

# LEARNING COMMUNITY

Print ISSN No. 0976-3201  
Online ISSN No. 2231-458X

(An International Journal of Educational and Social Development)  
Volume 3 No. 1, April 2012

**Academic Achievement of Children with Normal Hearing Sensitivity and Children with Otitis Media with Mild and Moderate Conductive Hearing Impairment**  
Gayatri Ahuja and Rajeev Jalvi

**Environmental Pollution and Teaching of Islam**  
Md. Mahmood Alam

**Interdisciplinary Studies between Children's Literature and Management-New Possibilities Teaching, Creativity and Intellect**  
D. Shilpa Bhat

**Communities of Practice and Best Practices in Social Networking Supported Learning**  
Sangeeta Chauhan and Saroj Yadav

**Effect of Gender and Family Setup on Old Age Depression**  
Prangya Paramita Priyadarshini Das and Ananya Mishra

**Personality Types, Preferred Learning Styles and Subject Specialism of Prospective Teachers**  
Monika Bhardwaj

**Privazation of Teacher Education in India: Some Issues to Ponder Over**  
Mohammad Parvez and Mohd Shakir

 **NEW DELHI PUBLISHERS**  
Website: [www.ndpublisher.in](http://www.ndpublisher.in)

## **Editorial Board Chairperson**

**Prof. B. K. Passi**

Formerly, UNESCO CHAIR

## **Editors- in -Chief**

**Shireesh Pal Singh, PhD**

Assistant Regional Director

Indira Gandhi National Open University

Regional Centre, Bhopal

**Bishnu Mohan Dash,**

Department of Social Work

Bhim Rao Ambedkar College

(Delhi University), Delhi

## **Academic Advisors**

**Prof. Upali Vidanapathirana**

: Vice Chancellor, The Open University of Sri Lanka,, Sri Lanka

**Prof. C.P.S. Chauhan**

: Dean, Faculty of Social Sciences AMU, Aligarh,

**Prof. Daniela Cinzia Piffer**

: Director of Accademia Santa Croce, San Venzano ,Terni. Italy

**Dharam Pal Singh, PhD**

: Dept. of Social Work, Punjabi University Patiala, Punjab, India

**G.K. Arora, PhD**

: Principal, B R Ambedkar College, University of Delhi, Delhi, India

**Prof. Harikesh Singh**

Professor, Banaras Hindu University, Varanasi.

**Prof. Ira Das**

: Department of Psychology, Dayalbagh Educational Institute,  
Dayalbagh, Agra,

**Jyotsna Saxena**

: DWT (P.G.) College. Dehradun, Uttarakhand, India

**Prof. Menakshi Sharma**

: Department of Education, Punjabi University, Patiala, Punjab. India

**Neera Agnimitra, PhD**

: Department of Social Work, Delhi University

**Prof. N.K. Chadha**

: Professor in Psychology, Delhi University, Delhi.

**Prof. P.K. Sahoo**

: Faculty of Education, Allahabad University, Allahabad., India

**Prof. R.G. Kothari**

: Professor, Faculty of Education (CASE), MS University, Baroda,  
Vadodra, Gujarat

**Prof. Sushma Batra**

: Professor, Department of Social Work, Delhi University

**Prof. S.P. Malhotra**

: National Fellow, NUEPA, New Delhi

**Prof. Shirish Balya**

: Principal, S.G.K. Teachers College, Jodhpur. Rajasthan

**Prof. Namrata Sharma,**

: Professor, Devi Ahilya Vishwavidyala, Indore, Madhya Pradesh

# Contents

Learning Community, Vol. 3 No. 1, April, 2012 (Page 1-99)

