis is accepted.

Table 4.4

't' VALUES IN THE MEAN SCORES ON BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS WITH RESPECT TO THEIR MARITAL STATUS

S. No.	Marital Status	N	Mean	Std. Deviation	't' value
01.	Married	60	65.47	10.43	2.72*
02.	Unmarried	49	60.00	10.43	

* - Significant at 0.05 level

From the Table 4.4 that the 't' value 2.72 is significant at 0.05 level. From the results it is understood that there is a significant difference among Women Teacher Educators with respect to their Marital Status. Married Women Teacher Educators are facing more Barriers of using Educational Technology than the Unmarried Women Teacher Educators. Hence the framed null hypothesis is rejected.

Table 4.5

SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORES ON BARRIERS OF USING EDUCATIONAL TECHNOLOGY AMONG WOMEN TEACHER EDUCATORS WITH RESPECT TO THEIR EDUCATIONAL QUALIFICATION

Educational Qualification	Sum of Squares	df	Mean Square	F
Between Groups	204.11	2	102.05	0.88**
Within Groups	12254.87	106	115.61	
Total	12458.99	108		

** - Not Significant at 0.05 level

Table 4.5 reveals that the F value is 0.88 is not significant at 0.05 levels. It is understood from the results that there is no significant difference among Women Teacher Educators towards Barriers of using Educational Technology with respect to their Educational Qualification. Hence the framed null hypothesis is accepted.

FINDINGS

1. The level of Barriers of using Educational Technology among Women Teacher Educators is high.
2. Both Arts and Science subject Women Teacher Educators are facing similar level of Barriers of using Educational Technology.
3. Government and Self-Finance College Women Teacher Educators are facing similar level of Barriers of using Educational Technology.
4. Married Women Teacher Educators are facing more level of Barriers of using Educational Technology than the Unmarried Women Teacher Educators.
5. There is no significant difference among Women Teacher Educators towards Barriers of using Educational Technology with respect to their Educational Qualification.

CONCLUSION

In Conclusion, the barriers to the effective use of classroom technology could be due to the lack of clear plan in regard to this technology. Therefore, we end this study with Technologies that could be applied to guarantee the effective use of classroom technology and integrating it into the teaching learning process.

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THEATRE AS A TOOL FOR BRAIN BASED LEARNING FOR ENHANCING COMPETENCY IN ENGLISH LANGUAGE

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ABSTRACT

This paper explains how to utilize theatre as an innovative, powerful tool of Brain Based learning for language acquisition. Systematic, scientific and well organized way of utilizing this pedagogic tool – theatre, creates a Brain Based Learning Environment and act as a trigger to language generation. It also empowers the language competence of the teachers so that they can use English with appropriate, accuracy and fluency.

INTRODUCTION

There has emerged much discussion on the deplorable state of the English Language Teaching and Learning scenario prevailing in our country. A variety learning materials and trailing techniques have been suggested and tried out in order to resolve the problems faced in the domain of curriculum. In a situation of this kind it makes more sense to rethink on how best to teach English language which has blended much with the cultural and social complex of our country. A new development in this area is 'Brain Based Learning' which explores the application

of the findings of neuroscience in education. It provides a comprehensive and elaborated explanation of how brain learns. In most simple terms it can be described as; more the neural connections are made in the brain, more learning occurs and in turn learning enhances neural connections and there by the development of the brain. Thus learning and brain development are mutually complementary and interconnected. But it is not shear number of neurons alone is most striking about the brain but how they are organized and interconnected.

This article explains how the brain based learning principles are put into practice by using the elements of theatre for the enhancement of English Language acquisition.

BRAIN BASED LEARNING STRATEGIES

Brain based lesson planning does not follow a template-mainly because the basic premise of brain based learning is that every brain is unique, so a one- size - fits- all approach does not work, learning different things requires different approaches for different learners depending on variables such as prior learning, experience, preferred modalities

and the type of skill being taught. Thus a tool box rather than a template is the basis for Brain based planning.

Eric Jensen (2008) presents the following stages of Brain based Planning.

Stage 1: Pre-exposure

Objectives: This stage aims to

- Teach learning-to-learn skills and memory strategies.
- Encourage good brain nutrition, including drinking plenty of water.
- Model and practice coping, self-esteem, and life skills.
- Create a strong immersion learning environment. Make it interesting!

- Discover students' interests and background; start where they are in their knowledge base, not where you think they are.
- Have learners set their own goals, and discuss class goals for each unit.
- Plan brain "wake-ups" every hour.
- Plan activities during which students can move around.

Activity: Different theatre games are introduced in this session. Theatre games use non competitive play as the basic mode of learning. The games encourage co-operation and collaboration in a creative context.

- State strong positive expectations.
- Build strong positive rapport with learners.

Stage 2: Preparation

Objectives: This stage aims to

- Create a "you are there' experience; give learners a real-world grounding. Provide the context for learning the topic.
- Elicit from learners what possible value and relevance the topic has to them personally. The brain learns particularly well from concrete experiences first.
- Provide something real, physical, or concrete.
- Provide a surprise, or a bit of novelty to engage learner's emotions.

Activity

Selecting a theme

Participants are grouped into three (10 members in each group) and asked to find a theme, that can be presented as a visual representation, teacher presents the points that should be taken care while selecting the theme.

The theme should be,

- Suited to the classroom
- Non-controversial
- Related to the text book
- Able to perform easily.
- Able to motivate learner.
- issue based

Designing a **still presentation of the theme**

- Each group sits together and decides the style of presentation

Presentation

- Each group presents their stills. Others watch and assess.
- Participation of all the members should be assured.

Discussion and assessment:

- After the performance of each group, the assessment of the
- Performance is done by the other group. Every member expresses his/her opinion.
- Relevant questions should be asked to convince them that only a single still is not enough to present all the ideas

effectively. Teacher can ask questions like:

- Whether the idea is communicated?
- If not, why? (Participants lists their findings in a chart paper)
- Can we make this a better one? How?
- What about the stage sense, posture, etc.?

Consolidation

The presentation of a theme using a single still is not enough to communicate the whole idea.

Development of the still into three stills

Teacher initiates the discussion.

- To present the theme more effectively let us develop the main still into three stills.

Still 1: That shows what happened before the original still.

Still 2: Original still with necessary modifications

Still 3: That shows what happened after the original still.

- Designing the three stills.
- Presentations of the three stills.

Discussion and Assessment

- When the first group presents the stills, others should watch and assess the presentation.
- All members should express their opinion.
- Relevant questions should be asked to lead the discussion in the right way to convince the participants that stills are not enough to present all ideas effectively. Teacher asks questions like:
- How far does it communicate?
- Why do we feel it is not fully communicated?
- How can we overcome it?

Consolidation

Movements give life to the still and it will become more conveying,

Miming

- RP initiates the discussion: What are the features of miming?
- *No characterization.*
- *No lip movement.*
- *Only body movement is permitted.*
- *Body is used as an instrument.*
- *Only actions and facial expressions without dialogue.*
- Preparations for miming in all groups should be done.
- Presentations of the mime are done by all the groups.

Discussion and Assessment

- When the first group presents the mime, others should watch and assess the presentation.
- Participation of the all member should be ensured.
- Relevant questions should be asked to lead the discussion to convince them that only miming is not enough to present all the ideas effectively. We can ask questions like:
- *Can we make it a better one?*
- *What was the main barrier of communicating the ideas?*
- *What changes should be done?*
- Discussion on the necessity of language in the form of dialogue.
- Discussion on how language makes communication comprehensible and effective.

