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BILASPUR.CHHATTISGARH**

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RESEARCHERS ORGANIZATION
BILASPUR (Chhattisgarh)

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MESSAGE

I am happy to learn that you are bringing out a bi-lingual, bi-annual research journal in education on EDUSEARCH.

I hope that this journal will provide new platform to the academicians, educationists and research scholars to contribute their research experiences in meeting its purpose.

I wish all EDUSEARCH family for grand success of the publication.


(Dr. Lakshman Chaturvedi)

To,

Dr. B.V. Ramana Rao
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एवं
संचालक, राज्य शैक्षिक अनुसंधान
एवं प्रशिक्षण परिषद



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दिनांक 07.05.2010



“शुभकामना संदेश”

अत्यंत हर्ष एवं गौरव की बात है कि डॉ. बी. व्ही. रमणा राव, सहायक प्राध्यापक, कार्यक्रम प्रभारी इग्नू शासकीय उन्नत शिक्षा अध्ययन संस्थान बिलासपुर (छ.ग.) द्वारा एजुसर्च शोध पत्रिका के लिए NISCAIR द्वारा नम्बर आबंटित किया गया है, जिसे दो भाषाओं में 2010 के लिए प्रकाशित किया जा रहा है।

शोध पत्रिकाएँ निश्चय ही हमारी वर्तमान पीढ़ी को संदर्शित ही नहीं करती हैं प्रत्युत भविष्य की असीम सम्भावनाओं एवं संकल्पनाओं को अनुप्रमाणित भी करती हैं। एजुसर्च शोध पत्रिका छत्तीसगढ़ राज्य के शिक्षकों, शिक्षाविदों, चिंतकों, मनीषियों व शोधार्थियों के लिए शोध मूलक संचेतना को विकसित करेगी तथा नवाचारी मूलक प्रवृत्ति को सम्पुष्ट भी करेगी।

मुझे विश्वास है शोध पत्रिका “एजुसर्च” शैक्षिक सम्प्रत्ययों में आने वाली छोटी-छोटी कठिनाइयों के समाधान में मील का पत्थर सिद्ध होगी तथा शैक्षिक उद्देश्यों के सम्प्राप्ति के लिए लक्ष्योन्मुख यह पत्रिका दो भाषा में रूपायित अपनी गरिमा को संस्थापित करेगी।

शोध पत्रिका के प्रकाशन हेतु मेरी शुभकामनाएँ.....


नंद कुमार
(भा.प्र.से.)

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“शुभकामना संदेश”

सृजनात्मक गुणों के विकास में शोध कार्यों का महत्वपूर्ण स्थान होता है। शोध पत्रिका के माध्यम से रचनात्मक शोध कार्यों की ओर प्रवृत्त होने की प्रेरणा मिलती है।

यह अत्यंत प्रसन्नता एवं गौरव की बात है कि “एजुसर्च” शिक्षा शोध पत्रिका का प्रकाशन, रिसर्च आर्गनाइजेशन, बिलासपुर छत्तीसगढ़ द्वारा किया जा रहा है।

आशा है कि यह शोध पत्रिका देश के विभिन्न भागों में शिक्षा विषय में सम्पन्न शोध अध्ययनों के प्रकाशन हेतु एक सशक्त माध्यम के रूप में उभरेगी तथा शोधार्थियों को दिशा निर्देश देने में सहायक होगी।

“एजुसर्च” के सफल प्रकाशन हेतु मेरी हार्दिक शुभकामनाएँ.....

(श्रीमती ए. कुजूर)

प्रति,

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सहा. प्राध्यापक,
उन्नत शिक्षा अध्ययन संस्थान
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Dear friend,

In India, Education as a subject has a history of about 90 years. It made its entry into the university portals in 1917 when department of education was established in Calcutta University. Bombay University awarded its first M.Ed. degree on the basis of research thesis in 1936. Education received its full recognition as an academic subject of study with the introduction of doctoral degree programmes. The first Ph.D. in education was awarded by Bombay University in the year 1943. After this, the Ph.D. programme has made gradual entry into other universities also.

After independence, our government has established National Council of Educational Research and Training (NCERT) in 1961 by amalgamating all the national-level specialized institutions in education existing at that time to provide institutional infrastructure for educational research. Among the other institutions, devoted to educational research are, NUEPA New Delhi, Indian Institute of Education Pune, CASE Baroda etc.

With the inception of NCTE with all its statutory powers in 1995 a planned and coordinated development of teacher education system took place throughout the country. It was established in 1973, but acted as an advisory body for the centre and state governments and was not able to perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions.

Now thousands of students are engaged in doing research activities as an essential part of their M.Ed., M. Phil and Ph.D. programmes in education every year. Every research comes up with some results and suggestions. Unfortunately most of them could not get the light of publication. This is an effort to bring some of them to facilitate the scholars and educationists and administrators to draw further course of action in the holistic development of the society and education as well.

With all best wishes...

Dr. B.V. Ramana Rao

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About

RESEARCHERS ORGANIZATION, BILASPUR (Chhattisgarh)

It is an association of like minded people consisting of research scholars, teachers, teacher educators and professors. It was formed with an aim to transform research into reality and mass applicability.

The prime objectives of this organization are –

- To promote research in the area of school and higher education and to extend academic and technical support to the young researchers.
- To extend support in the implementation of the government policies in the area of education, social-welfare and environment.
- To provide a platform to the young writers for publication of their books.
- To publish research journals in various subjects.
- To develop and publish various research tools, scales of measurement in various subjects.
- To conduct research experiments in education and other subjects.
- To provide consultancy services to young researchers.
- To organize national and state level seminars, conferences, workshops etc.
- To conduct various projects in school and higher education fields in consultation with the apex bodies of the country.

Secretary

Researchers Organization, Bilaspur (C.G.)

Comparison of Jerk Technology and Lecture Method on the basis of Achievement in English and Student's Liking of Teachers

Pooja Jaisingh* & D. N. Sansanwal**

Abstract

Education has always been considered as a key element for positive social change with an underlying goal of allowing people to participate in society, stand up for their rights, challenge the causes of inequality and live better lives. This goal cannot be achieved without having improved the classroom transaction. The researchers have found that the teaching can be effective if the teachers are efficiently trained in use of Jerk Technology developed by Dr. D.N.Sansanwal. The findings were: Jerk Technology was found to be superior to Lecture Method in facilitating Achievement in English of students when groups were matched separately with respect to Pre – Achievement in English and Intelligence. The students expressed favourable reactions towards different aspects of Jerk Technology and Jerk Technology on the whole.

Introduction

Education has always been considered as a key element for positive social change with an underlying goal of allowing people to participate in society, stand up for their rights, challenge the causes of inequality and live better lives. This goal cannot be achieved without having improved the classroom transaction. At present no one is satisfied with whatever happens in the classroom. Researchers are making efforts to develop different types and forms of instructional material, which

can improve the teaching-learning process. The researchers by and large have compared Instructional Material with Conventional Method and have found that Instructional Material developed in different subjects at different levels was found to be significantly superior to the Conventional Method. These materials have not been able to enter into the classroom due to various reasons such as cost of preparing the material is high, the difficulty in preparing the special type of Instructional Material, lack of

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trained personnel, etc. Other than this, attempts have been made to improve the Teaching Competency of the Teachers so that the Teaching-learning Process can be improved, because it is the teacher who instigates learning in the students in a classroom. The researchers have found that the teaching can be effective if the teachers are efficiently trained in various Teaching Skills and are provided with Support System and Teaching Aids.

This way of improving the teaching-learning process is very effective but has not been implemented because in most of the schools, once the teacher gets a job, he is never looked after for any further improvement and he keeps on teaching in the similar manner and with the same support system year after year. Under such circumstances, it is necessary to find out something, which can work everywhere and does not depend on use of high technology. The teachers once given a short training of two days can use without any additional preparation. Such a technology has been proposed by Sansanwal (1990) and named as Jerk Technology. Keeping in mind the scarcity of the researches related to the Jerk Technology and its potentiality to improve the classroom teaching, it was thought to conduct a study related to Jerk Technology.

Objectives :

1. To study the effect of Treatment, Sex and their interaction on Achievement in English by taking Pre-Achievement in English and Intelligence as covariates.

2. To compare mean scores of Student's Liking of Teacher of Jerk Technology and Lecture Method Groups.

Hypotheses :

1. There is no significant effect of Treatment, Sex and their interaction on Achievement in English of Students by taking Pre-Achievement in English and Intelligence as covariates.
2. There is no significant difference in mean scores of Student's Liking of Teacher of Jerk Technology and Lecture Method Groups.

Sample:

The population comprised 800 Higher Secondary Schools affiliated to the Maharashtra State Board of Secondary and Higher Secondary Education. Of these, one school was selected randomly. So, the school comprised 62 class IX students of Mumbadevi High School representing all the three levels of socio-economic status, i.e., low, average and high and belonging to Urban Area. Of these, about 39 % were females and the remaining were males. The age of the students was between 14 to 17 years. The medium of instruction was English.

Experimental Design :

The present study was experimental in nature and designed on the lines of Pretest -Posttest Control Group Design. Before starting the experiment, the Achievement in English Test comprising five criterion tests developed by the investigator was administered on the students of both Experimental and

Control Groups. The scores earned by a student on all the five tests were termed as his/her Achievement in English. This constituted the Pre-Achievement in English.

The Experimental Group was taught Idioms, Interchange of Sentences, Phrasal Verbs, Punctuation Marks, and Comparison through the use of Jerk Technology. When the students of Experimental Group were undergoing the treatment, the students of Control Group were taught the same topics with the help of Lecture Method. The Treatment lasted for about 5 months at the rate of 35 minutes per working day. At the end of the Treatment, the same Achievement Test in English, which was administered before the Treatment, was administered again separately on the students of Experimental and Control Groups.

The students of both Experimental and Control Groups were administered Student's Liking Scale at the end of the Treatment. During the period of Treatment, Intelligence of the students was assessed with the help of 'Raven's Standard Progressive Matrices'. Conducting the experiment in one school only controlled all variables related to school.

Tools :

In the present study, data were collected in respect of Achievement, Student's Liking, and Intelligence by administering Achievement in English Test developed by the investigator, Student's Liking Scale developed by

Malhotra and Passi, and Raven's Standard Progressive Matrices respectively.

Procedure of Data Collection :

The permission from the Principal of Mumbadevi High School was taken. Proper rapport was established with the students. This was followed by administration of the Achievement Test in English to both the Experimental and Control Groups.

The Achievement Test in English comprised of five criterion Tests. Experimental Group was treated through Jerk Technology while the Control Group through Lecture Method. The Experimental Group was taught different topics of English through Jerk Technology for a period of about five months at the rate of 35 minutes per day. On the other hand, the same topics were taught to the Control Group through Lecture Method for the same duration of time at the rate of 35 minutes per day.

At the end of the Treatment, both the groups were administered the same Achievement Test in English. As stated earlier, the testing continued for five days consecutively. During the process of experimentation, the Intelligence of both the groups was assessed with the help of 'Raven's Standard Progressive Matrices'. The Student's Liking was assessed of both Experimental and Control Groups by administering 'Student's Liking Scale' at the end of the experiment. The scoring of the tools was done as per instructions given in the manual.

Results :

Effect of Treatment, Sex and their Interaction on Achievement in English by taking Pre-Achievement in English and Intelligence as Covariates.

The first objective was to study the effect of Treatment, Sex and their interaction on Achievement in English of students by taking Pre-Achievement in English and Intelligence as covariates. There were two levels of Treatment, namely, Jerk Technology and Lecture Method. The students were categorized into two levels on the basis of their Sex, namely, Males and Females. Thus, there were two levels of Treatment and two levels of Sex. Therefore, the data were analyzed with the help of 2 x 2 Factorial Design ANCOVA. The results are given in Table 1

was a significant effect of Treatment on Achievement in English. In the light of this, the null hypothesis that "There is no significant effect of Treatment on Achievement in English by considering Pre-Achievement in English and Intelligence as covariates" is rejected. Further, the adjusted mean score of Achievement in English of Jerk Technology Group was 168.45, which is significantly higher than that of Lecture Method Group whose adjusted mean score of Achievement in English was 124.72. It reflects that the treatment of Jerk Technology was found to be significantly superior to the Lecture Method in term of Achievement in English when both groups were matched with respect to Pre - Achievement in English and Intelligence

Table 1

Summary of 2 x 2 Factorial Design ANCOVA of Achievement in English by considering Pre-Achievement in English and Intelligence as covariates

Source of Variance	df	SSy.x	MSSy.x	Fy.x
Treatment	1	29968.65	29968.65	93.04**
Sex	1	3690.74	3690.74	11.46**
Treatment x sex	1	1.17	1.17	0.004
Error	56	18037.63	322.101	
Total	59			

** Significant at 0.01 level

From Table 1, it can be seen that the adjusted F – value is 93.04, which is significant at 0.01 level with df = 1/56. It indicates that the adjusted mean scores of Achievement in English of Jerk Technology and Lecture Method Groups differ significantly when Pre – Achievement in English and Intelligence were considered as covariates. So there

variables. It may, therefore, be concluded that Jerk Technology was found to be superior to Lecture Method in facilitating Achievement in English of students when groups were matched with respect to Pre- Achievement in English and Intelligence.

The adjusted F – value for Sex is 11.46, which is significant at 0.01 level with df=1 / 56. It indicates that adjusted

mean scores of Achievement in English of Males and Females differed significantly when Pre-Achievement in English and Intelligence were taken as covariates. It reflects that there was a significant effect of Sex on Achievement in English of students when Pre-Achievement in English and Intelligence were taken as covariates. Thus, the null hypothesis that “There is no significant effect of Sex on Achievement in English of Students when Pre – Achievement in English and Intelligence are taken as covariates” is rejected. Further, the adjusted mean score of Achievement in English of Females was 157.70, which is significantly higher than that of Males whose adjusted mean score of Achievement in English was 139.48. It reflects that Females were found to be significantly superior in English than Males when Pre- Achievement in English and Intelligence were taken as covariates.

The adjusted F – value for interaction between Treatment and Sex is 0.004, which is not significant. It indicates that there was no significant influence of resultant of interaction between Treatment and Sex on Achievement in English when Pre – Achievement in English and Intelligence were taken as

covariates. In this context the null hypothesis that, “There is no significant effect of the interaction between Treatment and Sex on Achievement in English of students when Pre – Achievement in English and Intelligence are taken as covariates” is not rejected. It may, therefore, be said that Achievement in English was found to be independent of the interaction between Treatment and Sex when Pre – Achievement in English and Intelligence were taken as covariates. It shows that both Males and Females can learn English equally well when taught through the use of Jerk Technology and Lecture Method. Thus, Jerk Technology can be used to teach English to students irrespective of their Gender when Pre- Achievement in English and Intelligence were taken as covariate.

Comparison of Mean Scores of Students’ Liking of Teacher Experimental and Control Groups

The second objective of this study was to compare mean scores of Students’ Liking of Teacher using Jerk Technology with those of using Lecture Method. The data related to this objective were analyzed with the help of t-test. The results are given in Table 2.

Table 2
Group-wise M, SD, and t-value of Students’ Liking of Teacher

Group	M	SD	t-value
Jerk Technology	135.78	10.51	3.59 **
Lecture Method	126.87	8.92	

** Significant at 0.01 level

From Table 2, it can be seen that the *t*-value is 3.59, which is significant at 0.01 level with *df* = 60. It indicates the mean scores of Students' Liking of Teacher using Jerk Technology and those using Lecture Method differ significantly. In the light of this, the null hypothesis that "There is no significant difference in mean scores of students' Liking of Teacher using Jerk Technology and those using Lecture Method" is rejected.

Further, from Table 2, it can be seen that mean score of Students' Liking of Teacher using Jerk Technology was found to be significantly higher to Teachers using Lecture Method. It may, therefore, be said that the students taught by Teacher using Jerk Technology were found to have liked teacher significantly higher than those who were taught by the teacher using Lecture Method.

Discussion :

One of the findings was that Jerk Technology was found to be superior to Lecture Method in facilitating Achievement in English of students when groups were matched separately with respect to Pre - Achievement in English and Intelligence. This finding is supported by the findings of Inamdar (1981), Hooda (1982), Sastry (1982), Desai (1986), Singh (1988), Debi (1989), Singh (1990), Jeyamani (1991), Salvi (1991), Singh, Ahluwalia and Verma (1991), Rose (1992), Singh (1992), Kumar & Kaur (1998), Kaur & Kaur (1999), Panda & Chaudhary (2000), Reddy & Ramar (2001), Tourani and

Sansanwal (2001), and Mukhopadhyaya & Ghosh (2004), who found that Treatment provided to the students proved to be significantly superior to Lecture Method in terms of Achievement in different subjects of students. But the present finding is different from Ghetiya (1999), and Srinivasan (1999), who found that there was no significant difference between the Achievement of the students taught through Lecture Method and students given some other Treatment.

The possible reason behind this finding may be that Lecture Method is very boring and monotonous. Students are not interested in whatever goes on in the classroom because students are not involved at all. But by the use of Jerk Technology the classroom environment becomes lively; the students get motivated and have the opportunity to react to what is taught in the classroom. Further, it can be seen that classroom activities in Lecture Method are teacher-centered and content-oriented. On the other hand, the use of Jerk Technology makes the classroom activities more student-oriented. In other words, Jerk Technology makes the classroom interaction lively wherein students take active part in the teaching-learning process without any hesitation.

Students get opportunities to reflect on the points raised by the teacher. Consequently classroom interaction becomes democratic whereas the Lecture Method leads more towards the autocratic behaviour of the teacher and

results in teacher dominated classroom behaviour. Besides all this, students taught through the use of Jerk Technology are more active as compared to the students taught through Lecture Method.

They interact with the teacher in a better manner and are more attentive in the classroom. But, the students taught through Lecture Method are more passive and out rightly accept what the teacher has taught and never think over the validity or relevance of the content taught to them. Jerk Technology helps the students to develop their thinking and reasoning abilities. In this technology, more emphasis is given to the understanding of the concepts and thinking about its different dimensions instead of memorizing or cramming information, concepts, relationships etc. As we all know, to learn English Language, understanding the concept is more important than cramming it. So, Jerk Technology can be of great help in teaching languages.

The next finding was that the students expressed favourable reactions towards different aspects of Jerk Technology and Jerk Technology on the whole. This finding implies that the students liked the technique and wanted their teachers to adopt this technique while teaching. The preferable reason behind it may be that they felt free in interacting with their teacher, as there was a tension – free atmosphere in the classroom. This made them to like the classroom activities to a great extent.

This led them to opine that other teachers should adopt this technique of teaching because they felt that it is easy to use. The other reason for positive reaction towards Jerk Technology was that it helped in making classroom activities lively and they were far from being monotonous. It was felt by the students that learning through this method was an interesting task because the tools used in Jerk Technology were new to them and never used before by any teacher to teach them.

They liked all the tools used in Jerk Technology, especially the Mirror Image Writing, Disproportionate Word Writing, Double Negative Sentences and Small Writing. The tools used in Jerk Technology provided opportunity to students to concentrate in a better and effective manner leading to better understanding. Conclusively, it can be said that the reason behind the positive reaction may be that Jerk Technology helped in building a proper rapport with the students, making the students to feel free to clear their doubts and problems during the process of learning. They do not hesitate to do so because of their good relationship with the teacher.

Females were found to be significantly superior in English than Males when Pre- Achievement in English and Intelligence were taken as covariates. The plausible reason for superior performance in English of females could be better linguistic competency, better concentration skills, more participative

behaviour in classroom and pursuing reading as a hobby by them. The females in general supersede males in linguistic ability. They acquire language at an early age as compared to males. During the experiment, it was observed that females in the class were better in linguistic abilities while males had an upper hand in logical and mathematical abilities. The academic profile of the students also support the finding as the scores of females were higher in languages while of males it was in mathematics and science. As far as concentration skills are concerned, it was observed that girls certainly had good concentration while boys tend to be distracted very easily which hampers their concentration. It was also observed during the treatment that girls actively participated in various classroom activities. On interrogation, it was found that almost 90% of the girls had reading as one of their favourite hobby. This also supports the present finding.