<b>Academic Achievement of Children with Normal Hearing Sensitivity and Children with Otitis Media with Mild and Moderate Conductive Hearing Impairment</b> Gayatri Ahuja and Rajeev Jalvi	1-7
<b>Environmental Pollution and Teaching of Islam</b> Md. Mahmood Alam	9-21
<b>Interdisciplinary Studies between Children's Literature and Management-New Possibilities of Teaching, Creativity and Intellect</b> D. Shilpa Bhat	23-28
<b>Communities of Practice and Best Practices in Social Networking Supported Learning</b> Sangeeta Chauhan and Saroj Yadav	29-39
<b>Effect of Gender and Family Setup on Old Age Depression</b> Prangya Paramita Priyadarshini Das and Ananya Mishra	41-47
<b>Personality Types, Preferred Learning Styles and Subject Specialism of Prospective Teachers</b> Monika Bhardwaj	49-59
<b>Privatization of Teacher Education in India: Some Issues to Ponder Over</b> Mohammad Parvez and Mohd Shakir	61-68
<b>Internal Quality Assurance Cell (IQAC): A Step Towards Quality Assurance in Higher Education</b> Minoti Srivastava and P.K. Sahoo	69-75
<b>Locational Variation in Knowledge and Attitude about AIDS among Adolescent Students</b> Santosh Mukherjee and Deb Prasad Sikdar	77-83
<b>ICT and Paradigm Shift in Teacher Education</b> Mohd. Talib Ather Ansari and Hina Hasan	85-91
<b>Effects of Cognitive-Behavioural Intervention for the Children With Reading Disabilities</b> Gopal Ch. Mahakud and S.P.K. Jena	93-103
<b>Schools As Learning Communities: A Strategy for the School Improvement</b> Akanksha Dubey and Pramod Joshi	105-113
<b>A Comparative Study of the Relationship Between Emotional intelligence and Teacher Effectiveness of Degree and B.Ed. College Teachers of Rajasthan in Relation to Gender</b> Pardeep Kumar and Anu Bala	115-120
<b>Impact of Parental Encouragement in Making Vocational Interest of Adolescents</b> Sunita Goel and Ankita Upveja	121-125



# ICT and Paradigm Shift in Teacher Education

Mohd. Talib Ather Ansari<sup>1</sup> and Hina Hasan<sup>2</sup>

<sup>1</sup>Maulana Azad National Urdu University, Uttar Pradesh

<sup>2</sup>JRF & PhD (Research Scholar), Aligarh Muslim University, Aligarh, Uttar Pradesh

**Email:** talibmanuu@rediffmail.com

**Received:** 7 January 2012 **Accepted:** 16 March 2012

## Abstract

In the present tryout, investigators have tried to identify the role of ICT and paradigm shift in teacher education, as ICT playing a vital role in teaching-learning process. The role of teacher-educators, classrooms, methods and techniques of teaching has been changed through ICT based instructions. The traditional educational system was for acquiring knowledge rather than employment, but in the present scenario of teacher education ICT shifted the role of teachers, Classrooms and learning environments into modern laboratory of learning, where learners and purposive learning is important, this makes a powerful impact on the whole educational system of the nation. This paper shows the standpoints of ICT in teacher education to provide the professional excellence and paradigm shifting in the present teacher training program.

**Keywords:** ICT, Pedagogy, Paradigm, Transitioning, Technologies, etc.

"We have given India the moon," declaration of a jubilant G Madhavan Nair, Chairman, ISRO, after the successful landing of the 35-kg Moon Impact Probe (MIP), with the Indian tricolour on its sides, the symbolic significance of the MIP's landing is humongous as it demonstrated to the world India's scientific prowess and enabled it to join the elite club of scientifically advanced countries, like US, Russia, Japan and the Europe. This achievement has proved to the world that India now not only has outer space capabilities but also the capacity. It is possible only because of the explosion in the field of science and technology in Indian education. This paradigm coming from ICT based education as NCF-2010, (National Curriculum Framework for Teachers-2010. By NCTE.), emphasizes on teacher education to build the professional, competent and humane teachers, who promote ICT in Indian educational scenario, especially in school education.

"With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school Education. It has become more of a fashion statement to have computers or multimedia in schools, the result being that in spite of its potential to make learning liberating; its implementation is often not more than cosmetic. It is also often touted as a panacea for shortage of teachers. These are detrimental to the learning of the child. 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." NCF-210 for Teacher Education.