Stage 3:

Initiation and Acquisition

Objectives: This stage aims to

- Provide concrete learning experiences.
- Provide activities that employ a majority of the multiple intelligences
- Offer a group or team project that encompasses building, finding, exploring, or designing.
- Attend the theatre, put on a skit, produce a commercial, or create a class/ school newspaper.
- Provide enough choice that learners have the opportunity to explore the subject using their preferred learning modality: visual, auditory, kinesthetic, and so on.

Activity:

Dialogues for the presentation of drama

- Participants prepare more stills and dialogues.
- Learners give suitable name for their drama.
- Presentations of the drama are done by all groups.
- The presentation can be recorded if possible.

Stage 4:

Elaboration

Objectives: This stage aims to

- Provide an open-ended debriefing of the previous activity.
- Have learners design an evaluation procedure or rubric for their own learning (e.g., write test questions, facilitate peer reviews, design mind maps).
- Watch a video, view slides, or see a theatrical production on the topic.

- Stimulate small-group discussions, and have groups report back to the entire class.
- Create individual and /or group mind maps reflecting the new material.

Activity:

Discussion and Assessment

- When the first group presents the drama, others should watch the same and assess the presentation.
- Teacher gives chance to each participant to express his/her opinion.

Teacher asks,

- *How was the performance?*
- *What are the elements you liked in the performance?*
- *How can we make this a better one?*
- Teacher lists the points in the chart paper. Teacher leads the discussion to elicit the minute points that are to be noted while presenting a drama.
- *stage sense*
- *effectiveness of dialogue*
- *aptness of dialogue*
- *audibility*
- *positions of characters*
- *facial expressions*
- *movements*
- *stage arrangements*
- *actions*
- *tone variation*

Teacher asks the following questions

- *Is there any gap in between the scenes?*
- *How can we fill these gaps to ensure the dramatic flow?*
- *Can you list the discourses that can be used as gap fillers?*
- *Each group plans to fill the gap using apt discourses.*

Stage 5: Incubation and Memory Encoding

Objectives: This stage aims to

- Provide time for unguided reflection.
- Let learners keep a journal of their learning.
- Let learners take a walk in pairs to discuss the topic.
- Provide stretching a relaxation exercises.
- Provide a music-listening area.
- Ask learners to discuss new learning with their family and friends,

Activity: self reflection by each member.

Stage 6. Verification and Confidence Check

Objectives: This stage aims to

- Let learners present their learning to others
- Ask students to interview and evaluate each other.
- Encourage students to write about what they've learned (e.g., journal, essay, news article, report).
- Let students present a role-play, a skit, or a theatrical performance.

Activity:

- Drama is presented by the groups.
  - Presentation is recorded
  - Refining and rehearsal

Stage 7. Celebration and Integration

Objectives: This stage aims to

- Have a class toast (with juice)
- Provide sharing time (e.g., peer sharing, demonstration, acknowledgements).
- Play music, and blow horns.
- Invite another class, parents, the principal, or community guests in to view projects.
- Facilitate a class-designed and produced celebration party.

Activity: English fest and stage presentation.

Learning Outcomes:

The above mentioned strategy puts forward the following learning outcomes.

- Enhances English language competence
- Develops the ability to use language creatively.
- Creates brain based learning environments
- Activities vitality and stimulates participants physically, emotionally socially and intellectually.
- Provides hands on learning by doing, feeling and experiencing and concentrating
- Increases motivation for learning and participation.
- Stimulate imagination and spontaneity in the action and thereby natural sprouting of the language.
- Enriches social brains by facilitating co-operation, friendliness, aroused interest and group feeling.

CONCLUSION

In the present era there is a paradigm shift to the concept if Bran Based learning. By applying research findings regarding the role of brain in learning, educators can influence educational practice (Wolfe and Brand 1998) Theatre functions as a powerful tool for Brain Based Learning which enables the learner to acquire maximum potential in the proficiency of English language. It maximizes the integral function of left and right brain section such as creativity self conception, learning attitude self confidence, learning interest and concentration. Since brain based learning is based on sound neuropsychological principles and theoretical assumptions, it has the implications in all areas related to second language facilitation such as material, methodology, environment, teacher-role, atmosphere etc.

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AWARENESS AND UTILISATION OF MOBILE LEARNING AMONG B.Ed STUDENT-TEACHERS IN ERODE DISTRICT

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ABSTRACT

This paper examines the level of awareness and utilization of mobile learning among student teachers in B.Ed colleges of Erode District. The survey used a sample of 300 student teachers who are randomly drawn from the B.Ed colleges in Erode District. Both the descriptive and inferential statistics were used for the data analysis. The collected data were analyzed with appropriate statistical techniques such as Mean, SD, and't' test. The results showed that 240 respondents (80%) were aware of mobile learning where as 60 respondents (20%) were unaware of mobile learning. With regard to their use of mobile learning 127 respondents (42.33%) were reported as effective. The variables analyzed among each other include the parent occupation business showed significant different with respect to others may be due to frequent usage of mobile phone calls for their parents business.

Key Words: Mobile learning, Awareness, Utilization, B. Ed Student Teachers

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INTRODUCTION

The mobile is a vast network among communication among people all linked together so that everyone can find information, purchase products or meet new people. In recent times, mobile learning is become more popular and accessible worldwide. Most of the Educational Institutions provide information about their activities through mobiles. Mobile learning is learning of any knowledge using portable technologies like mobile phones, iPods, and PDAs because they have high accessible nature. We need a vision to equip our students to meet the students emerging trends. The survival of this category of students in the present high-tech and competitive society will only be through the knowledge of mobile-learning. Schools are increasingly adopting digital instruction and technologies like mobile learning iPods, pod cast and trying the classroom environment more interactive **(Sumathiral, 2013).** Mobile technologies offer new platform for distance learning and enable people to collaborate anywhere and anytime.

REVIEW OF LITERATURE

Fetaji, M and Fetaji, (2009) mobile wireless devices, tablets, PDAs and hand held devices are used most often in the learning environments. The ability to display information in various multimedia formats is limited. The small and limited display size and resolution of these devices and interaction styles impose new interface designs. It involves development of a web based mobile application that students can use and learn with in a particular study program (**Brandusa Prepelita-Raileanu, 2010).** M-learning, like other forms of E-learning, is also collaborative; sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips **(Crescente et. al., 2011). Rexwhite Tega Enakrire and Ejiro Orezimena John (2012)** discovered that 72 (60%) strongly agreed that journals awareness has gained cogency among the Under Graduate Students. Expensiveness is a major challenge as strongly agreed by 121 (100%) respondents.

NEED FOR THE STUDY

Mobile education is popular in developed countries. Education is more effective and easy access anywhere and anytime through mobile gadgets including handheld devices. Very few studies are available related to this heading in the literature. Hence, the investigator attempted a study on Awareness and Utilization of Mobile Learning among B.ED student teachers in Erode District.