Jerk Technology can be used to teach English to students irrespective of their Gender when Pre- Achievement in English and Intelligence were taken as covariates. Jerk Technology is very useful for a teacher who is always puzzled by the fact that there are Individual Differences prevailing in the classroom and it is very difficult to have the attention of almost all the students at a time. So this technique can potentially solve the problems of the teachers. The Jerk Technology helps the teacher to come down to the level of students. Each student gets an opportunity to participate irrespective

of individual differences. The Jerk Technology Tools help all types of students to be alert, active, motivated, etc. This technique can be used by teachers even without training in the use of Jerk Technology.

The next finding was that the students taught by teacher using Jerk Technology were found to have liked the teacher significantly higher than those who were taught by the teacher using Lecture Method. Thus, it can be said that students liked the teacher more when he / she uses Jerk Technology rather than Lecture Method. Here, the Students' Liking implies the fondness of the students to their teacher. Generally such fondness gets developed among students through their interaction with teachers in the school. From the above mentioned finding it can be implied that the students were fond of the teacher when she taught them through the use of Jerk Technology, but the students who were taught through lecture method were relatively less fond of the same teacher. It is this liking of the students towards their teacher, which decides the effectiveness or ineffectiveness of his / her teaching. The students listen attentively and achieve more in the classes of teachers, whom they like. This means that students' liking for the teacher sets an air of effectiveness of his teaching. The Students' Liking Scale has taken four aspects of Students' Liking for Teacher Behaviour, viz.,

- (i) Students' Liking for teacher behaviour inside the class,
- (ii) Students' Liking for teacher behaviour outside the class,

- (iii) Students' Liking for teacher behaviour with colleagues, and
 (iv) Students' Liking for teacher behaviour with School Management.
- The students liked the teacher inside the class because they felt that teacher was paying more attention towards them and putting optimum efforts to teach them with the help of something unique and uncommon. They even felt that the method used by the teacher was quite interesting. The students liked the teacher behaviour outside the class because teacher had good relation with the students inside the class so they did not hesitate to interact with the teacher even outside the classroom. For the last two aspects, they did not knew much because the treatment was for a small duration and the researcher was not in the school campus all the time but still they opined in a positive way by looking at the way their teacher interacted with their Class – teacher and Principal. The linking got promoted because of good rapport between students and teacher. Students were active during learning and enjoyed the teaching. They did not feel bore and teaching was not monotonous.

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Illusive Inclusive Educability of the Disadvantaged Scheduled Tribes Children

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Abstract

The issue of extending inclusiveness in education and development of the Scheduled Tribe children has remained a subject of great importance. Mere constitutional provisions and reservations as well extending the targets of the reservation to these groups have not made any dent in the levels of development among the disadvantaged groups of the country. At present also and after six decades of independence the policy makers are stumbling upon the type of programmes which can be more inclusive and considerably benefit the disadvantaged groups of the country. The paper focuses on the issue of schooling, teachers and other facilities which are influencing the educability of the Scheduled Tribe children of the country with a focus on the Baiga Tribes of Baijag Block of Dindori District of Madhya Pradesh. The causes of "Push Out" and "Pull Out" has also been discussed among the girls and boys of the Tribal communities which has affected retention among the children in the schools and their mobility to higher levels of learning. Thus the illusions for making inclusive education of the Scheduled Tribes have been re looked.

Introduction:

The government of India has committed to holistic development of the Scheduled Tribes of the country, in its endeavor to bring the requisite facilities to the doorsteps of the tribal groups inhabiting the inaccessible and interior areas who have learned to embrace these conditions. Despite the fact that they have been deprived from obtaining many of the advantages which other

citizens of the country access. A variety of welfare and developmental measures have been in place in the country with governmental efforts.

These facilities which are not available range from lack of transport, road communication, medical facilities, electricity, water, housing, regular continuous food supply through PDS, regular provision of Kerosene oil supply

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and other regular necessities including schools with dedicated teacher force.

Inspite, sincere efforts made by the Tribal Development/ Welfare Departments in the respective states, these people are not in a position to harness the advantages which are available for the urban as well as the rural masses of the country. The inclusiveness in the developmental schemes is eluding their development for more than six centuries and this reflects in their exclusion from many of the provisions made available to them. How this inclusiveness has demystified can be better understood from the story of Ms. Laxmi Marawi a tribal student from one of the interior tribal areas of a tribal dominated district of Dindori, Madhya Pradesh:

“Ms. Laxmi Marawi studied in the interior tribal schools of the tribal dominated district and struggled for 12 years to make her entry into the tribal coaching centre and prepared for the IIT-JEE examinations and couldn't succeed in getting through to the IITs, her disadvantage was that she couldn't get her schooling in a very good school, and the concepts she learnt from the teachers couldn't help her built her basics and one good thing happened was that she could pass in the board examinations of the state both in 10th and 12th classes, which inspired her to enter into the professional studies, understanding the significance of reservation policy she was inspired to try her luck and enrolled into the coaching centre managed by the government for the disadvantaged groups, but obviously she did not

realize that her basic foundations in the schools were not built very strongly, as the teachers teaching her in the school were not very well equipped with latest knowledge of various subjects which they transacted to the children in the school, this has only provided Ms. Laxmi Marawi with half backed knowledge which is not adequate for competing in the higher professional examinations with little clarity of the fundamentals of various subjects. In addition, she couldn't get coaching in a very good coaching centre. All this has shattered her hopes to qualify into IIT-JEE, and now she is trying to enter into the teaching job of EGS with a consolidated salary of Rs.2,300”.

The cumulative effect of proper and adequate schooling, good qualified teachers in the schools, availability of timely guidance and supervision by learned persons in the community, learning environment at home, adequate availability of reading and writing material and respite from acute poverty are some of the factors not available for their development. Some of these factors are also not enabling them to obtain basic requirements for their studies, as no supplementary learning material available within their reach, and they have to solely dependent on the subject key (cheap guides available in the market for qualifying the examinations, inadequate library facilities for general knowledge and planning for studies at home and study circles added to it all is poverty all are squarely responsible for the shattered hopes of Ms. Laxmi Marawi.

And there is nothing to blame but the status of Ms. Laxmi to which she belongs, if she has not qualified to IIT-JEE it is not the failure of Ms. Laxmi but the failure of the system and the inadequacies of the provisions which are available to her.

The recent results of the IITs wherein 397 seats under the reserved category remained unfilled is not the problem of Ms. Laxmi alone but the problem of the policies and the schooling which was provided to her and many such students belonging to the Scheduled Tribes. It may be noted that the IITs which are 13 in number has 120 seats each for every academic year. The unfilled seats of the disadvantaged groups amount to the seats of three and a quarter of the available seats of IITs which may remain vacant due to non-availability of students qualifying from the IIT-JEE examinations.

**Underutilization of seats in the
IITs of India – 2008-09**

Available Seats	Filled Seats	Unfilled Seats
832	690	142 (ST)
414	159	255 (SC)
1246	849	397 Total

(Source: Times of India, New Delhi, 05.08.08)

This is not only the instance of Indian Institutes of Technology (IITs) but there are many institutions of Higher and Professional Studies all over the country where every year certain number of seats earmarked for these groups remain vacant. The aspirations of many

of the students belonging to the Scheduled Castes and Scheduled Tribes remain unfilled. The students if at all they reach, to the higher institutions, they are not adequately provided schooling with a view to enrich their knowledge, due to lack of proper schooling support during their childhood they are constrained at the higher education and struggle harder in their studies and end up in dropping out of the higher educational institutions. On the other hand due to lack of adequate preparation at the school level they lack confidence in entering into higher education, even due to the concession in their entry level pass percentages and additional supplementary courses provided by many of the professional institutions they struggle to perform adequately. And when they are not performing adequately, they get a general remark that they are extremely weak in their studies and not many of the teachers have the patience to educate these students. If at all some of them try to provide them academic support, it is utilized for gaining sympathetic mileage/points in the society. However, no sincere effort have been made in many of the institutions of higher education by creating special coaching facilities and academic support to these students in order to retain them in the system without losing them half way. Special cells although exists in the universities for addressing grievances of the students, but each of the department which have fixed number of Scheduled Tribe students do not have any provisions

such as special tutoring/counselling or bridge courses in order to provide them additional academic inputs to overcome the loss which they have encountered during the previous studies, due to which these students end up getting lower grades in their courses and are demoralised, constant struggle makes them to settle for some jobs/careers which doesn't affect their morale.

Schooling in the Tribal Areas

In a study conducted in one of the interior districts of Dindori of Madhya Pradesh State which has a predominant Scheduled Tribe population with the Baigas dominantly residing in these villages and habitations are in a state of utmost backwardness. Although the country has witnessed technological revolution and development in terms of good transportation and communication facilities, these tribal groups have remained in the interior forest areas and survive on low levels of occupation and earning wages through daily wage labour. The forest department has failed to convince the Baigas to take the pump sets and other farming equipment free of cost and utilise them for cultivation purposes in order to improve cultivation in the areas in order to improve the living conditions of these Scheduled Tribe groups. The land where these Baigas inhabit has good sources of water and rivulets and is covered with rich dense forest areas. Despite the good cultivable land available to these tribal groups, very few of the tribal families go for cultivation and other harvesting work, and largely depend for the daily wage work of 90

days which they get every year on regular basis and some times if some road repair or other such work is undertaken they get the daily wage employment in such activities.

As for the schools are concerned they have good access to school physical structure but the mere provision of the school within their habitations have no way improved the schooling among the children of the Baigas. The schools have local tribal teachers from the local communities, minimum basic facilities and mid-day meals provided on regular basis. Despite such incentives, the schools are not able to retain these children to higher stages of education.

The programme of Sarva Shiksha Abhiyan has ensured adequate access to schooling in the tribal areas. The interior habitations of Dindori district particularly in the state of Madhya Pradesh do not have Ashram School facilities with schooling-cum-residential facilities which many of the tribal predominant states do have, the schools are separated from the hostels and are available only in some of the areas and not in many of the villages.

Therefore, in these villages the schools are organized on day-to-day basis and there is no provision of hostels for the students as well as residences for the teachers in the schools. Although the schools are established under the SSA programme, these schools lack many of the facilities in terms of furniture, learning material, play ground and other basic facilities.

Teachers in the Tribal Areas

These schools which are most popularly known as the Education Guarantee Scheme (EGS) schools in Madhya Pradesh, they were all provided with teachers depending upon the strength of the schools. These teachers are selected from amongst the local educated youth and posted in the schools, majority of them belong to the tribal communities and also reside either within the village or nearby the habitations. For the purpose of ensuring access to a school with a teacher in these SSA funded schools in these habitations, the teachers were appointed who has a minimum qualification of 12th class, but the training provided to these teachers is very limited nature and is not sufficient for teaching all the classes and all the children enrolled in the schools. The teachers themselves have opined that they are struggling to teach all the subjects to the children as they do not have the requisite knowledge and experience of teaching these children in the schools. Moreover, the academic support which they expected did not reach them to overcome their teaching problems. The education department has only provided some kind of training ranging between 10-21 days and made them to teach in the schools. Another major issue is that of the teacher salaries, most of these teachers are on a consolidated salary of Rs.2,300 to Rs.4,000, which they have been getting from the past five to six years without any further annual enhancement in the salaries. The handling of multiple classes is another big problem which

many of the teachers felt difficult on their part as they have no knowledge of teaching multi classes simultaneously. While on the part of the education department it is not possible to provide multi teachers to these low enrolled schools as it becomes very expensive for them. The education department has a provision of Block Resource and Cluster Resource Centres in order to provide continuous academic support to these teachers on a regular basis. These resource centres are expected to have fully trained resource persons in order to facilitate the teachers from time to time in their academic activities in the school, but the cluster resource coordinators are also working as temporary officials with contractual type of jobs and are getting salary on a consolidated basis, this has also resulted in irregularity in their meetings with the teachers and also providing academic support to the teachers.

Despite the fact that the government has made provisions to encourage the recruitment of lady teachers in the tribal areas it will be observed that majority of the teaching positions are held by the male teachers, and there are very limited number of lady teachers working in these interior inaccessible areas as there are not many young girls available with minimum 12th qualification for entering into the teachers job in the schools of these tribal habitations.

For the purpose of the study the Baijag block of Dindori District of Madhya Pradesh was covered, where 25 schools of various sizes were covered. These twenty five sample schools had 50 teachers which comprised 43 male and

7 lady teachers. The Scheduled Tribe teachers dominated the schools as it is a predominant tribal block, with 82.00% (males 81.40% & females 85.71%). The teacher in majority possessed educational qualification of XII with 41.85% males and 5.71% females comprising 48.00%.

Teachers could not get any kind of training in the Bajjag block of Dindori district which comprise 57.14% untrained teachers with (males 52.38%; females 5.71%) only 24% had D.Ed training and a limited number of teachers with professional degrees (16.00%).

When discussed with the teachers it was found that they have to under take multi-grade teaching in the schools for which they have no training. And it was found that 67.82% of the teachers undertook the task of multi grade teaching with 67.82% (males 62.81%; females 78.57%), while the other teachers have been working in the schools with two teachers therefore they did not undertake multi grade teaching. There was also shortage of the teaching learning material in the schools. Many of the schools did not have the basic charts, maps and globes and other relevant material for utilising them while teaching.

54.00% of the teachers in the Bajjag block stated that they faced difficulties in teaching all the assigned subjects to the pupils as they did not have proper training as well as academic support and they work all alone in the schools.

The schools functioned for 16-20 days on an average and due to a variety of local festivals and situations the schools remained closed as none of the children came to the schools on these days.

Repeaters were the highest in the Block with 19% in the primary classes, it was found that these children did not put up the requisite attendance in the schools and therefore are retained in the same class.

Other duties performed ranged between 4-9 days only, which constituted participation in the election duty, visits to the block head quarters or attending to the work of procurement of ration for mid day meals for the schools. Not much of governmental work was assigned to these teachers which would have become the cause of closure of the schools.

“Push Outs” and “Pull Outs” in the Tribal Areas – A matter of great Concern

The schooling which is not very attractive, the pedagogy is not interesting and the curriculum transactor is not impressive, the teacher is also not in a position to provide motivation and nurture aspiration among the children, the schooling facilities are not superior to facilities available in their houses, the rigid system of schooling generates lots of “push outs” in the school. The above factors which, are latent causes of “push out phenomenon” results in the dropping out of tribal children from the schools prematurely before completing

the cycle of primary education. The education which is being provided to them has remained alien and it doesn't serve their livelihood immediately.

The schools which were established for the tribal children in the interior areas with the facility of residences for the child and the teachers was in fact a very noble idea and the purpose of providing or sufficing better facilities than home and a learning environment in the school vicinity was viewed by great philosophers and educationists as a best alternative in the interior tribal habitations. The objective of holistic development with holistic provisions in these kind of schools have over a period of time has vanished and the wonderful ideas of residential schooling for the disadvantaged has been replicated by many other forms of schools like the Jawahar Navodaya Vidyalayas, Kasturba Gandhi Balika Vidyalayas and many such institutions and are found to be successful while the residential schools in the tribal habitations are struggling to contain with the push outs. In case of Madhya Pradesh, the residential nature of the institution has been further diluted existing system of Ashram Schooling and by making the school and the hostel as separate entities, creating more confusion to the nature and very relevant concept of Ashram Schools (Panda, B. K., 2008).

The limitations of the Ashram Schools are partially due to its funding pattern partly from the centre and the state, the utilisation of the resources has been a

problem in majority of these schools. The system has been made rigid in terms of providing the seats, but in terms of providing funds it is done casually, affecting the management of these schools efficiently. The most conspicuous feature being the maintenance of the school buildings and provision of funds in time to obtain many of the essential items for the schools and in certain cases the schools do not receive sanctioned number of teachers, and there is shortage of teachers and teaching learning material in these schools.

In some of the interior areas of tribal habitations it was also found that the girl children did not get their bi-cycles which were to be provided to them. The unfulfilled promise of providing bi-cycle has also resulted to "push out" among girls. And more interestingly the girl children have residential facilities till class I to VI and VIII but once they enter into the high schools, these habitations did not had any residential facilities which was also a cause of "push out", due to non-availability of hostels and such other facilities which they enjoyed for a long and suddenly were deprived of such facilities was also a cause of "push out" leading to dropping out. The geographical condition of the habitations which are inaccessible and terrain areas, sometimes rivers passing nearby the habitations, fear of wild animals, lack of health facilities causing serious illness among the children are also the causes of "push outs". This kind of "push out" is being caused by the system as it is not able to create

enabling structures to retain the children with adequate facilities within the schools itself (Panda, B. K. 2007). In some of the residential schools, the attitude of the warden and the staff also is cause for “push out” among girls. The girls in general never complained the problems they faced in these residential facilities and they were the silent dropouts, or who without any complaint abstained from schooling and remained at home.

Another cause of “push out” is that of the methods of communication by the teachers with the students, particularly the children residing in the tribal areas. The dialect they speak and the dialect which is transacted in the classroom also is a cause of “push out”, this is due to no access to communication or the language communicated in the class room due to the difference in the language utilized to teach the students while their mother tongue is different. Thus the communication became a barrier in the teaching and learning process in the classroom.

The deeper one studies the system and the reasons from these drop outs, it is very much astonishing to know that many things which are done unknowingly by the providers of education can be a cause of “push out”. It is not the question of simple dropping out due to failure or not understanding what is taught in the school but the system is acting as a hindrance and is the cause of “push out”. For instance the schools up to middle level (VIII) located in the tribal areas in one of the

tribal dominated states of central India has the facility of residential facilities and unfortunately the girl students when complete their VIII class and join the IX and X classes in a high school, there is no hotel facility available to them, this is resulting in “push outs” among girls, the education/tribal welfare department could have added some additional facilities to the existing Girl’s Ashram (Hostel) in order to cater to the needs of these high school girls but it was not planned. Similarly timely provision of the facilities such as bi cycles and other such facilities also a cause of “push outs” among girl students.

Similarly “pull out” also found to occur among these disadvantaged children to a great extent, the girl child who is already in the school and adjusted to the daily routine of attending the school is pulled out by the parents for household chores. A new birth in the family becomes a cause for “pulling out” the girl child from the school. If there is health problem of the parents the boy or the girl is “pulled out” of the school to work for the home and also in the fields, collection of wood for cooking, and grazing of cattle or sheep etc. During harvesting season the children are “pulled out” of the school for a few weeks.

The phenomenon of “Push Out”

This phenomenon is occurred due to the inability of the system to satisfy the needs of the user leading to dissatisfaction among the user and abandoning the system or inability of the system to understand the needs of the user and retain them in the system.

System here refers to the organisation, institution or the services provided by some kind of agencies.

The phenomenon of “Pull Out”

This phenomenon occurs due to certain compulsion on the part of the user to abruptly abandon the system despite the system fulfilling the needs of the user to a great extent, and this may be due to on account of some other priorities or the compulsions of the user (social and economic) resulting in abandoning a particular utility.

These two phenomenon are greatly useful to the policy makers and administrators while deciding a particular policy in the education system. In the absence of a clear understanding of the socio-economic factors, the phenomenon of pull out and push out will occur in the education system (particularly the schools).

There is also temporary “pulling out” the children from the schools for the religious festivals and a variety of ceremonies in the tribal habitations which can extend for weeks together. There is no mechanism in the school to refrain from such “pull out phenomenon” as the teachers also belong to the same tribal communities they also take part in such ceremonies and functions/rituals (Panda, B. K., 2008).

