CHAPTER 1

INTRODUCTION

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_Civilizations are measured with the value they stand for, not the machines they invent and use_ - Dr. S. Radhakrishnan
1.1 Background of the Problem

In 1998, UNESCO World Education Report on teachers and teaching in a changing world describes the radical implication of new Information and Communication Technology (ICT) for improving teaching learning process. Thus, ICT has induced a paradigmatic change in the field of teacher education program. UNESCO (2002) further reported that, “During the past decade there has been an exponential growth in the use of ICT which has made pervasive impact both on society and on our daily lives. ICT has become a principal driver of economic and social change worldwide. Within education ICT is seen as a way to promote educational, improve the skill of learners and prepare them for the global economy and the information society”. UNESCO (2008) has already designed the ICT Competency Standard for Teachers (ICT-CST) project, aimed at the development of teacher competencies. As pointed out in this ICT-CST Policy Framework, “New technologies require new teachers’ roles, new pedagogies and new approaches to teacher training. … Teacher professional development will be crucial component of this educational improvement”. So there is a need to proper integration of ICT in Indian Teacher Education System. It is a challenging task and demands more of perfection on the part of Indian Government and also teacher educators. Several attempts on ICT integration in the field of teacher education system, are found in, ‘The Curriculum Framework for Teacher Education’ (CFTE-2004), National Curriculum Framework – 2005’ (NCF-2005), ‘National Knowledge Commission – 2006’ (NKC-2006).

Specially, ‘The National Curriculum Framework For Teacher Education (NCFTE)-2009’ has emphasized, ‘teacher education needs to orient and sensitize the
teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers’. Moreover, the National Policy On ICT in School Education (NPICTSE) - 2010, Draft, Last revision: 23 March, 2012, wants “Teacher educators will be suitably oriented and trained to use ICT in their pre-service teacher training programmes”. They will also be expected to enable pre-service teachers to be sensitised to and practice the use of ICT. So, here lies the responsibility for teacher educators to promote, utilize and implement ICT in teacher education program in such a way that they can move from pedagogues to techno pedagogues.

Human life is guided by values, and education brings a change in human being to make him an active member of the society. But, ‘Indian political and social life, which possesses the danger of erosion to long-accepted values...’(NPE-1986). CFTE-2004 also echoes that ‘the crisis of value system is visible globally, India is no exception. The last five decades have witnessed constant erosion of essential social, moral, humanistic, aesthetic and spiritual values’.

Science and technology are considered important determinants of the human progress. But advancement of these two brings together some ill-effects, especially erosion of values. If science along with promotion of scientists is equally employed to develop sense of values, it will really be beneficial for our society. With the fast changing of the World Education Scenario, where the new technology, ICT has build a bride of communication between two completely different cultures, the intermingling of social values can induce a significant stimuli in indigenous values of both cultures, which can, in-turn create a social crisis in value system of the ‘not-so deep rooted culture’. Therefore, teacher-learner communities are facing different new
challenges. In the age of ‘L.P.G.’ (Liberalization, Privatization, Globalization), the
teacher educator as value propagator and value transmitter are gaining more
importance in the field of teacher education. N.C.F. (2005) states, “education in the
true sense should empower individuals to clarify their values; to enable them to take
conscious and deliberate decisions, taking into consideration the consequence of their
actions .....”. Therefore, the present teacher educators are expected to function not
only as a facilitator for acquisition of knowledge through ICT but also inculcator of
values and transformer of inner being.

With all perspectives in mind, it is needed to find the relation of ICT with
values. The researcher was able to find only a few sporadic works in this field,
especially in the Indian context. So a detailed investigation has been carried out in this
present research programme.

1.2 Need for the Study

ICT is a blessing for education and there is a staggering need to nurture this
technology to enhance the effectiveness of teaching–learning process. Now
globalization has paved the path for implementation and utilization of ICT.
Therefore, this new technology has opened up a new dimension to teaching –
learning community. But it is also noted that, the misuse of such fabulous
technology can have a devastating long term effect on social life and indigenous
culture of its users. It can also create disrepute by different way among social values
and its integration towards education.

The ICT which is most dominating in structuring the cognitive domain might
have impact on the value system. The correlation between perception about ICT and
value system may be positive, zero or negative. It is very essential to study the
relation, in order to understand the inherent nature of ICT perception and value changes. A study is therefore attempted in this respect.

1.3 Statement of the Problem

Teacher Education institution may assume a leadership role in the field of education. But the pervasive influence of ICT possesses a serious impact to their wisdom, vision, zeal, thinking process, creativity, and especially their value system.

It is essential to know the level of value system of the teacher educators, to analyze the perception of teacher educators about ICT, to study the correlation between perception about ICT and value system of teacher educators in this context.

The problem might thus be stated as - “Perception of Teacher Educators about Information and Communication Technology In Relation to their Value System.”