OBJECTIVES OF THE STUDY

The Objectives of the study are

- To identify Awareness and Utilization of student teachers regarding Mobile Learning.
- To study the awareness of the Student teachers regarding the availability of e mail address, SMS Service, Distraction, and own a mobile phone.
- To study the utilization of the student teachers regarding the effectiveness, mobile replace the books, joyful learning, access any time anywhere, lack of knowledge, lack of confidence, lack of software and expensive.
- To study the relationship between the variables such as Sex, Location of the house, Marital Status, Parent occupation and medium of study of student teachers and their level of awareness and utilization of mobile learning

SAMPLE OF THE STUDY

Awareness and Utilization of Mobile Learning questionnaire have been administered to a random sample of 300 students of B.ED colleges in Erode District.

DESIGN OF THE STUDY

The basic design of the study is survey in nature. For the present investigation the investigator adopted Normative Survey method.

VARIABLES

i) Dependent Variable - Awareness and Utilization of Mobile Learning among B.Ed Student Teachers is the dependent variable.

ii) Independent Variable - Variables like Sex, Location of the house, Parents occupation, marital status, Medium of study are independent variables.

TOOLS USED

Tools used in the present study were as follows

- Personal data sheet of the students, Awareness and Utilization of Mobile Learning questionnaire developed by investigator.

Construction of the Tool

Awareness and Utilization of Mobile Learning questionnaire test consists of knowledge of individuals in his or her present level of performance. The items in the test are in the form of questions. Awareness of Mobile Learning has 17 questions of 17 marks. Each question has 1 mark. Each item has two alternative response 'yes' or 'no' and then Utilization of Mobile Learning has 8 questions of 150 marks. Each question has 5 marks. Each item has five response 'Strongly agree',' Agree', ' Un decided' , ' Disagree',' Strongly disagree' are given and the students are requested to tick either any one of its which they think.

STATISTICAL TECHNIQUES USED IN STUDY

The collected data were analyzed with appropriate statistical techniques such as Mean, SD, and‘t’ test. The obtained data are presented in the form of Tables and Figures for self – explanation.

ANALYSIS AND INTERPRETATION OF THE DATA

In the present study, the relevant data obtained from test scores of 300 students have been analyzed. The total data was organized digitally and stores in data files, and then complied into a Microsoft Office Excel (2007) spreadsheet. The data collected underwent analysis by using different statistical techniques such as mean, SD and’t’ values, the marks scored in the final test were tabulated.

Table 1. Category Wise Respondents and Percentage

S.No	Category		No of Respondents	Percentage
1	Sex	Male	99	33
		Female	201	67
2	Location	Rural	145	48.33
		Urban	155	51.66
3	Marital Status	Married	96	32
		Unmarried	204	68
4	Parent Occupation	Business	110	36.66
		Others	190	63.33
5	Medium of Study	English	90	30
		Mother Tongue	210	70

From the above table 1, reveals that among the teachers surveyed 201(67%) were female and 99 (33%) were male. This was followed by 155 student teachers (51.66%) belonged to urban and 145 student teachers (48.33) belonged to rural area. 204 student teachers (68%) are unmarried and 96 student teachers (32%) are married. This was followed by 110 student teachers (36.66) parents are doing business where as 190 student teachers parents are treated as others i.e. other than business people. 210 student teachers (70%) studied Tamil medium (mother tongue) where as 90 student teachers (30%) studied English Medium in their schooling.

TABLE 2 - Descriptive Statistics for the Awareness of Mobile Learning

S.No	Features	Aware	Not Aware
1	Awareness of Mobile Learning	**YES** **240 (80%)**	**NO** **60 (20%)**
2	Availability of e mail address	**YES** **264 (88%)**	**NO** **36 (12%)**
3	Using SMS Service	**YES** **231 (77%)**	**NO** **69 (23%)**
4	Distraction in Mobile learning	**YES** **189 (63%)**	**NO** **111 (37%)**
5	Owning Mobile Phone	**YES** **273 (91%)**	**NO** **27 (9%)**

The above Table 2, reveals that 240 respondents (80%) were aware where as 60 respondents (20%) were unaware about mobile learning. Among three hundred respondents availability of e-mail address have 264 (88%) and non-availability of e mail address 36(12%) respectively. Among three hundred respondents 231 respondents 77 % are using SMS (Short Mail Service) where as 69 respondents 23% are not using SMS through mobile phones. Apart from that 189 respondents 63% respondents believe that there is distraction through mobile phones where as 141 respondents 47% believe mobile phone is not distracted but useful only respectively. 273 respondents 91% were owner of mobile phone where as 27 respondents 9 % are not having mobile of their own.

Table 3 - Descriptive Statistics for the Utilization of Mobile Learning

S.No	Features	SA	A	UD	DA	SDA
1	Effectiveness	127 (42.33%)	71 (23.66%)	63 (21%)	23 (7.66%)	16 (5.33%)
2	Mobile phone Replace Books	103 (34.33)	111 (37%)	63 (21%)	23 (7.66%)	0 0
3	Make Lessons Joyful	46 (15.33)	77 (25.66%)	110 (36.66%)	52 (17.33%)	15 (5%)
4	Access content anywhere and any time	88 (29.33%)	90 (30%)	97 (32.33%)	25 (8.33)	0 0
5	Lack of mobile learning knowledge	92 (30.66%)	112 (37.33%)	62 (20.66%)	9 (3%)	25 (8.33)
6	Lack of Confidence (advantages)	69 (23%)	101 (33.66%)	90 (30%)	30 (10%)	10 (3.33%)
7	Lack of Software (technology)	118 (39.33%)	39 (13%)	87 (29%)	8 (2.66%)	48 (16%)
8	Expensive (Costly)	89 (29.66)	105 (35%)	57 (19%)	33 (11%)	16 (5.33%)

The Table 3 identifies that 127 respondents (42.33%) were reported as effective followed by 111 respondents (37%) were answered as mobile phone replace the books, 77 respondents (25.66%) told that mobile learning is joyful, 90 respondents (30%) were accepted as mobile learning can be access anywhere and anytime and 112 respondents (37.33%) were accepted as lack of mobile learning training, 101 respondents (33.66) were lack of confidence, 118 respondents reported that there is lack of software and 105 respondents replied as mobile learning is expensive (costly).

Table 4 - Mean, S.D and‘t’ value of selected variables Students Teacher with respect to Awareness and Utilization of Mobile Learning

No. of B.Ed Trainees	Category	Mean	SD	Calculated ‘t’ value	Table ‘t’ value	Remarks
99	Male	115.8	15.9	0.31	1.96	No Significant
201	Female	116.4	15.4			
145	Rural	115.5	14.8	1.89	1.96	No Significant
155	Urban	119.1	18.2			
96	Married	119.6	16.8	1.88	1.96	No Significant
204	Unmarried	115.6	18.0			
110	Business	118.9	3.46	5.29	1.96	Significant
190	Others	114.4	11.5			
90	English	118.8	16.4	1.71	1.96	No Significant
210	Mother tongue	115.2	17.4			

From the above table 4, the calculated 't' values are 0.31, 1.89, 1.88, 1.71 which are lesser than the table 't' value of 1.96 at 0.05 level. Therefore the hypotheses were rejected and it is concluded there is no significant between male and female, rural and urban, married and unmarried, English and mother tongue, student teachers with respect to awareness and utilization of mobile learning. From the above Table 4, the calculated 't' value is 5.29 which is greater than the table 't' value of 1.96 at 0.05 levels. Therefore the hypothesis is rejected and it is concluded that there is significant between business and others student teachers with respect to awareness and utilization of mobile learning.