There is an urgent need for reconsideration of making the schooling facilities with holistic provisions, which can become a learning centre with all best facilities enhancing and motivating the children to remain in the schools. The latent cultural considerations have to be taken into account especially while dealing with the tribal children.

Revival of the Ashram Schools with all the urban schooling facilities will definitely reduce the dropouts and increase the pass outs. The provision of schemes such as KGVs for the advantage of the disadvantaged groups is a very appropriate intervention.

Concluding observations

Inclusiveness, inclusive development, inclusive education of the disadvantaged groups has been illusive which is still to be achieved. Yet times it has also been referred to “Disadvantaged Education for the Disadvantaged Groups” like “Lame Chairs for the Lame Children” OR in other words “Poor Quality Education and Services for the Poor and Good Quality Services for the Better Off”. The administration is not able to come out of this popular phenomenon and stumbling upon its policies time and again. The ideally suitable residential schools with continuous monitoring and up gradation, constant supervision and support with good quality facilities of the cities in the interior tribal habitations would have sufficed the educational vows of the Scheduled Tribe children and could have perpetuated development in these habitations.

With this background, it is very much essential to understand and analyse the situations to identify where we are going wrong, are have gone wrong in order to enable these students to aspire and enter into the institutions of higher and professional studies, so that they can also reap the benefit of these qualifications and pave way for their community members into the system of education and development of their

society/community as a whole. Mere provision of resources and construction of schools will not built the basic foundation of learning of these groups but efforts to make the structures functioning exclusively for these communities needs to be taken into consideration, here it refers to the education at the primary level and the schooling etc which are imparted in these areas. There is a need for revamping the existing infrastructure already available and the age old institutions of schooling and residential facilities available to them. Creation of new structures and replication will affect the effective utilisation of resources. The schools needs to be developed as institutions of all round development of the children with all the best facilities and nurture the talent of the children and motivate them from the tender ages of primary schooling with adequate and proper learning environment. Trained teachers, motivated teachers, sensitive management with timely interventions and support, adequate learning material, supplementary reading facilities, libraries, proper residential facilities with supervisory studies and freedom to expression and learning effectively in a conducive environment can improve their capacity to learn and acquire required knowledge which can enable them to enter into secondary and higher education. In the absence of such mechanism, there are high dropouts, which is very commonly known phenomenon in the country as they move to higher classes the enrolment declines and this is more

acute among the disadvantaged groups. How to contain with the problem of high dropouts? What is that “pushing out” these disadvantaged groups from the education system is the crux of the problem.

There are varieties of intrinsic latent forces which impede the educability of the Scheduled Tribe children. The cultural backgrounds, the socialisation process in the tribal community and the way they are brought up, and the differences in the school culture and home culture, association with the nature and its surroundings, the beliefs and faiths of the community and the fear of separation from their own community due to doing something which is not acceptable by the community all affect the schooling of these children. This is fuelled by the lack of parental education and with no provision of educating the adults in the community in order to make them aware of the advantages of education for their community. The provision of “Life Long Learning” experiences to the adults in the community through a variety of activities and involvement could perhaps generated some awareness and interest in educating the children and the schooling would have received some importance.

Although many of the tribal groups have started adopting to some of the changes by watching the people in the neighbourhood and trying to acquire the dresses and electronic gadgets, motorbikes etc there are very few such instances, and those persons who have entered to some or other kind of government occupations and started

earning are enjoying such facilities, but many of the tribal groups are not at all inclined to have these facilities for themselves. They still believe in walking miles together, and the children walking along with them for attending some festivals and religious congregations are not at all scared of walking miles together with their parents and are able to bear the hunger and thirst and scratchy sunny and rainy days while going with their parents to other villages and religious congregations.

Although the parents and the community at present have acknowledged the need for educating their children, they have not been able to give any serious thought for ensuring their education and understanding the importance of education in the long run for the development of the community. But some of the educated parents have ensured proper education for their children and reaped the benefit and were interested in the politics and preferred to enter in to the community

and leadership activities, while for some education did not make any difference and still the culture, values and ethos of the community remained major priority for them. The Baigas particularly did not had any gender bias in sending a girl child or a boy child to the school, but the children decided whether they should continue to remain in the school or stay at home. The boys preferred wondering in the forest and after coming out of the home sometimes stayed in the forest and played while the girls preferred to household chores rather than attending the schools. All the day schools thus did not have regular attendance of the students and the teachers could not force their regularity as it further deteriorated and resulted into dropouts. Perhaps the day schools without boarding facilities was not in a position to ensure the regularity of the children and retention, may be here the residential schools had an upper hand in ensuring regularity of the children and the teachers by limiting the dropouts in the schools.

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Implicit Theory of Discipline : A Comparative Study on Govt. and Private School Teachers.

Dr. M. Vanisubramanyam*

Abstract

Disciplining students is the number one concern of teachers and is one of the least enjoyable tasks of teaching. Disciplining students is something all teachers must do, because learning cannot be accomplished in an undisciplined environment. If disorder and disrespectful behavior are tolerated, make no mistake, they will proliferate. Teachers gradually tolerate more and more, until what once was unthinkable becomes the norm.

An implicit theory of teaching based on the assumption that without establishing control, there is no chance of being able to put across the subject matter. When it comes to student behavior challenges in the classroom, conventional practices and punitive discipline codes often fail to motivate students to change their attitudes or behaviour.

This theory of discipline refers to the belief of an individual about the way in which discipline and related traits/behaviour are generally interrelated in people. It forms a cognitive system which influences accuracy of his/her perceptions and judgment.

To observe the phenomenon of discipline related beliefs, the experimenter conducted a study on rural government school teachers and urban private school teachers.

Introduction:

Disciplining students is the number one concern of teachers and is one of the least enjoyable tasks of teaching. Nevertheless, disciplining students is something all teachers must do, because learning cannot be accomplished in an undisciplined environment. If disorder and disrespectful behaviour are tolerated, make no mis-

take, they will proliferate. Over time, almost imperceptibly, expectations of what constitutes acceptable behaviour are redefined. Teachers gradually tolerate more and more, until what once was unthinkable becomes the norm. Prospective teachers bring a dominant concern with methods of classroom discipline, because they are quite familiar

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with the teacher's role as social controller. An implicit theory of teaching based on the assumption that without first establishing control, there is no chance of being able to put across the subject matter. When it comes to student behaviour challenges in the classroom, conventional practices and punitive discipline codes often fail to motivate students to change their attitudes or behaviour. In 1970, J.S. Kounin determined effective and ineffective managed classes. Defining effective teachers as teachers who had orderly classrooms,

How best to socialize children into non-violent behaviour reflects a belief that teaching children how to behave effectively in pro-social ways reduce the possibility they will resort to violence later in life. Hence, school is the place where the child can understand the process of socialization, sympathy, tolerance, and altruism, etc., if teacher who teaches them display the role modeling of altruism and pro-social behaviour. Often, of course, problem of class control and management stem not from individuals but from the class as

शिक्षक ने चांटा मारा, बच्ची की मौत

कोलकाता, 1 दिसंबर (हिंदुस्तान टाइम्स)। योग की कक्षा में अभ्यास के दौरान लगी चोट से मोमोनपुर स्थित विद्या भारती स्कूल की एक छात्रा इफ्तेशाम (8 साल) की मौत हो गई। दूसरी कक्षा की छात्रा इफ्तेशाम पूर्व सांसद और माकपा के नेता सैफुद्दीन चौधरी की भतीजी हैं। आरोप लगाया जा रहा है कि शाला की शिक्षक अनीता दास ने उसे चांटा मारा था। घटना के बाद से आरोपी शिक्षक फरार

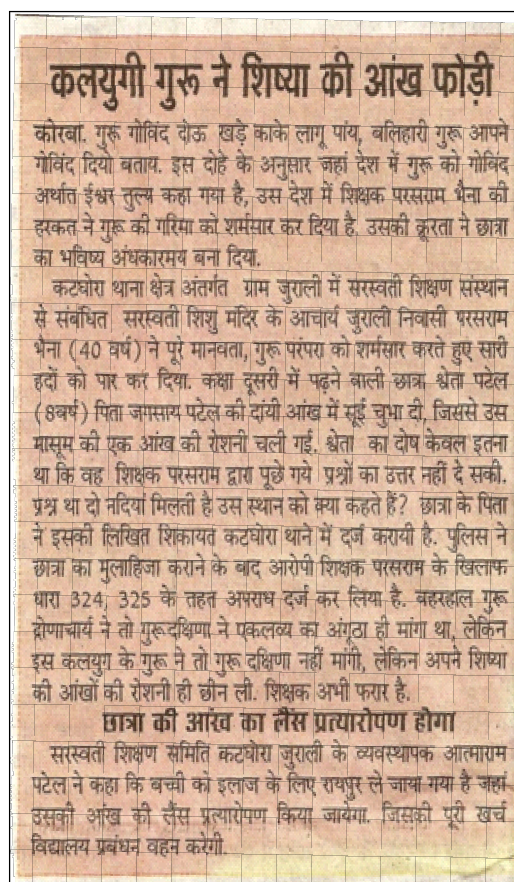
गुरुवार दोपहर इफ्तेशाम स्कूल में लगने वाली योग की कक्षा में थी। बताया जा रहा है कि किसी बात से नाराज शिक्षक ने उसे चांटा जड़ दिया। असंतुलित हो गई इफ्तेशाम का सिर दीवार से टकरा गया। उसने सिर में तेज दर्द की शिकायत भी की, लेकिन योग के शिक्षक ने ध्यान नहीं दिया। कुछ देर बाद अचानक बच्ची बेहोश होकर नीचे गिर गई। उसे तुरंत अस्पताल

में भर्ती करवाया गया। बच्ची के परिजनों ने बताया कि स्कूल प्रबंधन की तरफ से आए पहले फोन में बच्ची के पिता मसीउर चौधरी से जानकारी ली गई थी कि उनकी बच्ची को कोई बीमारी तो नहीं है। पूछताछ की तो बताया गया कि बच्ची बीमार है, अतः वे तुरंत स्कूल आ जाएं। कुछ ही देर बाद दूसरा फोन आया, जिसमें पिता को तुरंत कोलकाता मेडिकल रिसर्च इंस्टीट्यूट पहुंचने कहा गया। इफ्तेशाम की हालत

बिगड़ती जा रही थी। इंस्टीट्यूट में उसके दिमाग के ऑपरेशन के बाद उसे वेंटिलेटर पर रखा गया था। शुक्रवार सुबह वह कोमा में चली गई और देर रात दम तोड़ दिया। पुलिस उपयुक्त (पोर्ट डिबीजन) अनंत कुमार ने बताया कि बच्ची के पिता ने शिक्षक के खिलाफ एफआईआर करवा दी है। स्कूल की प्राचार्य अंजना मल्लिक ने बताया कि आरोपी शिक्षक अंजना घटना के बाद से लापता है।

a small amount of students who misbehaved and ineffective teachers as those whose classrooms lacked these qualities Kounin found that ineffective and effective teachers did not differ in methods for dealing with disruption. Instead, effective teachers were found to be much more skilled at preventing disruptions from occurring in the first place.

a whole. Even the most conscientious and work oriented class can be boastful on occasions, or can be bent on testing out a new teacher and finding the limits to which he or she will allow them to go, or can become frustrated and angry with a particular teacher's methods. Ryans (1960) found that the successful teacher tends to be warm, understanding, friendly, responsible, systematic, imaginative and enthusias-



tic. It is observed that secondary school children seem able to accommodate better to teachers low in these qualities than do those in primary schools. Never the less, it is important for teachers to manage their classroom conductively to achieve his/her and the students learning objectives. While doing so, the teacher adopts various techniques which includes some aggression, some hostility and some sanctions as well to manage the classroom discipline. Some teachers believe aggression and violence help in

managing the classroom effectively while some display instrumental aggression as negative reinforcement. But, whatever may be the case, one's perception about aggression depends upon his own experience in the class. This concept of a person of his/her self regarding the level, type, cause and effect and intensity of such behaviour is what the implicit theory suggests.

Teacher beliefs appear to be heavily influenced by both personal and professional experience. These beliefs, once generated, create frameworks within which subsequent experiences are constructed. An important distinction exists between these theories which are constructions in the mind of the individual and academic theories developed through the systematic collection of data by experts in the field. The former have variously been referred to as folk psychology (Bruner, 1966) and implicit theories (Dweck, 1999 and Sternberg, 1990). Implicit theories are what determine action and may be observed in action. The following table clearly defines the difference between implicit and explicit cognitive systems –

Implicit System	Explicit System
> Unconscious	Conscious
> Automatic	Controllable
> Fast	Relatively slow
> Evolved Early	Evolved Late
> Common Across human	May be unique to species
> Pragmatic	Logical
> Social discourse	Chess
> Domain specific	Domain general

The role of these intuitive or implicit theories have been investigated in a number of areas directly relevant to the classroom such as academic performance, role of education, effective pedagogy and the notions of right and wrong. If implicit theories are formed through experiences, then the personal experiences of teachers within the education system have important implications for practice. Argyris and Schon (1991) suggest, moreover, that although implicit theories can be affected by inconsistencies, they tend to be self maintaining.

The term **implicit theory of discipline** explains a person's belief or perception on what discipline should be. Everybody has a concept on what a particular thing is when he perceives it. Implicit theory of discipline refers to the belief of an individual about the way in which discipline and related traits/behaviour are generally interrelated in people. It forms a cognitive system which influences accuracy of his/her perceptions and judgment. Thus, implicit theory of discipline is that concept of a person on discipline which he already perceived about it.

Education has been undergoing rapid change in the last few years and new modes of learning are being encouraged as alternative methods to the traditional classroom model. However, the traditional view of education, a view that holds that learners must submit themselves to teachers (Menges, 1977). This view means that the teachers' authority is not to be questioned.

Classroom management is commonly referred to as the application of standards set in the classroom for positive student behaviour. Classroom management has been identified as a critical skill for beginning teachers and pre-service (student) teachers (Armstrong, 1990). Grady (1996) found classroom management and discipline were consistently ranked as major problems by teachers and principals.

To observe the phenomenon of discipline related beliefs, the experimenter conducted a study on rural government school teachers and urban private school teachers. Objectives of the study are as follows-

Objectives :

1. To observe the types of indiscipline behaviour shown by government and private school students.
2. To observe the strategies used by the teachers to make them positive.
3. To observe the teachers' reactions to extreme indiscipline.
4. To understand the perception of the teachers, regarding the old system of education in terms of discipline.
5. To observe most and least successful experiences of teachers in terms of behavioural problems.

Hypotheses :

1. The types of behavioral problems perceived by teachers would vary from school to school.
2. The perception of teachers regarding the strategies they apply to discipline their students would vary from school to school.

3. There would be difference in the perceptions of teachers regarding the concept of discipline and sanctions.

Sample :

The sample taken for the study is Twenty school teachers which include Ten government and Ten private school teachers each of urban and rural areas.

Govt. Teachers		Private Teachers	
Rural	Urban	Rural	Urban
10	10	10	10
20		20	

Tools :

An open ended questionnaire was prepared to collect the opinion of school teachers.

The questionnaire consisted six questions as follows-

1. Which type of indiscipline behavior by the students do you experience in school usually?
2. How do you make your students behave properly, when they become indiscipline?
3. When a student gets out of control and do not listen to you which punishment do you think make them positive?
4. What problems do you think the teachers face regarding indiscipline in our present system of education?
5. Give a brief on one disciplined problem you have handled most successfully and
6. One problem handled least successfully.

Results :

R 1: The responses were coded and analyzed by percentages. The most serious behavior problems were perceived by the rural government teachers are, late coming(90%), not completing assignments(80%), not attentive(80%) and absenteeism(60%) while the urban private school teachers perceive a serious behaviour problem of do not follow instructions. The χ^2 analysis did not show any difference in the overall opinion of the government and private school teachers regarding the most serious behavior problems they face in their respective schools.

R 2: The responses for the teachers' strategies in dealing with discipline problems, most of the urban teachers are idealistic in their approach while their opinion also revealed some favourable sanctions like fine (80%)and increased responsibilities (70%). The government school teachers opined that mild physical punishment like making them kneel down(70%), making them stand in the sun(50%) etc. are some strategies they are adapting to discipline their students. The χ^2 result did not show any difference in both the categories.

R 3: The responses for extreme cases of behavioural problems, all teachers have one strong opinion that the parents are to be warned to make their wards behave properly. In some cases the case will be transferred to the principal to deal with students as well as parents.

R 4: The teachers opined that the good part of our traditional system of education is that the **physical work** given to the students.(70%) , and

R 5: Gives the teachers' opinion that the serious drawback in the modern system of education with concern to discipline is avoidance of physical punishment. Implicitly, all most all teachers want to discipline their students by negative reinforcement.

Finally, the experiences of teachers regarding the most effective and the least effective handling of discipline problems, some interesting revelations came up like cutting the hairs, seizing school bags, offering money, ignoring the child in the classroom. Not talking to them till they realize their mistakes etc.

Reconciliation:

Behavior theory concentrates on observable behavior and takes an optimistic view. Essentially, a stimulus evokes a behaviour (response), which generates consequences, which, if reinforcing, strengthen the likelihood that a similar stimulus will elicit the behaviour that was reinforced. Reciprocally, negative consequences will make it less likely that the behaviour will be elicited. Behaviour theorists believe that internal responses mediate our observable responses and can be changed (Rimm and Masters, 1974). Hence, approach that involves a careful study of the student, study of responses and modification of course of action is needed.

Negative reinforcement on the other hand, removes something from the situation. Punishment, such as threats designed to decrease the likelihood of response, is an example of negative reinforce. The management mode in some classrooms is based on aversive control; students are threatened with reprisals if they do not follow rules. Behaviour theorists say that punishment has several drawbacks. First, its effects are temporary; punished behaviour is likely to recur. Second, the aversive stimuli used in punishment may generate unwanted emotions, such as retaliation, disabling anxieties etc. It is observed that the rural school teachers are prone to give physical sanctions due to the pressure put in by the parents who still feel that sparing the rod means spoiling the child. But, in urban areas, people are aware of the sensitivities of child rights which restrain them from corporal punishment.

Hence, while preparing a discipline plan, a teacher should consider what his/her objectives are and what needs to happen for those objectives to come about. They should avoid jumping directly to a solution. If they think they have a sanction (such as detention or mild physical punishment or fine) and it definitely work out, they have locked into a single option. For a person with a new hammer, everything looks like a nail. So, it is always better to ask oneself, what options do I have?, before acting on a task.

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Inclusive Education: The Role of Special Educators

Dr. Anita Singh* & Reema Dutta **

Abstract

Inclusive Education is an attitude of acceptance of diversities in the classroom. It means that each child is unique and may require diversified teaching in the classroom to develop like his/her peers. Inclusion, thus, has been defined as the acceptance of all pupils within the main stream education system taught within a common framework and identified as the responsibility of all teachers. Teachers play a vital role in inclusive education but there is no recipe for becoming an inclusive teacher or an inclusive school. Inclusion is just good teaching practices that also endeavour to meet needs of children with challenges.

Inclusive Education is an attitude of acceptance of diversities in the classroom. It means that each child is unique and may require diversified teaching in the classroom to develop like his/her peer. We cannot blame the child for lagging behind but we have to blame ourselves for not being able to teach him/her well. We have to blame ourselves for setting up uniform targets for all children without realizing their diversity in terms of characteristics interests and abilities. If we expect all

children to learn in the same way then we cannot claim ourselves as good teachers. We have to move away from locating the problem within individuals but rather to pedagogical issues, physical structures and wider curriculum issues. If we established norms or construct boundaries about who is being taught and how teaching should take place in teaching learning situation then, this will act as a major barrier for providing equal opportunities to all.