1.4 Operational Definition of the Key Terms

The researcher has taken the following operational definition of the terms for his study.

Perception (P.): In the Dictionary of Education, Bellingham, J. (2004) has defined perception as, “The way in which a person views his or her environment based on the sense, past experience, attitudes, awareness, current information and other personal variables. It is a continuous process of integration of present and past sensory impressions”. This definition has been considered for the present study.

Teacher Educator (T.E.): A trained or qualified person (as per NCTE and UGC norms & standards) who engages himself or herself in providing training or education through teaching in any Secondary teacher education institution is a teacher educator.
Information and Communication Technology (ICT): The National Policy on ICT in School Education (2010), Last revision: 23 March, 2012 gives a suitable definition on ICT which is given herein. Information and Communication Technologies are defined as “all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realising the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system. These will not only include hardware devices and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems, and management information systems.”

Value (V): Values have been considered very important and fundamental for every individual. Therefore it is a significant element of the personality of men which influence their thought and behaviour in an unconscious manner. Several attempts have been made for giving a suitable definition of ‘Value’, ‘division of value’ and ‘measurement of values’. Allport (1937) says, “Value means the relative prominence of the subject’s interest or the dominant interest in the personality”. They are normative standards by which human beings are influenced in the choice among alternative course of action.

Value System (V.S.): In the Dictionary of Education, Rowntree, D. (1981) has defined value system as, “The set of beliefs, principles and standards a person has in relation to a particular subject. It is a system insofar as the beliefs etc. are related to one another”.
Edward Spranger (1928) classified the values into six categories viz. Theoretical, Economic, Aesthetic, Social, Political and Religious. After that many studies proved this logical categorisation. A brief description of six values is as follows:

i) **Theoretical Value (T.V.):** This is characterized by a dominant interest in the discovery of truth and by an empirical, critical, relational and intellectual approach. Theoretical Values have reference to practical utilization of matter.

ii) **Economic Value (E.V.):** Man requires economically sound position in life. Man may attach more value to collect power and wealth and dominate others. Adherence to useful and practical values prevailing is a stereotype of the business man.

iii) **Aesthetic Value (A.V.):** Aesthetic value is the harmony of judging and enjoying each unique experience from the standpoint of its glance, symmetry and fitness and regarding life as a procession of events where each single impression is enjoyed for its own sake.

iv) **Social Value (S.V.):** This value consists in love for people (Beyond one’s own family). A man of social value gives emphasis to social relation of man. The social man prizes other person as ends and is therefore himself remains kind, sympathetic and selfless.

v) **Political Value (P.V.):** The political man is interested primarily in power. Leaders of any field have high power value. Man has to survive on the Earth through a long termed competition and struggle. So man finds power value.
vi) **Religious Value (R.V.):** The highest value for religious man may be called unity. He is mystical and seeks to comprehend the cosmos as a whole, to relate him to its embracing totally.

**Educational Specialisation (E.S.):** Educational specialisation is a special field of study that the teacher educator has graduated (like Arts, Science and Commerce) and is teaching in the related special branch (like Language Education, Science Education and Social Science Education) in any teacher education institution.

**1.5 Objectives of the Study**

\(O_1\): To compare the value system of male and female teacher educators.

\(O_2\): To compare the value system of teacher educators belonging to different Groups (i.e. Language group, Social Science group, Science group).

\(O_3\): To compare the perception of male and female teacher educators about ICT.

\(O_4\): To compare the perception of teacher educators about ICT belonging to different Groups (i.e. Language group, Social Science group, Science group).

\(O_5\): To study the relationship between the perception of teacher educators about ICT and their value system.

**1.6 Hypotheses of the Study**

\(H_1\): There exists significant difference in the value system of male and female teacher educators.

\(H_2\): There exists significant difference in the value system of teacher educators belonging to different Groups (i.e. Language group, Social Science group, Science group).
H₃: There exists significant difference in the perception of male and female teacher educators about ICT.

H₄: There exists significant difference in the perception of teacher educators about ICT, belonging to different Groups (i.e. Language group, Social Science group, Science group).

H₅: Value system of the teacher educators is related to their perception about ICT.

1.7 Delimitations of the Study

The study had some delimitations. They were as follows.

a) It was limited to fulltime teacher educators (except principal or teacher – in – charge) of B.Ed. Colleges recognised by the N.C.T.E. and affiliated to State Universities of West Bengal.

b) No teacher educators were taken from Education department of different State Universities and Central Universities of West Bengal.

c) The study did not cover those teacher educators who belonged to other groups apart from Language (Bengali, Sanskrit, English and Hindi), Social Science (Education, Economics, Commerce, History, Geography, Political Science and Sociology) and Science (Mathematics, Physical Science and Biological Science) Group. Here Mathematics teacher educators were taken in Science Group.

d) Other variables were reduced to gender and educational specialisation only.