RESULTS AND DISCUSSION

Present study serves as a useful snapshot in recognizing user acceptance of m-learning while simultaneously highlighting the advantages and the problems encountered while accessing them. The major findings of the study are summarized below. 240 respondents (80%) were aware of m-learning. The respondents who access m-learning could be utilized for various purposes like communication with friends and relatives, check e-mail and to send SMS.

From the findings, it can be seen that among the teachers surveyed 201(67%) were female and 99 (33%) were male. This was followed by 110 student teachers (36.66) parents are doing business where as 190 student teachers parents are treated as others i.e. other than business people. 210 student teachers (70%) studied Tamil medium (mother tongue) where as 90 student teachers (30%) studied English Medium in their schooling.

The result showed that 240 respondents (80%) were aware of mobile learning where as 60 respondents (20%) were unaware about mobile learning, availability of e mail address have 264 (88%) and non-availability of e mail address 36 (12%) 231respondents 77 % are using SMS (Short Mail Service) where as 69 respondents 23% are not using SMS through mobile phones. The vast majority of respondents were women (67%) regarding their use of mobile learning 127 respondents (42.33%) were reported aseffective is similar to **Fetaji, M and Fetaji, 2008**).

CONCLUSION

The study is undertaken mainly to find out what proportion of student teachers possess mobile learning awareness and utilization. On the basis of findings, the investigator is happy to report that 80% of student teachers have exhibited mobile awareness. With regard to their use of mobile learning 127 respondents (42.33%) were reported as effective. The variables analyzed among each other include the parent occupation business showed significant difference with respect to others. Student teachers have shown high awareness of mobile learning with respect to the e mail communication (88%) and SMS service (77 %), and with related to mobile distraction have average 50% awareness and owning mobile 91% respectively. It was concluded that there is significant difference between business and others student teachers with respect to awareness and utilization of mobile learning may be due to frequent usage of mobile phone calls of parents for their business.

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SIGNIFICANCE OF TEACHER EDUCATION IN ENHANCING QUALITY AMONG TEACHERS

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ABSTRACT

Teacher Educators are responsible for producing quality teachers. But they have never taken the aspect of professionalism very seriously. They have been criticizing the process of teacher education rather than providing answer to problem faced by them. The situation was saved after a great hue and cry made by some right thinking teacher educators to reverse the decision. The teacher educators will have to organize their research as per the needs of the society and the market forces.

INTRODUCTION

It is a fact that teaching is a profession entails that teaching is a specialized activity for which specialized knowledge and training is required through specialized institutions. A good institution will produce individuals who will be devoted to the profession and make their mark in the activities organized by them while going to the field. For instance, with respect to engineering and medical institutions in India and abroad are considered, one will agree that the onus of getting good teachers lies on the institution that prepares the professionals. Further the institutions alone do not matter much; it is the teachers in the institutions who produce desired individuals. Teacher educators are responsible for procuring Quality teachers. Teacher educators have near taken the aspect of professionalism

very seriously. They have been criticizing the process of teacher education rather than providing answer to problem faced by them. Unfortunately instead of mending the system it caused some damage to the programme of teacher education. Obvious reason was lack of insight on the part of teacher educators to provide a good model of teacher education.

CONTRIBUTION OF TEACHER EDUCATORS

The teacher educators have much to contribute to the development of quality amongst the teachers. It is high time that they understand their role rather than simply criticize the system in the name of NCTE. If they do not contribute they will move from the current marginalized status to the one of irrevlance. They will have to respond to conceptual /empirical and pedagogical levels. The existing teacher education colleges or the University departments of education cannot accommodate all the aspirants. The nation at such a juncture will have to depend on private participation in education system of the country.

The teachers' educators will have to delve on specialized skills that add quality to the professional functioning. Such skills mean having hard technical expertise along with softer interpersonal capabilities. Skills of quality teaching and quality assessment are most desired. Quality teaching skills involve the process of making students work hard and become independent learner. Similarly teacher trainees have to be trained in quality assessment procedure.

IMPORTANCE OF TEACHER EDUCATION

Teacher educators should envision functions other than teaching by making teacher education degree/diploma broad based with respect to changing times. Many dimensions with specializations will have to be added since the future teaching will not be limited to classroom teaching alone. The students will require help of the teachers to solve their day-to-day learning or behavioral problems. All such issues cannot be ignored by the teacher education programme if it has to suit the demands of the society. Therefore teacher educators will have to design course curricula to accommodate such functions of the teachers.

The whole nature and process of teacher education will have to be worked out differently existing teacher education programme is divided into different academic papers and sections. Usually the academic papers are principles of education and educational psychology etc. while teaching there courses the teacher educators emphasize information aspect only. The student teachers are never taught how to use the information for solving problems related to school education in general and teaching in particular. Keeping in the limitations of discipline oriented approach the teacher educators should visualize problem oriented approach. The purpose of teacher education should be development of problem solving skills rather than imparting knowledge alone. This is possible by having flexible experience based process oriented teacher education programme wherein the student teachers are trained in analyzing the problem, developing hypotheses, collecting relevant data and drawing conclusions.

The teacher educators will have to organize their research as per the needs of the society and the market forces. Teacher quality research emerges from different conceptual lenses, some less familiar to educators. It is important to grasp varied theories of action implied and to analyze assumptions and values in different research designs. For example the society in India at present is being faced with problems like violence by schools students, sex linked problems at primary stage; aspiration of parents that their child should lead the class in every activity going for tuitions ever at pre-primary level etc. The answer to such problems is not simple. It involves knowledge of sociology, psychology as well as economics. The teacher educators need to get all essential knowledge to take up the issue and find workable solutions.

IMPROVING THE QUALITY OF TEACHER EDUCATION

The commission is taking stock of the situation regarding the training of teachers and is identifying ways in which the existing arrangements can be improved. The aim is to ensure that teaching provision is of high quality meets current challenges and is better adapted to

the knowledge society. The quality of teaching is a key factor in the achievement of the Lisbon objectives for social cohesions, growth and economic competitiveness. The teaching workforce must be capable of providing high quality teaching in order to acquire the knowledge and skills which they will need in their personal and professional lives.

TEACHER EDUCATOR'S ROLE IN ENHANCING TEACHER QUALITY

We contend teacher educators have much to contribute to the development of a systemic approach to teacher quality. More importantly if teacher educators do not contribute, they will move from their current marginalized status to one of irrelevance. Teacher educators might respond at conceptual/ empirical and pedagogical/ programmatic level in ways that build broader political support. Teacher quality has both problematic and elusive. Three terms heard in the discussions are highly qualified teacher, effective teacher and good teacher. These focus on teacher characteristics or qualifications, teaching outcomes and teaching practices respectively. None adequately captures the complexity of a system that supports teacher quality.

Legislatively the federal law No Child Left Behind (2001) defines highly qualified teacher as having the following qualifications: a bachelor's degree a state teaching certification or a passing score on the state teacher licensing examination and subject matter.

PRESENT STATUS OF TEACHER QUALITY

Good teachers produce good students. A teacher's most important task is contributing to and enhancing the learning and achievement of his or her students. What are the characteristics of teachers and who consistently improve the achievement of their students? A large segment of the education research community is engaged in attempting to answer this challenging question. Promising progress is now being made in creating data systems to identify the attributes and strategies of teachers whose students, over periods of several years, have achieved unusually large going in the subjects taught. We are also designing a study to investigate the relationship

between teacher's performance on licensure tests and student achievement.