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Inclusion, thus has been defined as the acceptance of all pupils within the mainstream education system taught within a common frame work and identified as the responsibilities of all teachers (Thomas, 1997)

Children with SEN

Special needs in an individual arise from a number of factors. These include physical like orthopedic disability, ill health, sensory like visual and hearing impairment neurological impairments, mental retardation socio-economic deprivation poverty particular life experiences and psychological disturbances.

In addition negative attitudes tendency to stereotype religious beliefs an inflexible curriculum inappropriate language or medium of learning, lack of support services, insensitive unenthusiastic untrained teachers, indifferent educational administrators, inaccessible environment, inadequate policies and indifference of parents are some other factors.

Children with special need may be broadly classified in the following categories :-

- Mildly Handicapped
- Low Achiever
- Under Achiever
- Delinquent
- Average
- Gifted

So in the class the teacher may find a number of children who are not able to learn due to some SEN s/he must try to find out why the child/children are not learning. Once s/he knows the reasons s/he should try to solve the

problem the best way, s/he can also take help of others in this process.

Some of the problems faced by children with SEN are :-

- They need special teachers.
- They need special environment
- They are different from other children
- They cannot get to school
- They have special needs
- They need special equipments
- They are not accepted by others
- They cannot follow curriculum
- They do not respond and cannot learn

The Existing Perspective

In our country there are mainly two types of arrangements for education of children with SEN. One is what we call the special schools which are more or less residential and the other one is sending them to ordinary schools like all other children.

Some shortcomings of special schools are:-

- There are few special schools in our country and most of them are situated at the urban levels.
- Most of these schools are limited for children with disabilities and are more or less residential.
- To study in these schools the child may have to be separated from his/her parents.
- The child may have restricted environment to develop in a special school as s/he may have limited opportunities for competition.

On the other hand if the child goes to an ordinary village school in the

neighborhood, s/he has the advantage of :-

- Being able to say with his/her parents.
- Mixing with all children and learn from one another.
- Developing skills for adjusting in the world as it exists with its advantages and limitation.
However, the ordinary schools should ensure the good resource support in the form of good teachers or educational administrators who can provide.
- Equal opportunities for quality learning
- Barriers free access to school
- Respect for him/her inspite of his/her disability condition.

The Changes Required :

We require vast changes in terms of moving from segregation to inclusion. Some of them are as follows-

Teaching Techniques :

We discover that most of the teacher especially in India have knowledge and a number of skills to work in difficult situation with very high teacher pupil ratio. What they require is to find ways of making better use of their existing knowledge and skills and to also to use their skills of working together so that they can devise better ways of teaching all children in the class including children with special needs.

Support for Inclusion :

We all realize that in our country there is a high teacher pupil ration in the classrooms. As a result, there is a need

to develop a support system that can assist the student with SEN to reach the expectations set for them. With the paucity of funds and having very limited opportunities for employing special teaches this help can also be provided by existing special schools. Another source of support can be the peers who can help the children with SEN in achieving the targets set for them. It is however very important to take risks by the teachers in their teaching approaches to bring out the best from the children. To achieve this teachers require more time and opportunity for holding discussions with students and others. Parents of children form a major support for their children and for the teachers. They can be trained by experts to enrich the environment of their children.

Change the Perception :

It is important to change the way children with SEN are viewed in the classroom. The teacher needs to have respect for all children and also teach the children to respect each other. By having children with SEN in the class the teacher is not doing any favour nor s/he or parents of other children should consider that these children are a burden . it is the right of these children to be educated in the mainstream as equal partners and nobody can deny them this right.

The Role of Teachers :

Teachers play a vital role in inclusive education. Inclusion means structuring school as community, where all children can learn.

It is about membership and belonging to a community. It is a way to reach all children. It is a philosophy aimed to improve the quality of education for all children in a classroom. But there is no recipe for becoming an inclusive school. It's not any mechanized format. Inclusion is just good teaching practices that also endeavor to meet needs of children with challenges.

A teacher sets the stage for learning. S/he alone has power to invite or not invite each student to learn s/he gives the impetus to learning as well as a controlling factor in the classroom management process. A teacher's attentiveness, expectations, encouragement and attitudes strongly influence student's perception of themselves as learners. Thus, the teacher's behaviour influences the student's behaviors. Every teacher should realize that inclusive education is nothing more than all kinds of practices that are ultimate practices of good teaching. Developing teacher's classroom skills is seen as the key to good practice and a good training programme. A teacher needs to have high expectation that all students will meet the academic challenges and should think thoughtfully about all children. It is these expectation that some time produce the unexpected.

The ideal system of inclusion is that the general education system itself should make education of special needs children as its integral part this implies that the general classroom teachers should be equipped with skills to

address the educational needs of children with special needs.

Some of the skills required to cope with the problem of teaching children with various special educational needs and abilities are:-

- Ability to solve problem - Teachers should be able to assess the skills of students' needs rather than relying solely on standardized curriculum.
- Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectation that are suitable for the students. This means developing alternative assessments.
- Ability to make appropriate exception for each student, regardless of the students capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills.

Another important factor is classroom management. It is the backbone of inclusive education. It may include appropriate seating using appropriate strategies to promote learning, encouraging warm interactions between all children and making use of novel and innovative teaching methods, presentation of the curriculum that suits all children, making teaching interesting, encouraging participatory

Sr	Teacher's Problems	Solutions
1.	Negative Attitude	Sensitization programme
2.	Lack of skills	Training (pre & inservice)
3.	Large Classroom population	Peer Group
4.	(lack of time)	
4.	Lack of support	Networking with rehabilitation professionals ,Programmes and families of student with disabilities.
5.	Inability to address diverse learning needs	Multi-level teaching
6.	Opposition from parents of non-disabled students	Face to face interaction with the parents
7.	Resistance period	Rights period

learning and promoting self discovery etc. are other competencies that the teachers should also be equipped with the skills of use, maintenance and teaching of special equipment. The teacher should also know a variety of ways by which behaviour can be managed in the classroom. This would require.

- Flexibility and a high tolerance for ambiguity.
- Ability to provide daily success for all students. Teachers have to understand that a few students might need remedial assistance.
- A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to

educate a child. After discussing the role of a teacher we will see what problems do a teacher face in executing such strategies in the classroom and what are their solutions.

So it can be said that the recent past has seen an increase in the inclusion of children with SEN in mainstream education. For the system to be inclusive, it requires a change in the prevalent attitude of segregating or excluding some children from the educational system. To achieve the goal of full inclusion there is need to develop competencies in the teacher so that they can organize a classroom that meets the curricular social and even therapeutic needs of all the children.

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Transforming Schools into the Nation's True Wealth

*Mrs. Vijay Sharma**

Abstract

"The wealth of the nation is not in the country's banks but in its primary schools."

Maulana Abul Kalam Azad.

While socializing children and preparing them to fulfil their individual and societal roles as adults is an important function of education, it also has two other equally important functions: creating a society in which it is possible to fulfil all our fundamental human needs; and giving young people the drive and competency to achieve these fundamental human needs in their entirety.

By the term a developed nation, we frequently understand a nation that is economically developed. But economic development can only fulfil our basic physiological and security needs. A developed nation in the true sense of the term, however, is one in which individuals can attain, along with these needs, other needs such as belongingness needs, esteem needs, cognitive needs, aesthetic needs, self-actualization needs and self-transcendence needs. For these needs are as important for a rich human life as the earlier two, if not more. The true role of education and of teachers is to make a society that makes the fulfilment of all these needs possible and creating individuals whose mental horizons include all of them. For human life finds its true fulfilment when the highest of these needs – self-actualization and self-transcendence – are achieved. To be fully human, is to self-actualize and to self-transcend. The self-actualized and self-transcended person is the only fully human being and it is such individuals that take the society and the nation forward in healthy directions. They are the real foundations of all that is good in society.

Introduction:

Education is such a complex process that even experts overlook many important aspects of it when they speak of it. Shirley D. McCune, Ph.D., a contemporary American educationist, for instance, says: "The basic function of schools in any society is to socialize and prepare children and youth with

the knowledge, attitudes, skills, and behaviours that they will need to fulfil their individual and societal roles as adults." While this is no doubt a good definition of education, it overlooks altogether the other parallel function of education – helping children achieve contentment and satisfaction in that

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society. All of us have important roles to play in the society and the nation; but while playing these roles, we should also be able to fulfil our fundamental human needs and achieve the fundamental goals of life which each one of us aspires for, knowingly or unknowingly.

Speaking of these needs, Abraham Maslow, the psychologist who has made what is perhaps the most thorough study of human needs in modern times and whose studies have inspired all other subsequent studies, originally said that these needs fall into five basic categories: Physiological needs, such as food and water; Safety needs such as shelter and security; Belongingness needs, such as family and friends; Esteem needs, such as respect and position; and Self-actualization needs. In a lesser known study, Maslow subsequently felt the need to include three more categories into his hierarchy of needs: Aesthetic needs, such as beauty, harmony and rhythm; Cognitive needs, such as meaning, knowledge and understanding; and Self-transcendence needs, which is the need to transcend the limited self.

Along with socializing and preparing “children and youth with the knowledge, attitudes, skills, and behaviours that they will need to fulfil their individual and societal roles as adults,” meaningful education should also prepare them to achieve each one of these needs.

By the term a developed nation, we frequently understand a nation that is

economically developed – from which hunger has been wiped out and everybody has enough to eat and drink and some to spare; from which diseases have been eradicated or at least in which there is enough sanitation and healthcare; which provides all its members sufficient shelter, clothing and other needs and comforts. However, this is an extremely narrow view of a developed society. For when we talk of development in these terms, we are looking only at the lowest dimensions in the hierarchy of human needs as explained by Maslow: we are looking only at physiological and safety needs. A developed nation in the true sense of the term is one in which individuals can attain all the other six dimensions in the need hierarchy too.

For, Belonging needs, Esteem needs, Cognitive needs, Aesthetic needs, Self-actualization needs and Self-transcendence needs are as important to a fulfilled life as physiological and security needs. A nation that does not provide for the fulfilment of these fundamental human needs is no more than an impoverished nation, however economically rich it is. National development in its true sense means that each individual in the nation is able to fulfil all his fundamental human needs – all these eight categories that Maslow speaks about. While fulfilling their individual and societal roles by producing wealth for the nation, while living in harmony with others and reaching out to those in need around us, each human being should be able to achieve all his human needs. The role

of education and of teachers is to make such a society and such individuals possible.

In developing the society and the nation in this sense, one of the essential functions of education is expanding the mental horizons of children. But what do we mean when we say 'expanding the mental horizons of children?' Is it to teach them about their own society and nation, and about other societies and other nations? Is it to teach about their own culture and of other cultures, of their own places and other places? About thought systems, music, dance, art, literature, languages, customs, traditions, mores and so on? About ways of production and distribution and means of creating wealth? About science and technology, about maths and history?

Well, when we say expanding the mental horizon of children, we mean all this. Teaching each one of these is part of the process of expanding their mental horizon.

But a process that is frequently overlooked here is that expanding the mental horizon of children should also involve expanding their knowledge about themselves and about life. In fact, in its truest sense, education is a process of self-discovery and of life-discovery. While education should help each individual fulfil his physiological needs, safety needs, belonging needs, esteem needs, cognitive needs, and aesthetic needs, it should also help him self-actualize and self-transcend. For human life finds its true fulfilment only

in this self-actualization and self-transcendence. To be fully human, is to self-actualize and to self-transcend. What do we mean by self-actualization and self-transcendence?

Some of the qualities of a self-actualized and self transcended person according to Maslow are:

- A clear perception of reality. His clear perception of reality includes a heightened ability to detect falseness in people and be a good judge of character.
- Acceptance: of self as he is and of others as they are.
- Spontaneity. He lives a rich inner life with a child-like ability to constantly see the world anew and appreciate beauty in the mundane. Because of his spontaneity, he frequently appears unconventional.
- Problem-centeredness. His focus is on questions or challenges outside himself, which results in an absence of pettiness and ego games that people play. His life is driven by a sense of mission and purpose.
- Love for solitude. While he enjoys the company of others, he does not cling to them and is not psychologically dependant on them. He is as happy in solitude as he is in company. His love for solitude creates in him a sense of serenity, and helps him be more realistic in his perceptions and decision making.
- Autonomy, which means he is not psychologically dependent on the good opinion of other people and takes the right decisions and act on them without being afraid of others.

- Human kinship, which manifests as genuine love for and the desire to help all people.
- Humility and respect
- High ethical standards, though his ethics may not always be conventional ethics.
- Sense of humour
- Creativity
- Freedom from blind cultural, social, religious and other biases.

The actions of self-actualized and self-transcended individuals are not driven by deficiency motivation, as most of our actions are, but spring from their inner strengths and freedom of mind. It is in this sense that they are the only true givers – because they give without expecting anything in return.

As can be seen, the self-actualized and self-transcended person is the only fully human being and it is such individuals that take the society and the nation forward in healthy directions. They are the real foundations of all that is good in society.

Self-actualization and self-transcendence are not goals that are attained by a few selected individuals in the society, but essentially attainable by all individuals, provided the society and the nation are developed in the true sense of the term. The teacher's role, again in the true sense of the term, is making such developed societies and nations possible and giving individuals in such societies the vision, the drive and the competency to attain these highest of human goals. It is only when

teachers do this that education becomes truly meaningful in the sense in which the ancient masters of India, the pioneers of education in the world, saw it: Education as what liberates - ya vidya sa vimuktaye.

For this, the teacher should educate each individual mind to think independently, rather than to conform to dogmas. As the UNESCO monograph on education *Learning to Be: The World of Education Today and Tomorrow* points out, we are no more living in a world that is constant but in a world that is changing at a dizzying speed. What we need now is not conformation to old thought patterns, old solutions and old answers, but the ability to perceive new problems, interpret them in new ways and find new answers and new solutions to them. We need young people who are autonomous and live in the present and are inner-directed, rather than puppets in the hands of others. We need people with the strength to break away from traditions that are meaningless, to go beyond accepted barriers. More than ever before, we need young people today who are committed, are willing to take responsibility and stand up for truth and goodness, with the courage to face the consequences of their stand.

Speaking about winners and losers, Muriel James and Dorothy Jongeward say in their celebrated classic *Born to Win*: "Autonomy does not frighten winners. Winners are not afraid to do their own thinking and to use their own knowledge. They can separate facts

from opinion and don't pretend to have all the answers. They listen to others, evaluate what they say, but come to their own conclusions. Although winners can admire and respect other people, they are not totally defined, demolished, bound or awed by them.

"Winners do not play 'helpless', nor do they play the blaming game. Instead, they assume responsibility for their own lives. They don't give others a false authority over them. Winners are their own bosses and know it."

In contrast, say Muriel James and Dorothy Jongeward, "Losers are afraid to try new things and instead maintain their own status quo. Losers are repeaters, repeating not only their own mistakes, but often those of their families and culture as well."

The true job of teachers today is helping each child become a winner that he is born to be, and not a loser that he sometimes becomes.

In our world that has already become a global village, we need to destroy all that divide humanity and keep man away from man by confining him to, in the words of Rabindranath Tagore, "narrow domestic walls." Our nation, particularly, today needs minds free from narrowness - all kinds of narrowness. Religious and regional fundamentalism is threatening our very existence as a nation. Corruption is eating away at the very roots of our existence. The only cure for this is opening the eyes of the people, widening their mental horizons, which is something that has to be done when they are young, when their minds are flexible and adaptable, when forces that create narrowness have not developed their holds on them. This can only be done through education.

And it is only when education does this that the wealth of the nation will be in its schools and not our banks, as Maulana Abul Kalam Azad said.

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The Rainbow : Colours of Life Reflected Through Films

Dr. Satish P. Pathak*

Abstract

It's a fact that promotion of life skills among the students by various means, will lay foundation for a better education system and a healthy society of tomorrow. Education and particularly school education can play a vital role in developing life skills among the students, as it exposes them to varied experiences during their formative years and has the potential of providing them with ample opportunities to learn and practice. But, unfortunately this has not been practiced by the teachers due to lack of vision and its effective integration in teaching-learning process.

The present qualitative experimental study focuses on implementation of an original and innovative experiment based on an integrated approach of Life Skills Education through some interesting Hindi films. The interwoven life skills in the films and emergence of the same as a result of the implemented instructional approach have been considered as the colours of life reflected through the films. This had been carried out with a view to sensitize the secondary school students towards achieving the life skills to live better life. The qualitative effectiveness of this study had been studied with the help of students' response analysis.

Introduction:

It's a fact that promotion of life skills among the students by various means, will lay foundation for a better education system and a healthy society of tomorrow. Education and particularly school education can play a vital role in developing life skills among the students, as it exposes them to varied experiences during their formative years and has the potential of providing

them with ample opportunities to learn and practice. But, unfortunately this has not been practiced by the teachers due to lack of vision and its effective integration in teaching-learning process. Though attempts have been made by curriculum reforms, integration of life skills education (LSE) as an approach is still missing. LSE is comprehensive with respect to the general objectives at school level.

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It is evident that the life skills are more concerned with the reflective thinking on the following questions:

The present study focuses on implementation of an original and innovative experiment based on an integrated approach of Life Skills Education through some interesting Hindi films.

- What is life? How to live better life?
- How and why to live for self?
- How and why to live for others?
- How to live together?
- How to face the challenges in life?
- How to solve the problems of life?

Basic assumptions:

1. Everybody accepts innovations.
2. Films: it is a powerful and interesting medium. It is also the mirror of life.
3. Films can be the strongest medium for effective transaction of the hidden curricula.
4. Adolescents are under tremendous impression or mental effect which is created through films.

Churning the answers of these questions, sensitize an individual and lead towards achieving the life skills. Moreover, when one passes through the different situations in life, he/she can experience the colours of life.

The interwoven life skills in the films and emergence of the same as a result of the implemented instructional approach have been considered as the colours of life reflected through the films. This had been carried out with a view to sensitize the secondary school students towards achieving the life skills to live better life.

Objectives:

The following objectives have been framed to explore the present study;

- a) To make the students aware of different concepts of life.
- b) To make them realize the challenges and problems of life.
- c) To enable the students to derive hidden life skills from the films in their own way.
- d) To sensitize the students towards achieving the life skills.

5. One cannot anymore reject cinema as a medium. A Hindi film song would be anytime more effective than an hour long lecture. It may offer not only life values but life skills, too.
6. Films throw light on various aspects like; social, cultural, political, spiritual, religious, global, historical, literary, environmental, humanity, national integration, patriotism, science, art and fiction etc.

It consists interesting, entertaining and message generating combination of plot, music, songs, dance, dialogue, sound, composition, acting, direction, editing, sets & locations, dressing, technology and team work etc.

Some Experiments:

Following are some of the inspiring experiments which had motivated the author to carry out the present study.