ESSENTIAL TRAINING ON SKILLS FOR TEACHERS

Existing investment in the continuing training and development of the teaching workforce is not sufficient. There is no member state in which the minimum duration of training exceeds five days per year. Although participation in continuing training is compulsory for teachers in member states, teachers' rate of participation in such training is too low to achieve a continuous level of development among teachers. The teacher training systems currently in place in the member states do not promote the acquisition of the new teaching skills which have been made necessary by the charges in education and in society in general

GUIDELINES FOR QUALITY AMONG TEACHERS

The guidelines which are essential for enhancing quality among teachers are listed below.

- Ensure that the arrangements in place for initial and continuing teacher training are well co-ordinated within a coherent system which receives sufficient resources.
- Ensure that teachers have the full range of subject knowledge attitudes and pedagogic skills to be able to help young people to reach their full potential.
- Promote the status and recognition of the teaching profession.
- Encourage the practice of reflection and research by those in the profession.
- Develop indicators in this field.
- Help to create and disseminate new knowledge in the teaching sector and in teacher education.

The commission plans to measure the improvement in the quality of teacher education as part of the work programme education and training 2010

CONCLUSION

It is suggested that instead of criticizing or finding faults with the Apex body of teacher education (NCTE) let the teacher educators work with a vision and extend helping hand to the NCTE. The objective of the

NCTE is to produce quality teachers. Since the NCTE does not have its own staff, it depends totally on the services rendered by teacher educators employed in the Universities and Colleges. Also the personnel heading NCTE belong to us. The role of teacher educators today is to mend the existing system with vision to help teacher education grow as a profession and produce quality teachers for school.

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QUALITY IN TEACHING-LEARNING PROCESS

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ABSTRACT

*The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. The approach which converges toward the teaching of specified subject matter may be termed '**convergent**' teaching and the approach which stresses open ended self-directed learning may be termed '**divergent**' teaching. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. The structure and organization of the student body can be in the form of small and large groups; study pairs; and individualized study arrangements. Clearly, student groups may vary in age, cultural and socioeconomic background, special interests and special needs. Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups. To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have differential effects on students learning achievements.*

INTRODUCTION

The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

SUCCESSFUL CHANGES

As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider

- Integrating the commonly polarized goals of education; i.e. the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student.
- Adapting teaching to different student characteristics by using diverse methods of teaching. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.
- Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.

EDUCATIONAL GOALS

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand the goal of education is viewed as facilitating students' autonomous learning and self expression. The former approach which converges toward the teaching of specified subject matter, may be termed '**convergent**' teaching and the latter approach which stresses open ended self-directed learning may be termed '**divergent**' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects.

CONVERGENT TEACHING

In general, adaptation to individual differences under **convergent teaching** tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a '**multi-convergent**' approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is

enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

DIVERGENT TEACHING

Adaptation to individual differences under **divergent teaching** may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a '**guided-divergent**' approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

TEACHING STRATEGIES AND STUDENTS CHARACTERISTICS

Among the most difficult problems faced by the education system are those associated with teaching effectiveness? The current preparation of teachers for specific age levels, specific subject matter, specific academic skills, etc., does not take into consideration sufficiently the complexity of factors such as students' various characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies.

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers,

retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics.

a) Ability levels and patterns of different abilities.

b) Learning styles.

c) Personality Characteristics**.**

INTER-DISCIPLINARY CURRICULUM

One of the most exciting developments in the world of science today is the growing involvement of researchers in interdisciplinary collaborations, and the increase in cross-fertilization of ideas and research endeavors of people in different fields of science.. The benefits for cross-disciplinary scientific work are invaluable and the various application possibilities are promising not only for science but for many aspects of daily living.

These developments have direct implications for the education system. The tendency in our schools is to teach bits and pieces of information related to particular disciplines. In view of the cross-disciplinary trends, the curriculum can be integrated around topics that reflect the patterns, interactions, and interdependencies of the different fields. This can provide students with ways to study and attempt to comprehend the world around them through concepts and ideas that are less disparate or disconnected.

The growing inter-disciplinary collaborations and cooperative sharing of information from different fields and the efforts to find pragmatic solutions to global problems have further implications for education. There are important implications for the preparation of students to function and be productive in a world with diverse populations, different economic conditions, multitudes of cultural, religious and ethnic groups, and many other different factors. Furthermore, it is highly beneficial to begin early in the educational process to organize learning around problem solving, critical thinking, and dealing with issues arising from different fields of study and different aspects of real life conditions.

The structure and organization of the student body can be in the form of small and large groups; study pairs; and individualized study arrangements. Social alternatives are possible in heterogeneous groups with a great deal of interchange within them and between them and other groups. Clearly, student groups may vary in age, cultural and socioeconomic background, special interests and special needs.

VARIOUS ALTERNATIVES IN LEARNING

Required subjects and basic academic skills some of which are taught in a **convergent** way, using, in addition to teachers' didactic presentations, programmed instruction, multi-media technologies, computer programs, videos, and other techniques involving technological innovations.

1. A number of required subjects and academic skills can be taught in a **multi-convergent** way where methods of teaching are adapted to students' different abilities, needs and interests. For example, different intelligences may be emphasized such as, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, and others.

2. A major part of the program can be devoted to integrated inter-disciplinary curriculum units chosen by teachers and students together. These units enable students to acquire knowledge and skills associated with different

disciplines through congruous meaningful learning revolving around a topic of interest to the students. The work on the units is undertaken by groups of students who are encouraged to take active part in the decision-making process and focus on aspects of the units in which they can best develop their capabilities, satisfy their interests, and fulfill their needs.

3. Individually chosen projects where the students can work on topics they have chosen and where they could apply their strong skills and competencies, wherever they lie. Students can be encouraged to present their work on their project to the group in any way compatible with their tendencies. The students can present their work to their peers and teachers as an exhibit, as an oral presentation, as written material, as a play, a video, or any other means of communicating and disseminating information. **Divergent teaching** is the approach used for those individually selected, and often independently pursued, projects.

CONCLUSION

The above discussion of ways to implement various changes in the approach to teaching and learning grew out of the recognition that the current attempts at reforming the education system tend to be ineffectual. The attempts to use simple large forces (such as standardized testing, for example) in dealing with the ills of the complex education system are essentially doomed to fail. Undoubtedly, there are no simple general solutions to those multifarious complex problems. The above suggestions of some different possibilities of implementing changes stem from the conviction that such special, differentiated approaches can be very beneficial and can have significant positive effects on the teaching and learning process in our education system.

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INNOVATIVE TECHNOLOGIES IN TEACHER EDUCATION

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ABSTRACT

Education is a powerful weapon to change the world. Technologies play a vital role because the revolution in Information technology has opened new horizons for education. Technologies has the potential to "bridge the knowledge gap" in terms of improving quality of education, increasing the quantity of quality educational opportunities, making knowledge building possible through borderless and boundless accessibility to resources and people, and reaching populations in remote areas to satisfy their basic right to education. Teacher education system is an important vehicle to improve the quality of education as well as quality of teacher and working condition of teachers. A teacher preparation needs to give more thinking into the different roles a teacher needs to meet the new challenges in the information society. Technologies can revolutionize the entire teacher education system which is the need of the hour with the help of the technologies integration in to teacher education program through content and pedagogy, collaboration, social issues and technical issues. A technological technique is for professional development of teacher is to provide courses in basic knowledge and skills about technologies. Technologies are now the bedrock for national survival and development in a rapidly changing global environment

INNOVATIVE TECHNOLOGIES IN TEACHER EDUCATION

"If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher". - Dr. A.P.J. Abdul Kalam, Former President of India.