- ❑ A film show was organized by The Department of Hindi, Faculty of Arts, The M.S.University of Baroda for PG students to facilitate them for getting better understanding of *Katha vastu*, *Samvad lekhan* and different dimensions like poetic, social, psychological, emotional and cultural aspects of the literature. The Hindi feature film shown was 'Pyasa', directed by the great showman Late *Guru Datt*. (2000-2001)
 - ❑ A film show of the well known film 'Tare Zameen Par' was arranged by the Faculty of Education, The M.S.University of Baroda to facilitate the B.Ed. trainees for getting better understanding of the role of a teacher while dealing with any special or differently able child in the classroom. The show was followed by a small group discussion and guided by the teachers. These efforts had sensitized them towards the educational problems of school children and further clarified the concepts like integrated and inclusive education, too. (2008-09)
 - ❑ Gujarat Council of Educational Research and Training (GCERT), Gandhinagar developed a Concept Film on 'Microteaching'.(2003-04) This VCD based concept film facilitates teacher educators and pre-service teacher trainees at primary level in the state for better conceptual understanding and effective implementation of Microteaching session in their PTC colleges prior to the organization of practice teaching phase.
 - ❑ Election commission - Gujarat used a video film developed by the faculties of The Faculty of Performing Arts, The M.S.University of Baroda to train the Election staff (Presiding officer, Asst. Presiding officer and Polling officer) during the elections of 2008-09.
 - ❑ A Hindi Film song, "**Nanha Munna Rahi Hu, Desh ka Sipahi Hu, Bolo mere sang Jay Hind, Jay Hind, Jay Hind**" has been included in the text-book of Hindi Std.V by the Gujarat State Text-Book Board – Gandhinagar (June – 2007). It is a poetry written by well known Hindi poet '*Shakil Badayuni*'.
- Research Method:**
The present study was an Experimental Research and qualitative in nature.
- Sample:**
A sample of 120 students of Eklavya Model Residential School, Shamlaji, Ta. Bhiloda, Dist. Sabarkantha studying in Std. viii, ix and x, was selected purposively for the present study.
- Tools used:**
- Tool no. 1. A Video CD**
The investigator developed a Video CD consisting 11 Film tracks compiled from 04 well-known Hindi films namely **Katha, Lagan, Swadesh** and **Gandhi**. The total time duration of this VCD is 45 Min. and 35 Sec. Each film track was entitled (in Gujarati) meaningfully and creatively, so that it develops proper thinking pattern among the students with respect to the merged life skill/s in it.
 - Tool no. 2. Teacher Manual**
Since the present work was a small part or a pilot study of the In-service training

programmes for secondary school teachers and lecturers of Primary Teachers Training Institutes (PTTIs) on 'Population Education', to be organized by the GCERT, a Teacher Manual entitled; 'Life Skills Education' was also developed by the investigator under the 'Population Education Training Package'. It includes the major points like; Life Skills, their importance, Objectives of the programme, Work-plan, Time allocation, Resources, Titles of the film tracks, Expected outcomes in terms of life skill/s, Guiding instructions, Discussion questions, Expected answers of the questions etc. to facilitate them.

Tool no. 3. Response sheet
 2) Can you give some other concept/s of life in your own words?
 3) Which concept/s of life do you like the most? Why?
 4) Which virtue/s or behaviour do you like the most, from the films? Why?

5) Which virtue/s or behaviour would you like to imbibe?

The validity of the tools was ascertained with the help of 20 experts (DIET Lecturers) and also by their experimentation on a small group of 10 secondary school students studying in Secondary school – Kelanpur, Dada Bhagavan Tirth Kshetra, Kelanpuri. Taluka: Dabhoi, District: Vadodara.

Procedure:

The procedure followed under the study was based on 03 phases;

Phase 1

Explanation about the concepts of life
Time duration: One hour

Under this phase, students were provided understanding of different

concepts of life in terms of life values / skills emerged through some thoughts of eminent personalities and film songs. A collection of 23 melodious songs was presented by the investigator in lyrical form and derived the hidden concepts of 'Life' from the songs by using the skill of probing questioning. The examples of some used thoughts and songs are as under:

Thoughts based on the concepts of 'Life'

"Life is a flower. **Love** is its fragrance."

-Victor Heugo

"Life is not a flower-bed, but it's a **battle** – field."

- Subhas Babu

"All that matters is **love and work**."

- Sigmund Freud

"Life is a **comedy** to those that think, a **tragedy** to those that feel."

- Horace Walpole

"It is not important that how a person dies, but important is how a person lives."

-Jonson

"Life is a **rainbow** which also includes **'BLACK'**."

- Yevgeny Yevtushenko

Songs which reflect the concepts of 'Life'

• Jindagi kaisi hai paheli haye, kabhi to hasaye, kabhi vo rulaye [**Mystery, Happiness, Sorrow**]

• Pyar bantate chalo.. Kya Hindu, Kya Musalman, Hum sub hai bhai bhai [**Brotherhood**]

• Jindagi har kadam ek nai jung. [**Jung**]

• Jeevan naam hai kam ka aram na karo, Ram ka naam badnam na karo [**Hard working**]

• Jyot se jyot jagate chalo, prem ki Ganga bahate chalo. [**Love, Spiritual/Moral strength, Service to mankind**]

▪ Phase 2

Life Skills Education through films

Time duration: Two hours

During this phase, the VCD consisting 11 film tracks was shown to the students. Each film track was followed by a small discussion based on some questions mentioned in the teacher manual. The instructions and expected answers of the questions given in the manual were followed to sensitize the students towards the life skills.

▪ Phase 3 Feedback

Time duration : Half an hour

In this phase, each student was given a response sheet (in the form of an open ended questionnaire) with a view to get feedback.

Response Analysis:

The obtained responses were analyzed qualitatively in terms of students' opinion about the implemented experiment, their concepts of 'Life' and their willingness to imbibe life skills for better living.

Findings:

The major findings of the study are as under;

1. All the students found the experiment very interesting.
2. The students could think and give some more concepts of life (other than the emerged concepts of life from the film songs) in terms of some

life values / skills like; Bravery, Dedication, Devotion, *Jeevan -jyoti*, *Jeevan naiya*, Satisfaction, Drama, Philanthropy, Immortal, *Udan*, *Padakar*, Will power, Sacrifice, Duty, *Mela* etc.

3. Majority of the students mentioned the best concept of life based on their opinion.
4. Majority of the students indicated the best virtues and / or desirable behaviours of their choice, in their own words.
5. All the students had expressed their desire to imbibe at least one virtue / desirable behaviour for their life.

Conclusion:

During the course of the study, it was observed that the students were well interested and enthusiastic towards understanding of various concepts of 'life' and 'importance of life skills' emerged through the films and songs. The different film tracks had left a tremendous impact on students' mind and that was very well reflected in their responses/feedback. The reflection showing their strong willingness to imbibe life skills for better living proved the success of the experiment. Thus, it has realized that the implementation of such experiments at different levels and on large scale can empower individuals to cope with the challenges of life.

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Quality of Education at Primary and Upper Primary Stage

Dr. S. K. Sharma*

Abstract

In the present age of globalization quality education is a very vital component of social, economic & political development of a nation. In this regard, the Govt. of India has adopted time to time many policies related to education like NPE1986, SSA, RMSA and NCF-2005 for the improvement of quality education. As per these policies, the teacher has to play important role in the classroom, he should not only provide the children the access to education but opportunities for success also. Teacher must be polite to students, sincere towards his duties and must keep in mind MLL of the students before starting lesson and encourage the children for their good deeds and involve them in teaching learning process. There are well qualified, educated and experienced teachers in govt schools who know their responsibilities and duties. Yes there is need for good supervision, monitoring and follow up in this direction and making teachers responsible for the results. Much depends upon the attitude of the teachers who should take their profession as one of the noblest and pious. Thus, teacher has great responsibility on his shoulders to serve the nation by providing best quality of education particularly at primary & upper primary stage.

Introduction:

The quest for quality and urge for greater heights have been the characteristic since ages in all communities & societies of the entire history of human civilization. It has been the driving force behind all human endeavours. Although concept & emphasis on quality has been an Indian way of life since time immemorial. Early Indian universities- Takshasila &

Nalanda were known only for the excellence (Das, 1986). There was no place for mediocrity.

Now, in the present age of globalization, quality education is a very vital component of social, economic & political development of a nation. In order to fulfil the commitments of the constitution of India, to provide a elementary education to all its school going children, the educational

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facilities have got tremendously expanded after independence. Quality education at school level depends upon many aspects viz. syllabi, teacher, learner and the environment.

In 1986 NCERT had conducted a survey ,according to this survey 95 percent of the population of the country was served by the primary school within a walking distance of 1 km. This expansion also included more than 5 lakh non-formal education centres, where out of school children in the age group of 6-14 receive education. However, the large scale expansion has resulted in the creation of educational facilities in terms of institutional infrastructure, teaching learning process as well as the quality of the students passing out of these institutions. There is tremendous quality variations in the quality of education, between schools of rural and urban area, between the schools managed by the govt. & non govt bodies and so on.

These variations are so alarming that the rural and govt run school children are at poles apart from urban and private run schools, with regards to the quality of education. The primary school children show very poor terminal behaviour when they leave the school, particularly in language, science & mathematics.

Since primary education is the fore runner of the higher education, the academic weaknesses of the children at this stage get carried over to the higher classes where they retard their studies

and ultimately result in their drop-out one by one.

National Policies:

In order to make schools and teachers more effective with respect to the quality education, the National policy of education (NPE1986)was framed for paying attention towards-

1. Improving the school environment.
2. Providing instructional material &
3. Laying down minimum levels of learning (MLL) that all children completing different stages of education should achieve. The targets need to be spelt out not in terms of participation only but also in terms of quality and outcomes.

In 2001 -02 the government of India has laid a continued thrust in the field of education by adopting the Sarva Shiksha Abhiyan (SSA) programme which is being implemented in partnership of centre & states with 50:50 share to provide access to children to elementary Schools and increase in female literacy and also retention has gone upon owing to the universal mid day meal programme. Mid-Day Meal (MDM) scheme was extended to upper primary stage (VI-VIII) in all govt and govt aided schools in the country.

The newly started scheme popularly known as the Rastriya Madhyamik Shiksha Abhyian (RMSA) will universalise access to secondary education .For an increase in female literacy, it is important to have gender sensitization programmes in order to

increase awareness among people and to ensure equal opportunities for girls. More & more girls need to get the benefit of school education. Girls from poor sections of society lose out on a chance to go to school because they are burdened with domestic work and the added responsibility of looking after younger siblings. A change can be brought about here with regular awareness and gender sensitisation programme.

Later on National Curriculum Framework 2005 has been adopted in which it has been suggested that teacher education /training must be provided as per the need of the stakeholders. According to National Curriculum Framework 2005; activity based education in all subjects may be more effective as compared to other methods of teaching & it will help learner to concentrate more on their studies & also learn more effectively.

Quality Concern

It is most important to add here that “We should not only provide the children the access to education. But they must be provided with the opportunities for success also.” In terms of outcomes it shall have to be ensured that Minimum Levels of Learning (MLL) are laid down with reference to the conclusion of primary and upper primary stages. What children should have learnt by the end of every stage of education originates from three concerns:

1. Laying down well defined levels of learning, teachers, & pupils as well

- as parents & educational planners must have actual position where they are and where they ought to be.
2. Set criteria for measuring students’ progress must be defined so that teachers may not lose sight of their goals.
3. Chapter-wise syllabus must be divided and regular attendance also needs to be ensured.

Four Stages of Learning :

1. You learn when you listen to the teacher.
2. You learn when you study.
3. You learn, when you teach.
4. You learn when you apply.

It becomes imperative that the educational system makes sure that these precious school years of the child are not wasted. All children irrespective of the conditions they come from and the condition of the school they attend, reach a minimum level of learning before they finish primary education, that would enable them understand the world, they are going to step in.

It is an observational fact that the teacher often compelled by syllabus load ignore certain basic principles of teaching learning process. The need of complete the syllabus takes the precedence over the need to progress according to the pace of the whole class and the teachers find themselves forced to ignore the struggler. Such type of approach of teacher affects badly those students who have no support for learning at home or outside of the school.

It is not enough that the MLL are realistic and achievable. It is equally important to set them in such a language and form that are easily understandable to all the teachers many of whom are working in the remote and the rural area.

In order to function as the achievement targets, the MLLs must be spelt out and placed in the hands of the primary school teachers as a statement of expected competencies guiding their classroom teaching and evaluation procedure. This document will be equally useful for the curriculum developers, text book writers and educational administrators.

Quality Improvement Measures :

The system of assessment and accreditation adopted for promoting quality mainly focuses the concern on institution instead of learners. Despite all those efforts] quality of education has been seriously and continuously depleting. To achieve this objective, academicians, administrators and the govt have to show serious concern. The teachers have much to contribute for the improvement of quality.

It is in the relevance of education and it addresses the issues like:

1. Updating the courses of studies on regular basis.
2. Identifying subjects of studying which are in demand.
3. Ensuring satisfaction of students with the quality of teaching.
4. Ensuring satisfaction of students and the parents with the procedures of examination and evaluation etc.

There are certain other things which a teacher may do in the classroom for quality learning:-

1. Teacher has to understand children & their academic level.
2. Make the short term plans on the basis of initial understanding of the children.
3. Rotate sitting arrangement so that every group of children could get the advance of being close to the front.
4. Motivate children to read & also use blackboard and proper TLM relating to the subject.
5. Appreciate children's work & display them in the classroom.
6. Involve children in teaching learning process.
7. Allow children to ask questions and encourage them to be curious.
8. Create an opportunity for group learning & self learning.
9. Encourage the students for their good deeds.

It is hoped that these steps if taken care of by the teachers will certainly helpful for the improvement of quality of education. As of now, education systems have become better structured and have extended their reach to far flung areas. Serious efforts have also been made to improve the quantitative efficiency and the quality of education system.

Merely increasing the number of higher educational institutions and their enrolment capacity will not achieve the national goals without paying attention to quality of the educational system. The quality is the most essential

requirement for an institution where leaders and intellectuals are shaped and these shape the future of a nation. Hence there is a dire need to enhance and maintain quality in our educational institutions.

Juran (1988) offered ten steps for educational quality management as mentioned below :

1. Create awareness for the need and opportunity for improvement.
2. Set explicit goals for improvement.
3. Create an organizational structure to drive the improvement process.
4. Provide an appropriate training.
5. Adopt a project approach to problem solving.
6. Identify and report progress.
7. Recognize and reinforce success.
8. Communication of results.
9. Keep records of change.
10. Build an annual improvement cycle into all educational processes.

Unfortunately a bad, disturbing and false notion has set in the society that

govt schools do not provide quality education. But it is a half truth. There are well qualified, educated and experienced teachers in govt schools who know their responsibilities and duties. Yes there is need for good supervision, monitoring and follow-up in this direction and making teachers responsible for the results. Given good infra structure for example good class rooms libraries, laboratories, play grounds etc. the state schools will definitely excel the private schools and false notion will die its own death and poor people will have a sigh of relief. Much depends upon the attitude of the teachers who should take their profession as one of the noblest and pious. Rabinder Nath Tagore has very beautifully said “a candle that does not continue to burn itself, can not lit another”. Thus teacher has great responsibility on his shoulders to serve the nation by providing best quality of education.

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Quality Concern at Elementary Level: A Challenge for Teachers.

Ritu Chhetri*

Abstract

The paper elicits the quality improvement at the elementary level as the level being the fundamental stage of the entire educational system. The quality of education is totally based in the hands of teachers and their professional commitment. Most public debates on the quality education include concerns about the process of teaching, learning, testing, managing and re-sourcing with an in-depth investigation and perspectives of what happens inside the School and classroom? Teachers are always at the "Caution borders" with regard to quality of education. Quality of education is always measured with teachers of elementary school. Indeed quality at elementary level is the concern of all the countries across the world. In this regard the U.S. President in his public address 2009 says "for quality in education America has to compete with India and China. The process is an on going mission in India with a concrete backbone of the educational system i.e. teachers who are makers of mankind and the architect of the society. The paper focuses on the importance of teachers, their quality, accountability commitment as well as responsibility as Acharya Chanakya says "teachers are not simple person but a revolutionary force of quality education".

Introduction:

Rabindranath Tagore quotes "our educational system is operating like a production unit of a factory". The teacher has no option but to produce elementary literates. Elementary Education being the basic or foundation of all levels of education should be qualitative and our elementary school should be the place for producing quality pupils for the nation. Ahmed (2005) has rightly remarked, "Education is a liberating force, it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances". This statement is very much applicable in the stratified society like India. Every child is a creative and potential human resource that can bloom and blossom to spread its fragrance or mature yield fruits according to its innate nature on being

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cultivated properly by the process of education. Education is not a means just to produce people who will conform to a static society but help the society and even make the society change to bring about better conditions of living for all. The goal of the education today is not just to equip the child with some knowledge and skill which society thinks necessary but it is to produce and prepared a child for the nation as a whole - a quality man with quality education.

Quality is a never ending journey. Quality education is that which enhances the quality of life. **Sharma (2004)** talks about five essential aspects of quality education namely *quality syllabus, quality faculty, quality teaching and evaluation, quality research and quality character*. Elementary school years are considered to be the most important and crucial period of one's life. It is a right age when the child exhibits the tendency to bring out his talent in various ways. So, quality education is the vehicle to draw out their latent potentialities and contribute to the multifarious nation building programme.

What is Quality?

"Education Quality" as a concept has always been difficult to define. There is no exact definition of what constitutes quality in school education. However, there is a general perception that students' performance in the terminal public examination conducted by the Board makes a school *"good"* or *"very good"*. Most public debate on the quality education include concerns about the

process of teaching, learning, testing, managing and re-sourcing with and in-depth investigation and perspectives of what happens inside the school and the classroom? Teachers are always at the **"caution borders"** with regard to quality of education. Quality of education is always measured with teachers of elementary schools.

Quality of education is measured in terms of communicability in English, adjustability to new milieu, placement in reputed companies, success in Medical, Technology, Engineering, Indian Administrative service etc. Therefore, the quality of education in all its aspects should aim at a situation where people can achieve excellence. Quality in elementary education is the learning outcomes that are recognized and can be measured, particularly with regard to literacy, numerology and other skills essential for life. With these qualities our small heads of elementary schools should be led to different avenues and threshold of multiple schools where their multiple intelligences are unfolded and generates a generation of quality teachers, artisans, engineers, doctors, blacksmiths, musician, lyricists', dancer, athletes, orators etc.

Quality at Elementary schools

Elementary education constitutes a very important part of the structure of education but quality needs to be ensured and insisted upon at every stage of education.

As pointed out by **Chatterjee (2005)** *"the super structure of quality tertiary education can be built only upon the*

foundation of quality elementary education and the based of quality secondary education". Since independence, the government of India have expanded the provision of primary formal and non formal education to realized the vision of "*free and compulsory education for all children until they complete the age of 14*" and have also attended high enrolment rates in primary schools. But quality at elementary level was the concern of all the countries across the world. "Quality" was also the concern of the Latin American laboratory set up in 1994 as a network of national systems.

The study focused on the primary students of grade III and IV of Latin American and the Caribbean. The Latin American laboratory takes wider view of quality, linking it not merely with the outcomes or students performance, but to some extent, with the values reflected in the school environment. But India was late in its emphasis on quality of primary education in terms of learning achievement and value reflection. Although a large number of school age children in India enrolled at the beginning of primary schools, learning achievement is low.

The National Policy on Education (1968) has marked significant steps in respect of quality in post independence India. It is only from here that the importance of quality of education was talked about. And the National Policy of Education, 1986 emphasized Substantial improvement in the quality of the elementary education (**Aggrawal,**

1996) since then, there is a marked expansion in the number of primary schools as well as rate of enrolment to the schools but the quality achievement was not taken into account. But quality resides within the learner but influenced by a set of external factors as good teachers, well equipped institutions and learning centers with good books, learning materials and infrastructure, useful curriculum – satisfying individual as well as social needs, safe institutions- especially for girls which is safe from danger or harassment. **Indian Research Institutions** have shown that learning achievement in India is very low (**Lockheed et al.1997**), in spite of interventions like *Operation Blackboard Scheme and District Institutes of Education and Training*. From this it can be understood that there is an urgent need to focus on improving the effectiveness of primary schools in terms of enhanced learning achievement of primary school children. Without quality concern in elementary level *the super-structure of our Indian education is rested upon a hollow foundation and without quality it is like mapping the floor keeping the tap open. For quality, studies conducted by the National Council of Educational Research and Training(1991,1994 A, 1994B, 1994C,1996A,1996B) and the National Institute of Educational Planning and Administration (1990) probed into the learning achievement only.*

In the 20th century, education was treated as a fundamental right for all people. A world wide attempt was made

to make education available to all irrespective of caste, creed, colour, gender or location. For reorienting the content and process of education NPE recommended development of many areas for curriculum enrichment such as cultural perspective, education technology, environment education, population education, science education, work experience, sports and physical education and yoga. Above all, quality education should be accessible to every child of the nation, not only to a few people or at few places. A high quality education should not be just for elites or for those in large towns indeed it should be accessible to the poor and disadvantaged and even for the population of rural areas.