The world has entered in the information age by information explosion. Societies in the 21st Century expect all children to be prepared to think critically, solve problems and creative. The achievement of this expectation rests, first and foremost, upon the development of a highly qualified and committed teaching force. In other words, the knowledge, skills, abilities, and commitments of teachers prepared today will shape and inform what is possible to the future generation of students.

Technologies have the potential to enhance access, quality, and effectiveness in education in general and to enable the development of more and better teachers in India. For the past decade more interest in the ways in which teacher and student educators learn to use ICT in their teaching.

Information and Communication Technologies

The term information and communication technologies (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. It includes such technologies as radio, television, video, DVD, telephone, satellite systems, computer network, hardware, software and services associated with these technologies, such as videoconferencing, interactive whiteboard, e-mail and virtual classroom.

ICT in and for education

Primary uses of ICT are of development of teaching skills and providing tools for teachers and students. Successful education applications of ICT are the involving a complex, interplay of context, people, activities, machines and available software within specific setting. The use of ICT in the educative process has been divided into two broad categories are ICT for Education and ICTs in Education. ICTs for education refer to the development of ICT specifically for teaching, learning purposes, while the ICTs in Education involves the adoption of general components of ICT in the teaching learning process.

Quality is the Heart of Teacher Education

The term quality refers on degree of excellence of a thing. Quality and efficiency of any education system depends on the quality of teachers. Quality teacher education is essential for the prospective teacher. It should need to update their knowledge and skills at the school curriculum and technological change. The quality of teacher that determines the overall effectiveness of a system of education depends upon their own education that is popularly known as Quality Teacher Education.

The NCERT has taken an initiative to make ICT literacy a compulsory one in the pre-service course in teacher education. The major objectives of this course is to enable the teacher trainees to effectively uses of ICT in teaching, learning and uses of multimedia for preparing lesson plan, document creation, communication and dissemination of information using electronic media and then know the meaning, importance, functions of ICT in education, it is but appropriate to know the importance of ICT in teacher education.

The NCTE Act (NO .73 of 1993) has been enacted with a view to achieving planned and coordinate development of the teacher education system throughout the country. Almost all state and central government agencies have adopted a liberal policy of encouraging and supporting ICT curricula in pre-service teacher training institutions as recommended by the NCTE.

Quality teacher education includes quality teacher preparation and quality teacher development. Technology should be introduced in context teaching pre-service student basic computer literacy, uses of technology because they integrate into their teaching, coursework and field experience. Two aims of quality teacher training: Quality teacher education in ICT and Quality teacher education through ICT.

Teacher Educator

Teacher educators are the main pillar of teacher education. Basically they are considered to be the sole determinants of its accountability. The quality of their personality and character, mental ability coupled with the dedication and commitment with which they work, more or less as a whole furnishes the accountability of teacher education.

Student Educator

A college student pursing a degree in education who teaches in a classroom under supervision of an experienced, certificated teacher is also called as practice teacher.

Teacher Education in ICTs

An ICT technique is for professional development for teacher is to provide courses

in basic ICT knowledge and skills delivered by experts. It means course for student educators in particular software and hardware application. The development of ICT does not improve education if the focus is on ICTs. The Vision must focus on what ICTs can do to improve education.

NCTE in its general body meeting, held 17th August 2000, decided that, "Information and Communication technology (ICT) literacy" should be made a compulsory part of B.Ed. Course.

ICT in Teacher Education

The integration of ICTs into teacher preparation programs is first and foremost, creating an environment for students' activities and sustainable learning experience. ICT in teacher education provides a holistic framework defines area of ICT competency organised in four groups.

Content and pedagogy: Focuses on the teacher apply ICT in their respective disciplines to support and extend teaching and learning Collaboration and networking: ICT extend learning beyond the classroom and development of new knowledge and skills.

Social Issues: The use of ICT in the promotion of a healthy society, understanding moral codes, legal.

Technical Issues: Include technical proficiency and the provision of both technical infrastructure and technical support for ICT integration throughout the curriculum.

These competencies are developed and utilized in technology –pedagogy integration in the following four supportive themes. Context and culture, Leadership and Vision, Lifelong Learning and Management of Change.

UNESCO planning guide for ICT in teacher education cites three key principles for effectiveness of ICT development in teacher Education.

1. Technology should be infused into the entire teacher education program.
2. Technology should be introduced in context.
3. Student teacher should gain experience through innovative technology in teacher education programmes.

These three principles will be a milestone towards effectively integrating ICT in a teacher education.

Primary approaches of ICT in Teacher education

Use of ICT within teacher training programmes around the world is being approached in a number of ways with varying degrees of success. These approaches were

subsequently merged and refined into four primary approaches. These approaches are required to develop awareness in student educators.

ICT Skill development approach

Student educators are expected to be skilled user of ICT in their day to day activities. Provide knowledge about hardware and software and their use in educational process.

ICT Pedagogy approach

This approach is useful to the extent that the skills enhance ICT literacy skills and pedagogy allows student educators to further develop and maintain their skills in the context of designing classroom-based resources.

ICT Subject specified approach

From this approach student educators learn how ICT is embedded into ones' own subject area.

ICT –Practice driven approach

Provide exposure to use of ICT in practical aspects of teacher training emphasizing student educators at various levels on developing lessons, assignment and any other practical works.

The teacher training institute are providing the teachers of the future and NCTE assumes that teachers are the key figures in arranging learning process. The institute, therefore, have to anticipate new development and prepare prospective teachers for their future role. Teacher training institute therefore have to shift their focus from dealing with present education to that of future education. Accordingly, teacher professional development in the use and application of technology must be given the priority and resources it deserves, while still maintaining a constructive critical eye on its costs and methodologies.

"Teacher education institution may either assume a leadership role in the transformation of education or be left behind in the swirl of rapid technological change" (UNESCO 2002).

Model for the development of teachers and student educators in ICT

Model can be mapped onto interwoven tracks for the development of teacher and student capacity in harnessing ICT for professional career with regard to Stages of ICT usage and Pedagogical usage of ICT. Student educators should learn about and gain the confidence in the uses of ICT. Stages of ICT usage are awareness, learning how, understanding how and when, and specialising the uses of ICT tools. Student educators should learn adoption of ICT in the classroom. Pedagogical usages of ICT are student

educators use productivity tools, enhancing traditional teaching, facilitate lifelong learning and creating innovative learning environment.

Developing 21st Century Skills

Accelerating technological change, rapidly accumulating knowledge, increasing global competition and rising workforce capabilities around the world make 21st century skills essentials. Following skills which allows student educators to prepare for career, requiring them to acquire a new knowledge, learn new technologies, rapid process information.