The Role of the Teacher:

The most important factor affecting the quality of education is the quality of the individual teacher in the classroom. There is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student achievements. The teacher occupies a pivotal place in the system of education. The quality of the citizens of a nation depends upon the quality of their education. The quality of education depends on the quality of teachers. The teacher is the backbone of the educational system, maker of man-kind and the architect of the society. It is also said and observed that **"the destiny of the nation is shaped in her classroom"** (Kothari Commission 1964-66) an unhealthy classroom climate affects reading, writing and social skills of a learner. Education is

not a means just to produce people who will conform to a static society but help the society and even make the society change, to bring about better conditions of living for all. The goal of education today is not just to equip the child with some knowledge and skills which society thinks necessary but it is to produce and prepared a child for the nation as a whole. This means that the child should be enabled to become its own total self actualizing all its potentialities and possibilities resulting in maximum personal accomplishment and also social usefulness. It requires a lot of imagination and innovations on the part of teacher to equip today's child for tomorrow's world and tomorrow is not far off.

A teacher is an instrument to provide the need-based academic setting for the learner in the classroom. It is the greatest challenge of a teacher that s/he has to concentrate on multidimensional preparation for accommodating different kinds of learners such as gifted, backward, average, below average etc. Article 45 of Indian Constitution clearly states that every citizen has a right for education-denial and delay of education to any one would be an offence on our part. We ought to have all children in a classroom to cater to their educational needs. A teacher has to deal with a heterogeneous group in a class. S/he is to create an effective classroom climate to get through this heterogeneous composition of his class and should have strong sense of classroom management.

For **“Quality Education”** teacher has numerous responsibilities to which they are accountable. Teachers have professional responsibilities to maintain congenial environment and process contributing to learning and development of students. In their daily routine work teacher make many decisions and take numerous activities for which they are directly responsible. They should be accountable for their responsibilities associated with their position and to take in the process of meeting those responsibilities. In classroom organization the teacher should keep in mind the learners’ needs and how they will be imparted in learning. It includes mainly classroom managements, interactive learning and psychological bases of treatment. Physical setting of the classroom also brings about changes in the behaviour of our children.

The Teachers - Role Models

The teacher is the key to quality education. With his beneficial positive personality and appropriate pedagogy he shapes the product of quality education. according to recent UNESCO’s Report (Dolor Report) the four pillars of education namely learning to know, learning to be, learning to do and learning to live together enhances the social qualities of a child as quality education is also measured in terms of adjustability and communicability in society. These pillars of learning help students to be more convictions, disciplined, smart and presentable as well as capable to face challenges to come. Teacher as a

role model is equipped with numbers of qualities like s/he is cool and calm, has a clear vision, confident, committed and creative. Besides these ‘5 C’s’ a teacher is a balanced human personality with balanced emotion, effective leadership quality, storage of inspiration plays the role of a model for students. The educational models are the active agent to develop the child’s thinking, reasoning, imagination, practical efficiency, emotional integration and social adjustment. Students with the influence of these qualities of the models are shaped, reshaped and are ready to meet the challenges of life.

The Teachers - The Nation Builders.

The NPE (1986) and its revised version (1992) repeatedly said that “the status of the teachers reflects the socio-cultural ethos of society and no people can rise above the level of its teachers”. The statement supports that teachers are essentially the nation builders. He is compared to a candle that burns and gives light to others. Similarly a teacher taking any kind of pain in him becomes the touch-bearer of his pupil’s life. On him depends the future of the whole man kind. With regard to the character of teacher community the Kothari Commission has remarked “of all the different factors which influence the quality of education and its contribution of national development, the quality competence and character of the teachers are undoubtedly the most significant”. Earlier the schools were viewed as government owned. They were separated from community. Their

existence was not felt to be relevant to the community. As a result, community was excluded from educational planning and implementation and educational programme.

The involvement of family and parents is not only encouraged but it is highly valued. Through different types of community based programmes in school, teachers can have healthy environment. They can promote interactive learning combining all students as a community. A modern teacher with the knowledge of educational psychology creates a healthy environment and motivates the learners to learn what they intend to learn. A teacher can use positive statements like “you can achieve” and encourage the students and consequently their behaviours are changed and hence a productive member of the community is prepared in general and a productive member of the nation is built in particular.

Teacher as a Manager.

Good teaching can compensate many other deficiencies in the school. Poor teaching nullifies the effect of almost all favorable conditions of learning. An efficient teacher concentrates on all classroom infrastructure facilities by keeping them in order and also plans in advance what and when to teach, to whom and how. So a teacher is an excellent manager of the classroom and classroom management has a great effect on students’ achievement. Disorganised, poorly managed and uninteresting classroom never facilitate

the designed outcome. Teachers have to act with thoughtfulness, kindness, patience and understanding towards students. Teachers should adopt some positive classroom behaviour such as:-

- i. Making eye contact with each students,
- ii. Moving towards students during teaching,
- iii. Encouraging classroom participation of children,
- iv. Providing room for their suggestions and making proper utilization of reinforcement or reward.
- v. Evaluation of the learning and feedback etc.

Considering the strength of our modern classroom or teacher-student ratio teachers hardly find time for extensive interaction with individuals in the classroom. Even then they should take personal interest in students and have frequent interaction with them. For quality measurement, Cumulative Record Card (CRC) should be prepared by a teacher to know his students thoroughly; their interest in curricular and co-curricular activities etc. and above all, a teacher should act as a friend and guide to offer his/her students reward and compliments at times to motivate them in and outside the school. The classroom relationship between the teacher and students makes the learning environment very meaningful. Strong teacher student relationship not only reduces indiscipline, but they also correct the behaviour and decision making both in and out of the classroom which later contributes for quality.

Conclusion :

For quality improvement of education as a whole, the area of teacher education deserves special consideration. Teacher educators are at the age of elementary school they will contribute to none other than **being misfits, unemployment, illiteracy, delinquents, problem makers etc.** They need to be familiar with **'know what', 'know why' and 'know how' and 'know who'** of creating, sharing and using knowledge for development and a need to manage it effectively to capture its full benefits. They sensitize teachers to the goals of this society, which requires significant investment in harnessing skills, technology and learning to become its changed agents. The survey by **Dreze et al. (2003)** shows, sustainable progress may take

quite some time. Related issues like poverty, gender, location of schools (Rural School), socially disadvantages group, first generation learners, health and nutrition, poor infrastructure, child labour stand in the way of quality improvement of education at elementary level. If children are escaped at the age of elementary school they will contribute to none other than **being misfits, unemployment, illiteracy, delinquents, problem makers etc.**

Hence teachers, administrators, supervisors/inspectors and planners need to spend considerable amount of time in improving school climate - a climate which is conducive for quality and for optimizing learners' achievement.

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Attitude of Secondary School Teachers Towards Teaching Profession in Relation to Some Demographic Variables

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Abstract

The purpose of the study is to ascertain the attitude of secondary school teachers towards teaching profession in relation to some demographic variables. The conceptual frame work of the study is consisting of one variable in relation to the intra-variables of sex, academic stream, teaching experience, educational qualification and caste category. For the study, the investigators had drawn the sample from five schools of Uttar Dinajpur district selecting randomly from 196 schools situated in the district. The samples consist of 60 male and 40 female teachers. To measure the attitude of teachers towards teaching profession Mishra's (1991) 'Attitude Scale for Teaching Profession' was used. To interpret the scores of the attitude of the teachers descriptive and inferential statistics has been used. It was deducted that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification. But there existed significant difference in relation to sex, caste and teaching experience.

Introduction

Teaching is a profession, which lays the foundation for preparing the individuals for all other professions. Hence, a teacher must adopt a positive attitude towards his profession. S. Kannan and N. Subramanian (2004) in their study "Teachers Attitude Towards Teaching" said, "Attitude is sum total of man's imagination and feelings, prejudice or

bias, preconceived notions, ideas, threats and conceptions about a specific topic. It is admittedly a subjective and professional affair." It affects perception, judgment and other cognitive process of a teacher.

Asuman Duatepe (2003) conducted an investigation and found that pre-service and in-service teachers yield

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positively towards teaching profession. In his study female teachers had more positive attitude than male teachers regarding teaching as a profession.

To find out the significant difference between the attitude towards teaching profession of male and female teachers, arts and science teachers, general and non-general teachers, graduate and post-graduate teachers and teachers with teaching experience of more and less than 10 years, the investigator has taken up the present study entitled "Attitude of Secondary School Teachers Towards Teaching Profession in Relation to some Demographic Variables".

Objectives of the Study

After a systematic study the following objectives are formulated:

- To find out the significant difference in the attitude of the teachers towards teaching profession in relation to the intra variables of sex.
- To find out the significant difference in the attitude of the teachers towards teaching profession in relation to the intra variables of academic stream.
- To find out the significant difference in the attitude of the teachers towards teaching profession in relation to the intra variables of caste.
- To find out the significant difference in the attitude of the teachers towards teaching profession in relation to the intra variables of teaching experience.

- To find out the significant difference in the attitude of the teachers towards teaching profession in relation to the intra variables of educational qualification.

Null Hypotheses

- Ho₁ There is no significant difference in the attitude of male and female teachers towards the profession.
- Ho₂ There is no significant difference in the attitude of Art and Science teachers towards the profession.
- Ho₃ There is no significant difference in the attitude of general category and non-general category teachers towards the profession.
- Ho₄ There is no significant difference in the attitude of graduate and post-graduate teachers towards the profession.
- Ho₅ There is no significant difference in the attitude of teachers with teaching experience more than 10 years and less than 10 years towards the profession.

The Sample

The sample for the study was drawn by selecting five schools randomly out of 196 secondary schools of Uttar Dinajpur District in West Bengal. The selected schools were two rural schools and three urban schools. From each school 20 teachers were selected randomly. The sample consists of 100 teachers consisting of 60 males and 40 females. While selecting the sample the

variations of sex, academic stream, caste, educational qualification and teaching experience were taken as independent variable.

Tools

For measuring the attitude of teachers towards their profession Mishra's (1991) 'Attitude Scale for Teaching Profession' was used for data collection. A personal Data Bank was used to interpret the results.

arts teachers't' calculated was 0.84 which was much less than the table value of 1.98 at 0.05 level of significance. Hence null hypothesis which states that "There does not exist any significant difference due to academic stream and educational qualification variation" is accepted. In the case of attitude of male and female, general and non-general teachers and teachers with teaching experience of more than 10 years and less than 10

Table

The Mean, S.D. and the't' of the total samples along with the sub- samples

Variable	Sub-Sample	No.	Mean	S.D	't'	Level of Signi.
Sex	Male	60	73	10.23	3.92	S
	Female	40	81	9.87		
Academic Stream	Arts	33	77	11.54	0.84	N.S.
	Science	67	75	10.6		
Caste	Gen. Cat.	24	78	8.5	1.35	S
	Non-gen. Cat	76	75	11.98		
Teaching Exp.	> 10 years	55	61	11.35	1.26	S
	<10 years	45	59	10.35		
Edu.Quali	Graduate	35	57.22	7.41	0.06	N.S.
	Post-gradu.	65	57.12	7.19		

Methodology

The scores obtained from Mishra's Attitude Scale were calculated. Both descriptive and inferential statistics were adopted for interpreting the results.

years calculated 't' value was much more than the table value. Hence null hypothesis was rejected which shows there is significant difference in their attitude towards teaching.

Conclusion

On perusal of the above table it was observed that in the case of science and

The focus of the present study was to assess the attitude of secondary school

teachers towards teaching profession in relation to some demographic variables. Using Mishra's (1991) 'Attitude Scale for Teaching Profession' it was assessed that there was no significant difference in the attitude of teachers due to their concerning academic stream and educational qualification. But there lied significant difference in the attitude of the teachers due to sex, caste and teaching experience variation.

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Necessity of Emotional Balance at Adolescence stage

*Dr. Suhaskumar Ruprao Patil**

Abstract

This article attempts to highlight the necessity of Emotional Balance at Adolescence Stage. Adolescence is the most vulnerable period in the entire life span of man. At the adolescence stage it is very difficult to deal with emotions. In this stage the negative emotions are not easy to deal with once they have built up. Positive emotions are essential in being who we really are wonderful spiritual being full of vitality, passion and enthusiasm. Who you can find the Emotional Balance? How it is essential for healthy living?

Introduction

Let's face it, in our busy lives we all occasionally feel out of balance. Some of us at times might even feel that we are on the edge of losing control. Most commonly and for most of us however, we simply lose perspective on our lives after a particularly busy or difficult day. Consider for instance, a situation in which a co-worker snaps at us and we feel unreasonably angry about it or we read of the passing away of an old classmate in the news paper and are overwhelmed, stressed and out of whack

and in fact suspect that we may have been this way for a while. And then we wonder how we got that way. The truth is we likely got that way because we were not looking at ourselves. The idea of obtaining emotional balance isn't simply about getting rid of negative emotions, but instead learning how to experience them; cope with them and keep them some what moderated.

Emotions, whether they are positive or negative, are meaningful responses to internal or external events that convey

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information to us as well as to others, about who we are and what we are dealing with. Although the loss of a loved one will remain a painful experience, we can learn. One of the first steps in acquiring the capacity to experience emotions in a balanced manner is to reduce our vulnerability to emotional extremes. We do this by looking after ourselves. First and foremost we must keep in mind that not only are emotions, physical responses in our bodies to life events, but whether or not we feel healthy determines how much control we feel that we have over these events. And this in turn influences how much emotion we experience; consequently, healthy emotions depend upon a healthy body.

Emotions Overboard

Disruptions caused by unbalanced feelings are called “affect deregulation” by mental health professionals. We all have experienced “affect deregulation” at some time in our lives, when our feelings seem magnified, and we feel a physical sense of being overwhelmed, a loss of perspective, a sense that our emotions seem to be damaging our relationships or a fragmented sense of self or purpose.

These experiences occur in large and small ways, and every person’s emotional reach and struggles are unique. Some people who are raised in generally disapproving families might fight among themselves, frequently overcome by confusion or humiliated to the point of being unable to communicate. Others with this same background might find themselves

chronically plagued by angry, critical thoughts or anxious moods.

Emotion Management

My one friend’s face has always in confusion. He has no confidence. He always thinks that all are my rival. These all happened because of emotional balance. Emotions are naturally unstable and reactive, and biochemical. They tend to dominate brain processes. Managing emotions can require active effort. Emotion management refers to a collection of skills that enables people to work with their feelings instead of against them, to experience their emotions without undue complications.

Emotion management is not magical. Generally, we are taught to think of our emotions as murky and inexplicable, but there is logic to emotional processes. When you comprehend your own emotional system, you can learn and use distinct skills to monitor & modify how it works.

Emotional Balance

Emotional maturity and emotional health are not your everyday school subjects, but they are vital for personal well being and the health of our communities, not to mention world peace.

Of the four elements, our emotions relate to water. Like the Sea, they build and peak like waves and the tides. Our negative emotions are not easy to deal with once they have built up. Positive emotions are essential in being who we really are wonderful spiritual being full of vitality, passion and enthusiasm.

Problems of Emotional Balance at Adolescence stages

The Emotional Balance problems during Adolescence are often analyzed under the specialty of developmental Psychopathology. Adolescence is the most vulnerable period in the entire life-span of man. Adolescence is a period of rapid physical growth. It is rather uneasy for adolescents to accept these changes gracefully. Adolescence is characterized by pubertal changes resulting in the emergence of Secondary Sex characteristics. The sweat glands become more active than in childhood. These can sufficiently disturb the tranquility of the adolescents. They tend to withdraw from social contacts for sometime at least till they get adjusted to the changes that take place.

On the one hand the Adolescence is generally dependent on adults and happens to be the centre figure in the family. On the other, it is the period with the maximum potential for prevention of emotional and behavioural problems. In recent years, emotional and behavioural difficulties (EMB) in children are receiving greater attention. EMB is replacing the use of the terms maladjustment and behaviour disorder. Rather than being treated as a 'latency period'. As Erikson, G.H. (1950) noted lack of appropriate skills during this period of life results in the sense of inadequacy and inferiority. It is a period of significant growth, characterized by achievement of independence, consolidation of physical skills, success in school subjects, development of understanding

and interaction with peers. EMB includes three types of behaviours i.e. anti-social (over reacting), withdrawn (under-reacting) and mixed pattern. The danger signals for EMB include deterioration in school work, resultness and lack of interest in school. These behaviours are caused by medical / physical home background, and school environmental factors.

Emotional Balance : How you can find it?

A difficult concept for people to understand is that the first thing you must get under control in your life, in order to have the life you want is you're emotional balanced. Some say "Living by your emotions and making decisions based on your emotions will never allow you to grow and succeed in the way that you deserve. "That could be true because you will constantly attract more and more negative into your life if your thoughts and feelings are largely negative. However if you begin to adopt a different attitude, an attitude of learning from what is happening, you can begin to climb out of your negative spiral.

If you are not at peace with yourself or grateful for the blessings that you do have you may become stuck in an unhealthy cycle of thoughts that will continue to keep you unhappy. Most likely, your relationship will be affected by this kind of upset balance.

If your negative emotions are controlling your life, many times you will feel as if you are out of control and you have no

say over anything that happens in your life – like victim of life. This type of stress and anxiety can lead to unproductive and unhealthy habits, sometimes even dangerous ones.

Caffeine, nicotine and drugs and alcohol are typical ways that people try to take control and get a handle on their emotions. Some of these substances can lead to serious health issues and you will get even further into an unhealthy rut.

Putting Balance in Student life

Everyone needs balance in life. If we think about things that are out of balance, we can get an idea of why balance is important. What happens when the tires are out of balance on your car? Or, when the washing machine gets off balance? The same thing happens when our lives are out of balance-it becomes difficult to carry out our normal tasks. Life balance is an individual choice, determined by setting priorities as to what is important to you. As we mature, some people take on more and more activities to balance, while others may not have enough different activities to provide balance.

When we talk about balance, we often think of time management, but literature identifies five areas in life that we need to balance for optimum physical and mental health, these areas include the physical, social, emotional, intellectual and spiritual.

The physical needs of our body must be met before we can try to balance the other areas of need. If we are hungry, cold or tired, it is difficult to deal with

the emotional, social, intellectual or spiritual issues. Physical balance includes eating properly, getting adequate exercise, intimacy and sufficient rest. Only after meeting the Physical. Demands of our body can we move on to the other areas.

Emotional needs involve our relationship with other people. Most of us need to have interactions with a variety of different people. Emotional balance includes intimate relationship with close family & friends and the less intense personal contacts with other acquaintances. Emotional balance also involves how we deal with the human emotions such as anger, guilt, love fear depression and happiness. It is important that we find balance and try to keep a positive attitude rather than allowing negative emotions, to build. To help achieve emotional balance, take an inventory of your relationships with other people and become aware of how you interact with them. If you have strained relationships, take steps toward positive communication as reconciliation for your own sake as well as theirs. Make a list of all the things you like about yourself, acknowledge your own feelings without judging yourself. Forgive of your past mistakes and forgive others of theirs.

Emotional Balance is essential for healthy living

Emotional balance is considered mastered when our mind, body and spirit are in line with each other and we are in space where we have done our inner work and we feel at peace. We need to pay attention that all situations

and life issues are resolved or at least aired and pay attention to the feelings that emerge from within us.