- Creativity and intellectual curiosity.
- Critical thinking and systematic thinking.
- Engage in problem solving and ensure security and safety.
- Information and media literacy skills.
- Interpersonal and collaborative skills.
- Problem identification, formulation and solution.
- Self- Direction and Social responsibility.
- Understand the computational modelling.

These skills are incorporate into teacher education curriculum with the help of ICT for promoting the student educators skills.

Modern Role of Educators

Using ICT in teacher education and teacher education in ICT prove assistance in improving learning and developing efficiency, competency in teacher. It helps to change the role of educators from traditional method to using innovative technique methods of teaching.

- Teachers are transformed into self-learner.
- Teachers should plan ICT into pedagogical practices to ensure high quality and appropriate learning.
- Teachers are encouraged to technology integration.
- They understand the basic hardware and software skills, pedagogical application of ICT tools, internet, e-mail, system software, open source application /productivity software.
- Contact expert by a group of student educator and teacher educators through technology.
- Create online learner through videoconferencing, discussion forum, chat, etc.
- Teachers swifter communication presentation of ideas are more effectives and relevant.
- Teachers should model the ICT integration in their academic and teaching work. They know recent methodologies and they feel empowered.

Teacher education is stepping stone in building of future teachers. ICTs in education will not function on their own .It is the teacher who are required to use the technology to enhance student learning. Competencies of

integration are selection, use, mix and fusion under pedagogy and technology. So the foremost task is the development of ICT trained student educators. Teacher is successful and wanted if he uses ICT in his daily lectures/teaching. Teacher education program try to in build the qualities of teacher as well as create innovative teachers.

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AGGRESSIVE BEHAVIOR OF TEACHER TRAINEES

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ABSTRACT

Whenever the term ***aggressive is*** used to describe a student's behavior, images of physical injury to another automatically come to mind. Aggression is the most serious of inappropriate behaviors and has the most serious consequences for the students, others and their environment. Violent and bullying behavior is specific types of aggressive behavior. These functions include power and control, affiliation, escape, gaining attention, and self-gratification. Whatever causes the aggression and whatever form, it takes it can cause a range of difficulties. These include physical risk to self or other people, police or other authority, involvement, feelings of intimidation, feelings of loss of control, guilt and increased isolation. Educators and others should encourage students and reinforce them for using alternative behaviors to express affection and liking for others. Physical, verbal, indirect aggression, anger, hostility are listed as the destructive factors of education to the problematic students. Survey was conducted among B.Ed Teacher trainees, since they are going to be future teachers and counsellors to the problematic students. The finding reveals that hostility is the major aggressive behavior of both Male and Female teacher trainees. And there is no significant difference in sub groups of Sex, Age, Educational qualification, Subject, Medium of study and location with respect to the aggressive behaviors.

INTRODUCTION

The purpose is to present some information of how the different forms of human aggression may be inter - related and related to psychological constructs such as anger, hostility etc. A useful framework would be of fundamental importance for improving research on aggression and importance for the diagnosis, prevention, and treatment of its abnormalities. Education is the part and parcel of human life. It is the integral segment of mental and physical constitution because non-compos, non-mentis (a sound mind in a sound body) are the unquestionable ingredient of psychology. Aggression by children doesn't always have to involve hitting or shoving. Even at a young age, students learn alternative ways to inflict pain upon others. They learn this behavior as a result of factors relating to their environment, family, community and culture. The type of aggression they choose is also influenced by their gender, age and temperant. In this study the researcher focus the following five forms of aggressive behavior like Physical Aggression, Verbal Aggression, Anger, Hostility and Indirect Aggression.

NEED AND SIGNIFICANCE OF THE STUDY

The study of Teacher trainees' aggressive behavior is significant because

- Aggressive behavior is a destructive phenomenon of Teacher trainee, it will affect the future generation, because they are the pillars of our country.
- It not only spoils the Student Teacher concerned but also creates a harmful section of the society.
- Since aggressive behavior is highly contagious as well as infectious, the teacher trainees are chosen because they may affect their future students deplorably.

STATEMENT OF THE PROBLEM

The statement of the problem selected for present investigation is stated below as "Aggressive Behaviors of B.Ed., Teacher trainees".

OBJECTIVES OF THE STUDY

- To find out the level of various aggressive behaviors of Teacher trainees

a) Sex
b) Age
c) Educational qualification
d) Subject
e) Medium of study and
f) Location

HYPOTHESES

1. There is no significant difference between Male and Female Teacher trainees with respect to their aggressive behavior.
2. There is no significant difference between below 25 age group and above 26 age group teacher trainees with respect to their aggressive behavior.
3. There is no significant difference between Under Graduate Teacher trainees and Post Graduate Teacher trainees with respect to their aggressive behavior.
4. There is no significant difference between Arts group and Science group Teacher trainees with respect to their aggressive behavior.
5. There is no significant difference between Tamil medium and English Medium Teacher trainees with respect to their aggressive behavior.
6. There is no significant difference between rural area and urban area Teacher trainees with respect to their aggressive behavior.

METHOD OF STUDY

The survey method was followed for this investigation.

SAMPLE

The subjects for this investigation were taken from the Teachers trainees studying in the college of Education in Erode District of Tamil Nadu in South India. Special attention was given to such factors as gender, qualification, subject, medium and location. 328 teacher trainees were randomly selected for this investigation.

TOOL FOR THE STUDY

A questionnaire developed by Arnold H.Buss, and W.L. Warren was used as a tool for the study of aggressive behavior among Teacher trainees. Its items were following five forms namely: physical aggression, verbal aggression,

anger, hostility, and indirect aggression. The research investigators translated the above tool according to teacher trainee's level and validated. The reliability of the tool was established by employing test – re test method and it was found to be 0.862.

MECHANICS OF DATA COLLECTION

The investigators met the Teacher trainees after getting the permission from the Principal for data collection. The investigators requested the Teacher trainees to complete the questionnaire and collected them after completion. 328 responses were received from the respondents, all the data's were used for analysis. The collected data were tabulated and subjected to analysis using appropriate statistical techniques.

STATISTICAL TECHNIQUES

The investigators used the following statistical techniques: Percentage analysis, Mean, Standard Deviation and't' test.

PERCENTAGE ANALYSIS

Table-1: Percentage of Male and Female Teacher trainees with respect to various forms of aggression

S.No	Respondents	Physical aggression		Verbal aggression		Anger		Hostility		Indirect aggression	
		N	%	N	%	N	%	N	%	N	%
1	Male	23	20%	21	18%	23	20%	37	33%	09	9%
2	Female	41	19%	34	16%	45	21%	73	34%	22	10%

The table 1 shows that 20% of physical aggression, 18% of verbal aggression, 20% of anger, 33% of hostility and 9% of indirect aggression are shown from Male Teacher trainees, And 19% of physical aggression, 16% of verbal aggression, 21% of anger, 34% of hostility and 10% of indirect aggression are shown from Female Teacher trainee.

Aggressive behavior of Male and Female Teacher trainees is shown by the following order Hostility, Anger, Physical aggression, Verbal aggression and indirect aggression. From this result the hostility is more dominant in female compared to male. The male exhibits more verbal aggression compared to female and other aggression types are equal for both male and female.

TESTING OF HYPOTHESES

HYPOTHESIS: 1

There is no significant difference between Male and Female Teacher trainees with respect to their aggressive behavior.

Table-2: Mean, Standard Deviation and‘t’ value of Male and Female Teacher trainees with respect to their aggressive behavior

Gender	No of respondents	Mean	SD	Calculated ‘ t ‘ Value	Table Value	Significance at 0.05 level
Male	113	55.0	11.4	1.49	1.96	Not significant
Female	215	53.1	11.7			

Table 2 indicates that the calculated t’ value 1.49 is less than the table value1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behavior of Male and Female Teacher trainees. Thus the formulated null hypothesis no.1 is accepted. While comparing the mean scores of male (($\bar{x}1$=55.0) and Female ($\bar{x}2$=53.1) teacher trainees aggressive behavior, the female are better than the male teacher trainees.

HYPOTHESIS: 2

There is no significant difference between below 25 age group and above 26 age group Teacher trainees with respect to their aggressive behavior.

Table-3: Mean, Standard Deviation and't' value of below 25 and above 26 age group teacher trainees with respect to their aggressive behavior

Age Group	No of respondents	Mean	SD	Calculated ' t ' Value	Table Value	Significance at 0.05 level
Below 25	267	54.21	11.72	1.023	1.96	Not significant
Above 26	61	51.55	11.54			

Table 3 indicates that the calculated't' value 1.023 is less than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behavior of below 25 age group and above 26 age group Teacher trainees. Thus the formulated null hypothesis no. 2: is accepted. While comparing the mean scores of below 25 age group ($\bar{x}1=54.21$) and above 26 age groups ($\bar{x}2=51.55$) teacher trainees aggressive behavior, the above 26 age groups are better than the below 25 age group teacher trainees.

HYPOTHESIS: 3

There is no significant difference between Under Graduate Teacher trainees and Post Graduate Teacher trainees with respect to their aggressive behavior.

Table-4: Mean, standard Deviation and‘t‘ value of Under Graduate and Post Graduate Teacher trainees with respect to their aggressive behavior.

Educational qualification	No of respondents	Mean	SD	Calculated ‘ t ‘ Value	Table Value	Significance at 0.05 level
UG	267	53.9	11.6	0.760	1.96	Not significant
PG	61	52.6	12.2			

Table 4 indicates that the calculated’ value 0.760 is less than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behavior of Under Graduate and Post Graduate Teacher trainees. Thus the formulated null hypothesis no. 3: is accepted. While comparing the mean scores of UG qualified teacher trainee ($\bar{x}1$=53.9) and PG qualified ($\bar{x}2$ =51.55) teacher trainees aggressive behavior, the PG qualified teacher trainees have lower than the UG qualified teacher trainees.

HYPOTHESIS: 4

There is no significant difference between Arts group and Science group Teacher trainees with respect to their aggressive behavior.

Table-5: Mean, Standard Deviation and‘t” value of Arts and Science group teacher trainees with respect to their aggressive behavior.

Subject	No of respondents	Mean	SD	Calculated ‘ t ‘ Value	Table Value	Significance at 0.05 level
Arts G	182	54.34	11.4	1.07	1.96	Not significant
Science G	146	52.94	12.0			

Table 5 indicates that the calculated‘t’ value 1.07 is less than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behavior of Arts and science group Teacher trainees. Thus the formulated null hypothesis no. 4: is accepted. While comparing the mean scores of Arts group teacher trainee ($\bar{x}1$ =54.34) and Science group ($\bar{x}2$ =52.94) teacher trainees aggressive behavior, the Science group teacher trainees are better than the Arts group teacher trainees.

HYPOTHESIS: 5

There is no significant difference between Tamil medium and English Medium Teacher trainees with respect to their aggressive behavior.

Table-6: Mean, Standard Deviation and‘t‘ value of Tamil Medium and English Medium Teacher trainees with respect to their aggressive behavior

Medium	No of respondents	Mean	SD	Calculated ‘ t ‘ Value	Table Value	Significance at 0.05 level
Tamil	186	54.08	11.70	0.500	1.96	Not significant
English	142	53.23	11.59			

Table 6 indicates that the calculated‘t’ value 0.500 is less than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behavior of Tamil Medium and English Medium Teacher trainees. Thus the formulated null hypothesis no. 5: is accepted. While comparing the mean scores of Tamil medium ($\bar{x}1$=54.08) and English medium ($\bar{x}$ 2=53.23) teacher trainees aggressive behavior, the English medium teacher trainees better than the Tamil medium teacher trainees.

HYPOTHESIS: 6

There is no significant difference between rural area and urban area Teacher trainees with respect to their aggressive behavior.

Table-7: Mean, Standard Deviation and‘t’ value of rural area and urban area Teacher trainees with respect to their aggressive behavior.

Locality	No of respondents	Mean	SD	Calculated ‘ t ‘ Value	Table Value	Significance at 0.05 level
Rural	217	54.22	11.47	1.051	1.96	Not significant
Urban	111	52.75	12.27			

Table 7 indicates that the calculated‘t’ value 1.051 is less than the table value 1.96 at 0.05 level of significance. Hence it is concluded that, there is no significant difference between aggressive behaviour of rural area and urban area teacher trainees. Thus the formulated null hypothesis no. 6: is accepted. While comparing the mean scores of Rural areas teacher trainee ($\bar{x}1$=54.22) and Urban area ($\bar{x}$ 2=52.75) teacher trainees aggressive behaviour, the urban area teacher trainees better than the Rural area teacher trainees.

MAJOR FINDINGS OF THE STUDY

1. There is no significant difference between Male and Female Teacher trainees with respect to their aggressive behavior.
2. There is no significant difference between below 25age group and above 26 age group Teacher trainees with respect to their aggressive behavior.
3. There is no significant difference between Under Graduate Teacher trainees and Post Graduate Teacher trainees with respect to their aggressive behavior.
4. There is no significant difference between Arts group and Science group Teacher trainees with respect to their aggressive behavior.
5. There is no significant difference between Tamil medium and English Medium Teacher trainees with respect to their aggressive behavior.There is no significant difference between rural area and urban area Teacher trainees with respect to their aggressive behavior.

RESULTS AND DISCUSSION

The collected data through the questionnaire was analyzed statistically and it was concluded that

- ✓ Hostility was the major aggressive behavior shown by both the Male and Female Teachers trainees.
- ✓ Physical aggression and Anger are the second form of aggressive behavior shown by Male and Female Student teachers followed by hostility.
- ✓ Verbal aggression is the third form of aggressive behavior shown by Male and Female Student Teachers.
- ✓ Indirect aggression is the least aggressive behavior shown by Female and Male student Teachers.
- ✓ The Mean values indicate there is no major difference in the aggressive behavior of sub groups in Sex, Age, Educational qualification, Subject, Medium of study and Location.

CONCLUSION

This study indicates that the male and female teacher trainees are having same level of aggressive behavior. Hostility was the major aggression in both male and female Teacher trainees; it shows negative effects on the teacher, the student acting disruptively and the rest of the classroom. It is an interruption to the teacher and the class, and it harms the teacher or another student. For better improvement in these areas, the teacher educator should give ethical values for the future teachers. The moral, ethical and spiritual development of students is a fundamental goal of education. Teacher educators should have a responsibility to inculcate positive values in their students. Education colleges must prepare trainees to accept their social responsibilities as members of a democratic society. They must learn the knowledge and develop skills, values and attitudes which will enable them to contribute to society as active and informed and confident citizens.

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TO CONTRIBUTORS

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