Many times our emotional balance is ignored and passed off as stress, discomfort boredom and distraction and we try to fix it by all sorts of ways that really just don't work. Some of these fix is methods eating, eating comfort foods, shopping, sex, gambling, drinking, over working and the list can go on and we never get to the core of why we just cannot feel better grateful for you; you can always find something, when you do this it shifts your energy into balance. You will feel lighter, brighter and much more healthy.

Emotional balance is an important as any other health aspect and some times even more, as it can accelerate our health issues, in fact it can actually be the cause of other health issues. It is one of the most important aspects to the whole body balance.

When you are out of balance it create stress and conflict in your relationships and that is all of your relationships,

which include family employment, road rage, marital friendships and right down to the shopping clerk. So you can see how emotional balance is as important as physical health. You truly cannot improve your physical health without balancing your emotions.

If you feel your emotional balance is off, improving your diet is one positive step you can take, your mind, body and spirit can work much closer together if your food intake is in balance, that means eliminating items such as caffeine, sugar, processed foods, soda, alcohol, cigarettes and eating whole, organic foods.

At this stage every adolescence build a positive outlook and attitude towards life, always look for the good in everything and start being grateful, especially when he/she feel there is not anything to be grateful for, he/she can always find something, when he/she do this it shifts your energy into balance. He/she will feel lighter, brighter and much more healthy after Balancing Emotions.

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Teacher Efficacy of Secondary School Teachers in Relation to Teaching Styles and Organisational Culture.

Dr. A. Hameed * & Manjusha M. **

Abstract

The present study investigates the Influence of Teaching Styles and Organisational Culture on Teacher Efficacy of Secondary School Teachers. Sample of the study consisted of 370 Secondary School Teachers belonging to Malappuram, Kozhikode and Thrissur districts of Kerala. Tools of the study were, Scale of Teaching Styles, Scale of Organisational Culture and Teacher Efficacy Scale. Statistical techniques such as Mean Difference Analysis and Two-way ANOVA were used. The study reveals that Teacher Efficacy of Secondary School Teachers is dependent singly on Teaching Styles and Organisational Culture to a greater extent.

Introduction

Every profession has its distinctive responsibilities. Teaching, being the basic profession to all others, must present an ideal where responsibility and seriousness ought to be realised conscientiously. Of all the persons with whom the students come into contact, the teacher makes the greatest impact on them. Since the teaching profession may be rightly called the mother of all professions, it has to set a very high

sense of professional integrity. Teacher's Self Efficacy has important formative effects on student outcomes such as achievement, motivation and students own sense of efficacy across various areas and levels. At the school level, higher Teacher Efficacy is related to the health of the Organisational Culture, an orderly and positive school atmosphere, greater classroom based decision-making and the strength of the collective efficacy.

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Teacher efficacy will have impact on instruction and effective teacher plan more, persist longer with students who struggle and are less critical of student errors (Gibson & Dembo, 1984). Researchers have repeatedly related Teacher Efficacy to a variety of positive behaviours and student outcome.

Teacher Efficacy is one of the important factors, affecting instruction and as a result it is an essential variable related to a teacher. Research findings over two decades have indicated that Teacher Efficacy underlines critical instructional decision including use of time, classroom management strategies and questioning technique. In the present study, the investigator has taken into consideration of two important factors affecting Teacher Efficacy namely Teaching Styles and Organisational Culture.

The success of teaching can be attributed to potential Teaching Style. According to Grasha (1990), Teaching Style refers to the distinct qualities displayed by a teacher that are consistent from situation to situation regardless of the material being taught. Despite years of researching for the definite Teaching Styles, educators have come to realize that there is no single best style of teaching.

A teacher, who can purposefully exhibit a wide range of Teaching Styles is potentially able to accomplish more than a teacher whose expertise is relatively limited. Every Teaching Style has a conceptual base that forms our

philosophy of teaching. Without an explicit philosophy of teaching our Teaching Styles are intellectually hollow. Grasha (1994) assessed Teaching Styles using the following categories; expert, formal authority, personal model, facilitator and delegator.

Consistencies in the studies on Teaching Styles lie in the fact that every teacher is unique and has the tendency to use certain style of teaching. The findings of studies by Gibson & Dembo (1984) and Hans (1986) indicated a strong preference for Teaching Styles on Teacher Efficacy. But a few studies, done by Richardson (1996) and some others show a negative result for Teaching Styles on Teacher Efficacy.

Impressive evidence indicates that healthy and strong Organisational Culture increases student motivation and achievement and teachers satisfaction and productivity. Various studies done by Hawley & Rosenheltz (1984) and Fransisca (2002) indicated that Organisational Culture has a vital role on Teacher Effectiveness whereas limited number of studies shows a negative relation between Organisational Culture and Teacher Efficacy (Arshad, 2003)

In the path of educational system, various studies have been conducted with Teaching Styles. The other variables Organisational Culture and Teacher Efficacy have been related but the studies conducted in India are very rare. The investigator could not find adequate number of studies which

examined the crossover effects of Teaching Styles and Organisational Culture on Teacher Efficacy. Lack of such studies in India is evident from Review of Related Literature. This inspired the investigator to study the Influence of Teaching Styles and Organisational Culture on Teacher Efficacy of Secondary School Teachers.

Variables of the Study

Teaching Styles and Organisational Culture were taken as the two levels of Independent variables and Teacher Efficacy of Secondary School Teachers was treated as the Dependent Variable.

Objectives

The objectives of the study were as following.

1. To study the Teaching Styles, Organisational Culture and Teacher Efficacy of Secondary School Teachers with regard to Gender, Locale and Type of Management.
2. To study the effects of Teaching Styles and Organisational Culture on Teacher Efficacy of Secondary School Teachers for the Total Sample and the subsamples based on Gender, Locality and Type of the Management.

Hypotheses

Following hypotheses were set forth for the study.

1. There will be no significant difference in the Teaching Styles, Organisational Culture and Teacher Efficacy of Secondary School Teachers with regard to Gender, Locale and Type of Management.

2. There will be no significant effect of Teaching Styles and Organisational Culture on Teacher Efficacy of Secondary School Teachers for the Total Sample and the subsamples based on Gender, Locality and Type of the Management.

Methodology

The methodology adopted for the present study was as follows.

Sample

The present study was conducted on a representative sample of 370 Secondary School Teachers belonging to three districts of Kerala i.e Malappuram, Kozhikode and Thrissur. The sample was drawn using Stratified Random Sampling Technique giving due representation to Gender, Locale and Type of Management.

Tools Used for the Study

The following tools were used for the study.

1. Scale of Teaching Styles (Hameed & Manjusha, 2009)

This scale was developed by considering the five forms of teaching styles developed by Grasha (1994) i.e. Formal Authority, Demonstrator or personal model, Facilitator, Expert and Delegator. It is made in the form of five point scale.

2. Scale of School Organisational Culture (Gafoor, 2002)

The scale of School Organisational Culture was prepared and standardized by Gafoor (2002). This scale was

developed by giving due weightage to seven components of school Organisational Culture – Commitment, Formalization of Rules, Co-operative Emphasis, Expectations, Emphasis on Academics, Professional Management and Goal Consensus.

3. Teacher Efficacy Scale (Musthafa & Abidali, 2009)

This scale was developed by Musthafa and Abidali(2008) which includes seven components of Teacher Efficacy – A Sense of Personal Accomplishment, Positive Expectation, Personal Responsibility, Achieving Objective, Positive Effect , Self Control and Sense of Student's Goal.

Statistical Techniques used

Mean Difference Analysis was utilised to compare the relevant variables with regard to Gender, Locale and Type of Management. Two-way ANOVA with 3×3 Factorial Design involving three levels of Teaching Styles and three levels of Organisational Culture, was used to find out the main and interaction effect of Independent Variables (Teaching Style and Organisational Culture) on the Dependent Variable(Teacher Efficacy of Secondary School Teachers).

Results and Discussion

The results of Mean Difference Analysis, employed for the comparison of

Table 1
Summary of Data and Results of
Mean Difference Analysis Employed for Comparison of
Variables Teaching Styles, Organisational Culture and Teacher Efficacy

Sr.No	Variable	Sub Samples	t-value
1.	Teaching Styles	Gender	0.494
2.		Locale	0.525
3.		Type of Management	0.050
4.		Aided – Unaided	1.370
5.		Unaided- Government	1.378
6.	Organisational Culture	Gender	2.084*
7.		Locale	1.783
8.		Type of Management	0.430
9.		Aided- Unaided	0.719
10.		Unaided – Government	1.093
11.	Teacher Efficacy	Gender	2.168*
12.		Locale	0.115
13.		Type of Management	1.002
14.		Aided-Unaided	1.383
15.		Unaided-Government	2.332*

variables Teaching Styles, Organisational Culture and Teacher Efficacy based on Gender, Locale and Type of Management are presented in Table 1.

Table 1. reveals that none of the 't'-values obtained for the Variable Teaching Styles were found Significant. This indicates that there was no significant difference in the Teaching Styles of Secondary School Teachers with regard to Gender, Locale and Type of Management. The results of the Mean Difference Analysis revealed that there was a significant difference, only in Gender, based on Organisational Culture. Males were superior to female on the basis of Organisational Culture. It was also clear that there exist a significant difference between Aided and Government school teachers in case of Teacher Efficacy. Government

school teachers were found superior to Aided school teachers.

Two-way ANOVA with 3×3 Factorial Design was undertaken to examine whether Teacher Efficacy of Secondary School Teachers was dependent on variation in the different levels of Teaching Styles and Organisational Culture or not singly and in combination. Results of ANOVA is presented in Table 2 and discussed.

As per Table 2, it can be observed that significant difference in the main effect of Teaching Styles on Teacher Efficacy at 0.01 level for Total Sample, Female, Rural, Government and Unaided Secondary School Teachers. Hence it can be inferred that Teacher Efficacy of Secondary School Teachers for Total Sample and relevant subsamples are dependent on the main effect of Teaching Styles to a great extent.

Table 2
Summary of Two-way ANOVA with 3x3 Factorial Design

Sr.	Sample	Dependent Variable	F - values		
			Main Effect of Teaching Styles	Main Effect of Organisational Culture	Interaction
1.	Total	Teacher Efficacy	8.985**	14.787**	0.284
2.	Female		5.877**	13.908**	0.485
3.	Male		1.729	2.020	0.220
4.	Urban		0.083	12.322**	0.396
5.	Rural		15.178**	7.704**	0.473
6.	Aided		2.049	1.867	0.280
7.	Government		3.977**	9.014**	0.738
8.	Unaided		4.801**	2.804	0.552

* Significant at 0.05 level; ** Significant at 0.01 level

The Table 2. shows a significant difference in the main effect of Organisational Culture on Teacher Efficacy at 0.01 level, for the Total Sample, Female, Urban, Rural and Government school teachers. The result suggests that Teacher Efficacy of Secondary School Teachers for Total Sample, Female, Urban, Rural and Government schools, change with regard to change in the level of Organisational Culture.

The Table 2. reveals that there was no interaction effects of Teaching Styles and Organisational Culture on Teacher Efficacy. Hence the interaction effects of Teaching Styles and Organisational Culture cannot be considered to have profound influence on Teacher Efficacy of Secondary School Teachers.

Major Findings of the Study

Major findings of the study are summarised as follows.

1. No Significant difference between the Mean Teaching Style Scores based on Gender, Locale and Type of the Management was found.
2. When the mean Organisational Culture Scores were compared, significant difference was found between Male and Female Teachers only and for the sub samples based on Locale and Type of the Management, no significant difference was found.
3. When the mean Teacher Efficacy Scores of Male and Female Teachers were compared, significant difference was found. But in case of Mean Teacher Efficacy scores based

on Locale and Type of Management, no significant difference was found.

4. The main effect of Teaching Styles on Teacher Efficacy was found to be significant at 0.01 level for Total Sample, Female, Rural, Government and Unaided Secondary School Teachers.
5. The main effect of Organisational Culture on Teacher Efficacy was found significant at 0.01 level for Total Sample, Female, Urban, Rural and Government Secondary School Teachers.
6. No significant interaction effect of Teaching Styles and Organisational Culture on Teacher Efficacy of Secondary School Teachers based on Total sample and sub samples based on Gender, Locale and Type of Management was found.

Educational Implecations

Based on the results obtained from the study, some of the practical suggestions are offered which will be helpful to improve the existing system of teaching and learning in Secondary Schools.

As there exists significant difference between Male and Female teachers in their Organisational Culture specific strategies can be taken to improve the Organisational Culture of Secondary Schools.

Where as Locality and Type of Management make no significant difference in Organisational Culture. On the basis of the findings, Female Teachers should be encouraged to take the responsibility in every Organisational Culture.

As there exists a significant difference between male and female teachers with respect their Teacher Efficacy, the study stress the schools for modification of the training programme for the teachers of secondary schools with inclusion of certain concepts like commitment, pride of profession etc. The findings of the study implies that ongoing evaluation and student assessment of teacher must be taken as a major factor in improving their

efficacy. Every school must provide a supportive climate to their teachers and teachers must be made aware of their personal skills, so that it will maximise their opportunities to improve their teaching styles.

Learner centered teaching styles may be adopted by the secondary school teachers to motivate themselves and theirs students and thereby making the teaching-learning process a delightful experience.

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हायर सेकेंडरी स्तर के विद्यार्थियों की व्यावसायिक शिक्षा की आवश्यकता पर विश्लेषणात्मक अध्ययन

डॉ. सौम्या नैयर*

सारांश

शिक्षा की सबसे महत्वपूर्ण विकासात्मक भूमिका युवाओं एवं प्रौढ़ों दोनों के ज्ञान, कार्यकुशलता और सही दृष्टिकोण विकसित करने में उनकी सहायता करना है, ताकि वे आधुनिकीकरण के दौर में सहज रूप में और उसके फलस्वरूप होने वाले परिवर्तनों को लाभप्रद रूप में स्वीकार करने और उनके अनुरूप अपने-आप को ढालने में समर्थ हो सकें। व्यावसायिक शिक्षा और प्रशिक्षण के योजनाबद्ध तरीके से बनाये गये कार्यक्रम और उनका प्रभावी कार्यान्वयन शिक्षा को विकासात्मक कार्यों के साथ जोड़ने की दिशा में सबसे उपयुक्त दृष्टिकोण होगा।

व्यावसायिक शिक्षा छात्रों की सामान्य दक्षता बढ़ाने तथा कार्य के प्रति रचनात्मक रुचि उत्पन्न करने का दृष्टिकोण प्रदान करती है। यह उनमें उद्यमिता की भावना का विकास भी करती है। जीवन को सुखद एवं समृद्ध बनाने के लिये आर्थिक स्थिति सुदृढ़ करने में यह प्रमुख भूमिका निभाती है। व्यावसायिक शिक्षा छात्र को आर्थिक समृद्धि की ओर ले जाने हेतु मार्गदर्शक का काम करती है। व्यावसायिक शिक्षा के उपरांत छात्र इस योग्य हो जाते हैं कि वे अपनी नैसर्गिक अभिरुचि के किसी भी व्यवसाय को कुशलता के साथ कर सकें।

प्रस्तुत शोध-पत्र में हायर सेकेंडरी स्तर के छात्र-छात्राओं में व्यावसायिक शिक्षा की आवश्यकता का अध्ययन किया गया है तथा शहरी एवं ग्रामीण क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर का मापन किया गया है।

भूमिका :

भारत में तेजी से बढ़ती जनसंख्या के कारण यहां बेरोजगारों की संख्या बढ़ती जा रही है। यहां की शिक्षा युवाओं को रोजगार उपलब्ध कराने में असमर्थ रही है क्योंकि स्कूल एवं कॉलेजों में दी जाने वाली शिक्षा व्यवसाय से संबंधित नहीं है। देश के स्कूलों और कॉलेजों से पढ़कर निकलने वाले युवाओं को व्यावसायिक ज्ञान नहीं होता और न ही उनमें व्यावसायिक कौशल का विकास हो पाता है। महात्मा गांधी सहित अनेक शिक्षा शास्त्रियों ने व्यावसायिक

शिक्षा के महत्व को समझते हुए माध्यमिक स्तर के विद्यालयों में व्यावसायिक शिक्षा के पाठ्यक्रम संचालित किए जाने पर जोर दिया है। समय-समय पर अनेक सर्वेक्षणों के द्वारा भी माध्यमिक विद्यालयों में व्यावसायिक शिक्षा लागू करने की मांग उठती रहती है। माध्यमिक स्तर के विद्यालयों में व्यावसायिक शिक्षा पाठ्यक्रम लागू करने के पूर्व इन विद्यालयों में अध्ययनरत विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता का अध्ययन किया जाना जरूरी है।

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उद्देश्य :

प्रस्तुत शोधपत्र के निम्नलिखित उद्देश्य निर्धारित किए गए हैं :-

1. हायर सेकेंडरी स्तर के विद्यार्थियों की व्यावसायिक शिक्षा की आवश्यकता का अध्ययन करना।
2. हायर सेकेंडरी स्तर के ग्रामीण एवं शहरी क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों की व्यावसायिक शिक्षा की आवश्यकता का अध्ययन करना।

परिकल्पना का निर्माण :

उद्देश्य के आधार पर अग्रलिखित परिकल्पनाओं का निर्माण किया गया है :-

1. हायर सेकेंडरी स्तर के शहरी एवं ग्रामीण क्षेत्रों के विद्यालयों के विद्यार्थियों के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर पाया जाएगा।
2. हायर सेकेंडरी स्तर के ग्रामीण क्षेत्रों के शासकीय एवं निजी विद्यालयों के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया जाएगा।
3. हायर सेकेंडरी स्तर के शहरी क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया जाएगा।
4. हायर सेकेंडरी स्तर के छात्र एवं छात्राओं के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया जाएगा।

न्यादर्श चयन :

शोध के उद्देश्य के आधार पर विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता के अध्ययन हेतु 10 ग्रामीण एवं 10 शहरी (शासकीय एवं निजी) कुल 20 विद्यालयों का चयन किया गया। इन विद्यालयों में 70 छात्र एवं 70 छात्राओं कुल 140 विद्यार्थियों का चयन यादृच्छिकी न्यादर्श विधि के द्वारा किया गया।

उपकरण :

वस्तुतः शोधपत्र में प्रदत्तों के संकलन हेतु स्वनिर्मित प्रश्नावली का उपयोग किया गया है।

1. व्यावसायिक शिक्षा की आवश्यकता हेतु प्रश्नावली सांख्यिकी अभिप्रयोग :

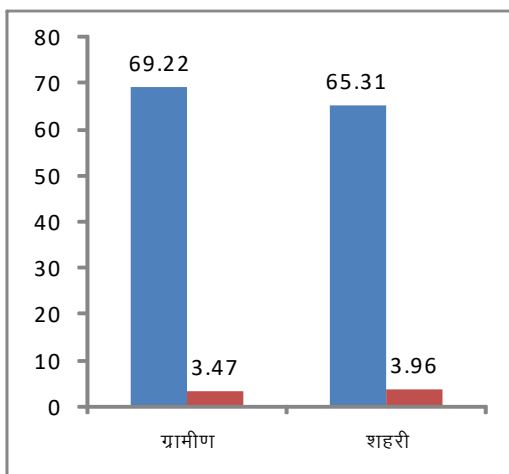
परिकल्पनाओं की पुष्टि हेतु तथा निष्कर्ष तक पहुंचने के लिए सांख्यिकी विधियों का प्रयोग किया गया है। जिसके अंतर्गत मध्यमान, मानक विचलन तथा इन दोनों के आधार पर “टी मूल्य” का प्रयोग किया गया है।

शोध का क्षेत्र एवं विधि : शोध का क्षेत्र रायपुर शहर का ग्रामीण एवं शहरी क्षेत्र है। तथा अध्ययन की प्रकृति के अनुसार वर्णात्मक सर्वेक्षण विधि का प्रयोग किया गया है।

प्रदत्तों का विश्लेषण एवं व्याख्या : हायर सेकेंडरी स्तर के शहरी एवं ग्रामीण क्षेत्र के विद्यालयों के विद्यार्थियों के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर पाया जायेगा।

सारणी क्रमांक 1**शहरी एवं ग्रामीण क्षेत्र के विद्यार्थियों के व्यावसायिक शिक्षा की आवश्यकता का मापन**

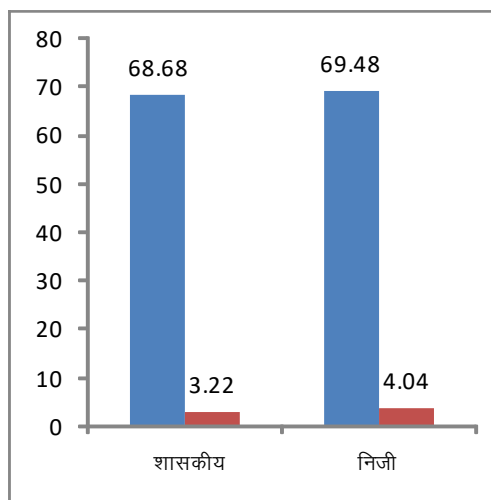
क्र.	विद्यालय	न्यादर्श की संख्या	मध्यमान	मानक विचलन	टी मूल्य
1.	ग्रामीण	70	69.22	3.47	6.26
2.	शहरी	70	65.31	3.96	



व्याख्या : उपरोक्त सारणी क्र. 1.1 के विश्लेषण से स्पष्ट होता है कि ग्रामीण क्षेत्र के शासकीय विद्यालय के विद्यार्थियों का मध्यमान 69.48 एवं मानक विचलन 4.04 है तथा निजी विद्यालय के विद्यार्थियों का मध्यमान 68.68 एवं मानक विचलन 3.22 है। तथा गणना द्वारा “टी मूल्य” 0.919 प्राप्त हुआ जो कि **Lor ar kd hd** 68 का मान 0.01 सार्थकता के स्तर पर 2.65 तथा 0.05 पर 2.00 पाया गया जो कि गणना किए गए “टी मूल्य” के मान से अधिक है। अतएव ग्रामीण क्षेत्र के शासकीय एवं निजी विद्यालय के विद्यार्थियों की व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं जाया गया। अतः इस परिकल्पना की पुष्टि की गई।

व्याख्या : उपरोक्त सारणी क्र. 1 से स्पष्ट होता है कि ग्रामीण क्षेत्र के विद्यार्थियों का मध्यमान 69.22 एवं मानक विचलन 3.47 है। तथा शहरी क्षेत्र के विद्यार्थियों का मध्यमान 65.31 एवं मानक विचलन 3.96 है। स्वतंत्रता की कोटि 138 के लिए 0.01 प्रतिशत सार्थकता स्तर पर “टी” का मान 2.61 तथा 0.05 प्रतिशत सार्थकता स्तर पर 1.98 है जो कि गणना द्वारा प्राप्त “टी” के मान 6.26 से कम है। अतः इस परिकल्पना की पुष्टि होती है। अतएव ग्रामीण एवं शहरी क्षेत्र के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर पाया गया।

परिकल्पना 2 : हायर सेकेंडरी स्तर के ग्रामीण क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया जायेगा।



सारणी क्रमांक 1.1

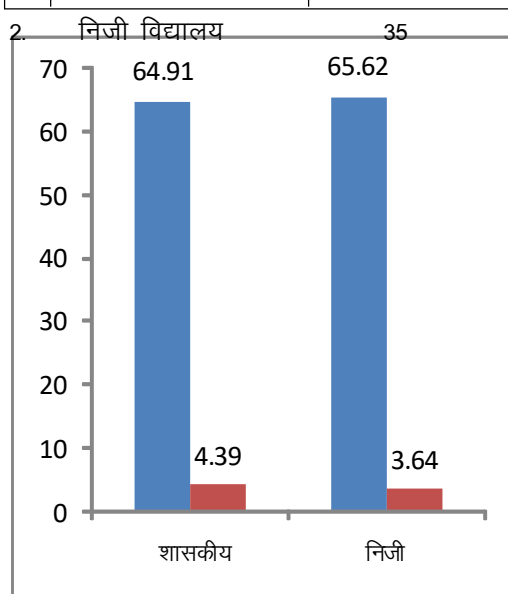
ग्रामीण क्षेत्र के शासकीय एवं निजी विद्यालय के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता का मापन

क्र.	ग्रामीण क्षेत्र (विद्यार्थी)	न्यादर्श की संख्या	मध्यमान	मानक विचलन	टीमूल्य
1.	शासकीय विद्यालय	35	68.68	3.22	0.919
2.	निजी विद्यालय	35	69.48	4.04	

परिकल्पना 3 : हायर सेकेंडरी स्तर पर शहरी क्षेत्र के व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर शासकीय एवं निजी विद्यालय के छात्र-छात्राओं में नहीं पाया जाएगा।

सारणी क्रमांक 1.3
शहरी क्षेत्र के शासकीय एवं निजी विद्यालय के विद्यार्थियों हेतु व्यावसायिक शिक्षा की आवश्यकता का मापन

क्र.	शहरी क्षेत्र (विद्यार्थी)	न्यादर्श की संख्या	मध्यमान	मानक विचलन	"टी"
			मूल्य		
1.	शासकीय विद्यालय	35	64.91	4.39	0.739



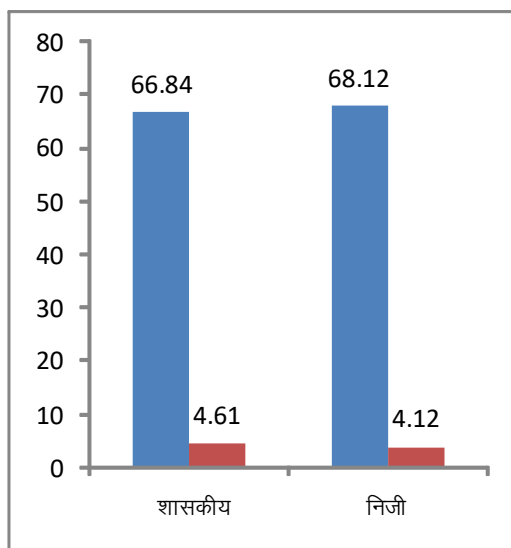
व्याख्या : उपरोक्त सारणी क्र. 1.3 के अवलोकन से स्पष्ट होता है कि शहरी क्षेत्र के शासकीय विद्यालय के विद्यार्थियों का मध्यमान 64.91 एवं मानक विचलन 4.39 प्राप्त हुआ। तथा निजी विद्यालय के विद्यार्थियों का मध्यमान 65.62 तथा मानक विचलन 3.64 प्राप्त हुआ। गणना के आधार पर "टी मूल्य" का मान 0.739 पाया गया। जो कि स्वतंत्रता की कोटि (df 68) की सार्थकता स्तर 0.05 सारणीयन मान से कम पाया गया। अर्थात् शहरी क्षेत्र के शासकीय एवं निजी विद्यालय के विद्यार्थियों में व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया। अतः इस परिकल्पना की पुष्टि की गई।

परिकल्पना 4 : हायर सेकेंडरी स्तर के छात्र एवं छात्राओं के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया जाएगा।

सारणी क्रमांक 1.4
छात्र एवं छात्राओं के मध्य व्यावसायिक शिक्षा की आवश्यकता का मापन

क्र.	ग्रामीण एवं शहरी	न्यादर्श की संख्या	मध्यमान	मानक विचलन	"टी"
	विद्यालय के विद्यार्थी				
1.	शासकीय विद्यालय	50	66.84	4.61	1.47

व्याख्या : उपरोक्त सारणी क्र. 1.4 के विश्लेषण से स्पष्ट होता है कि ग्रामीण एवं शहरी क्षेत्र के विद्यालयों के छात्रों का मध्यमान 66.84 एवं मानक विचलन 4.61 प्राप्त हुआ तथा छात्राओं का मध्यमान 68.12 तथा मानक विचलन 4.12 प्राप्त हुआ।



स्वतंत्रता की कोटि (df 98) की सार्थकता स्तर 0.05 पर सारणीयन मान से कम है। अर्थात् छात्र एवं छात्राओं के मध्य व्यवसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया। अतएव इस परिकल्पना की पुष्टि होती है।

निष्कर्ष : उपरोक्त सारणी के विश्लेषण के आधार पर निम्न लिखित निष्कर्ष प्राप्त हुए।

1. हायर सेकेंडरी स्तर के ग्रामीण एवं शहरी क्षेत्र के विद्यालय के विद्यार्थियों के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया।
2. हायर सेकेंडरी स्तर के ग्रामीण क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया।
3. हायर सेकेंडरी स्तर के शहरी क्षेत्र के शासकीय एवं निजी विद्यालयों के विद्यार्थियों के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया।

संदर्भ ग्रंथ सूची :-

- भटनागर सुरेश, आधुनिक भारतीय शिक्षा और उसकी समस्याएं, सूर्या पब्लिकेशन, मेरठ।
 कपिल एच.के., अनुसंधान विधियां, भार्गव बुक हाउस, आगरा।
 राय पारसनाथ, अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल, आगरा।

4. हायर सेकेंडरी स्तर के ग्रामीण एवं शहरी विद्यालय के छात्र एवं छात्राओं के मध्य व्यावसायिक शिक्षा की आवश्यकता में सार्थक अंतर नहीं पाया गया।

उपरोक्त निष्कर्षों के आधार पर ग्रामीण एवं शहरी विद्यालयों तथा शासकीय एवं निजी विद्यालयों एवं छात्र-छात्राओं के मध्य व्यावसायिक शिक्षा की आवश्यकताओं में सार्थक अंतर नहीं पाया गया। इसका मुख्य कारण वर्तमान में चाहे ग्रामीण क्षेत्र हों या शहरी क्षेत्र हों सभी लोग व्यवसाय का महत्व समझ गये। और व्यवसाय से जुड़कर अपने पैरों पर खड़ा होना चाहते हैं। इसी तरह छात्राएँ भी आत्मनिर्भर बनना चाहती हैं। उनकी सोच भी व्यापक हो गई है। अतः छात्र एवं छात्राएँ चाहे ग्रामीण या शहरी विद्यालय के हों चाहे शासकीय या निजी विद्यालय से संबंधित हों व्यावसायिक शिक्षा पर ही जोर देते हैं तथा व्यावसायिक शिक्षा की आवश्यकता को महत्व देते हैं। जिससे वे बड़े होकर स्वावलम्बी बन सकें तथा अपना जीविकोपार्जन कर सकें।

सुझाव : उपरोक्त निष्कर्षों के आधार पर निम्नलिखित सुझाव दिए गए हैं :-

1. व्यावसायिक शिक्षा पाठ्यक्रम माध्यमिक स्तर पर सभी विद्यालयों में लागू किया जाए।
2. ऐसे विद्यालय जहाँ व्यावसायिक शिक्षा संचालित है वहाँ पर्याप्त मात्रा में शिक्षण सामग्री उपलब्ध कराई जाए, जिससे अध्ययन-अध्यापन में कठिनाई न हो। व्यावसायिक शिक्षा के अध्यापन हेतु शिक्षकों की पर्याप्त मात्रा में नियुक्ति कराई जाए।
3. व्यावसायिक पाठ्यक्रम में सैद्धांतिक पक्ष की अपेक्षा व्यावहारिक पक्ष पर अधिक बल दिया जाए। व्यावसायिक शिक्षा हेतु अध्यापकों को प्रशिक्षण दिया जाए।

अनुसूचित जाति एवम् सामान्य जाति के छात्रों की शैक्षणिक उपलब्धि और सामान्य दुश्चिन्ता का अध्ययन

डॉ. विकास मोदी*

सारांश

माता-पिता और अभिभावकों की यह इच्छा रहती है कि उनके बच्चे शैक्षिक उपलब्धि की सीढ़ी पर अधिक से अधिक उच्च स्तर प्राप्त करें। शैक्षिक उपलब्धि की अधिकतम प्राप्ति की अभिलाषा बालक तथा माता-पिता दोनों पर ही दबाव डालती है। यह दबाव केवल माता-पिता तक ही सीमित नहीं रहता बल्कि अध्यापक, विद्यालय और यहाँ तक की शैक्षिक व्यवस्था पर भी स्पष्ट रूप से नजर आता है। ऐसा प्रतीत होता है शिक्षा की सम्पूर्ण व्यवस्था ही शैक्षिक निष्पत्ति के चारों ओर केन्द्रित है। विद्यालयों का अधिकतर समय इसी बात में व्यतीत होता है कि उनके विद्यार्थियों की शैक्षिक उपलब्धि किस प्रकार से अधिकतम हो। विद्यालय के सारे प्रसास इसी बिन्दु पर केन्द्रित रहते हैं।

शैक्षिक उपलब्धि को बालक की दुश्चिन्ता निश्चित रूप से प्रभावित करती है। दुश्चिन्ता दो प्रकार की होती है यथा सामान्य दुश्चिन्ता तथा शैक्षणिक दुश्चिन्ता। इन दोनों ही चरों को लेकर बहुत कम अनुसंधान हुये हैं। इसलिए शोधकर्ता ने अपने अध्ययन में इसे ही चर के रूप में चुना है।

प्रस्तावना

किसी भी समाज की संरचना अनेक तत्वों से मिलकर होती है। सम्पूर्ण समाजिक व्यवस्था पर अनेक भौगोलिक, ऐतिहासिक, सांस्कृतिक, धार्मिक, राजनैतिक, दार्शनिक एवं भाषायी कारकों को समझने के लिए जो अत्यधिक महत्वपूर्ण कारक है, वह है शिक्षा। शिक्षा ही एक मात्र ऐसा कारक है जो किसी भी समाज और राष्ट्र का निर्माण करने के लिए मानव को आवश्यक ज्ञान, प्रयोजन की चेतना और विश्वास की भावना से ओत-प्रोत करके मानव जीवन को अर्थपूर्ण साधन प्रदान करती है। शिक्षा ही मानव संसाधन के विकास का समग्र साधन है।

माता-पिता और अभिभावकों की यह इच्छा रहती है कि उनके बच्चे शैक्षिक उपलब्धि की सीढ़ी पर अधिक से अधिक उच्च स्तर प्राप्त करें। शैक्षिक उपलब्धि की अधिकतम प्राप्ति की अभिलाषा बालक तथा माता-पिता दोनों पर ही दबाव डालती है। यह दबाव केवल माता-पिता तक ही सीमित नहीं रहता बल्कि अध्यापक, विद्यालय और यहाँ तक की शैक्षिक व्यवस्था पर भी स्पष्ट रूप से नजर आता है। ऐसा प्रतीत होता है शिक्षा की सम्पूर्ण व्यवस्था ही शैक्षिक निष्पत्ति के चारों ओर केन्द्रित है। शिक्षा का उद्देश्य केवल शैक्षिक निष्पत्ति प्राप्त करना नहीं है। वरन् इसके

* सहा. प्राध्यापक, शाह गोवर्धनलाल काबरा शिक्षक महाविद्यालय (सीटीई), जोधपुर. राजस्थान

माध्यम से हम और विभिन्न सीखने के प्रतिफलों को भी विद्यार्थियों में विकसित करना चाहते हैं। परन्तु विद्यालयों का अधिकतर समय इसी बात में व्यतीत होता है कि उनके विद्यार्थियों की शैक्षिक उपलब्धि किस प्रकार से अधिकतम हो। विद्यालय के सारे प्रसास इसी बिन्दु पर केन्द्रित रहते हैं।

शैक्षिक उपलब्धि को बालक की दुश्चिन्ता निश्चित रूप से प्रभावित करती है। दुश्चिन्ता दो प्रकार की होती है, सामान्य दुश्चिन्ता तथा शैक्षणिक दुश्चिन्ता। इन दोनों ही चरों को लेकर बहुत कम अनुसंधान हुये हैं। इसलिए शोधकर्ता ने अपने अध्ययन में इसे ही चर के रूप में चुना है।

शोध अध्ययन के प्रमुख उद्देश्य

शोधकर्ता ने अध्ययन के कुछ उद्देश्य निर्धारित किये हैं जो इस प्रकार से हैं :-

- सामान्य व अनुसूचित जाति के छात्रों की बीच सामान्य दुश्चिन्ता की तुलना करना,
- सामान्य व अनुसूचित जाति के छात्रों के बीच शैक्षणिक उपलब्धि की तुलना करना।

शोध अध्ययन की परिकल्पनायें

- सामान्य व अनुसूचित जाति के छात्रों की सामान्य दुश्चिन्ता के बीच सार्थक अंतर होगा।
- सामान्य व अनुसूचित जाति के छात्रों की शैक्षणिक उपलब्धि के बीच सार्थक अंतर होगा।

शोध अध्ययन का न्यादर्श

प्रस्तुत शोधकार्य के लिये जोधपुर शहर के हिन्दी माध्यम के विभिन्न उच्च माध्यमिक विद्यालयों के कक्षा

11 के कुल 400 (200 अनुसूचित जाति तथा 200 सामान्य) विद्यार्थियों का चयन किया गया है। न्यादर्श का चयन यादृच्छिक आधार पर किया गया। प्रत्येक विद्यालय से 50 अनुसूचित जाति व 50 सामान्य जाति के छात्रों का चयन किया गया।

शोध अध्ययन में प्रयुक्त विधि

किसी भी योजना की सफलता उसकी योजना व क्रियाविधि पर आधारित होती है। शिक्षा मनोविज्ञान द्वारा अनुसंधान की अनेक विधियाँ प्रयुक्त की जाती हैं। प्रत्येक अनुसंधानकर्ता अधिक विश्वसनीय व ठोस परिणामों की प्राप्ति हेतु कथिपय विधियों का चयन करता है। प्रस्तुत अनुसंधान में सर्वेक्षण विधि का प्रयोग किया गया है। सामाजिक व शैक्षिक क्षेत्रों में सर्वे एक महत्वपूर्ण साधन व उपकरण है।

शोध अध्ययन में प्रयुक्त उपकरण

सामान्य दुश्चिन्ता मापनी

यह परीक्षण डी.ए.कुमार द्वारा निर्मित है। यह परीक्षण विद्यार्थियों के दुश्चिन्ता स्तर को मापने के लिए बनाया जाता है। इसमें कुल 45 कथन हैं। यह एक आत्मपरीक्षण मापनी है। इसके उत्तर हाँ अथवा ना में दिये जाते हैं।

शैक्षणिक उपलब्धि

छात्रों की शैक्षिक उपलब्धि के तुलनात्मक अध्ययन हेतु छात्रों के दसवीं कक्षा में प्राप्त अंकों को एकत्रित किया गया है।

शोध अध्ययन में प्रयुक्त सांख्यिकी प्रक्रिया

प्रस्तुत शोध अध्ययन हेतु मध्यमान, प्रमाप विचलन, टी - परीक्षण और सहसंबंध गुणांक जैसी सांख्यिकी प्रविधियों का उपयोग किया गया है।

सारणी क्रमांक 1

सामान्य एवं अनुसूचित जातिके छात्रों की सामान्य दुश्चिन्ता का अध्ययन

क्र.	छात्रों की सामान्य दुश्चिन्ता	न्यादर्श	मध्यमान	मानक विचलन	“टी” मूल्य
1.	सामान्य जाति	200	30.57	13.99	3.31
2.	अनुसूचित जाति	200	26.05	12.49	

उपरोक्त तालिका को देखने से यह ज्ञात होता है। प्रमाप विचलन 12.49 है। इनका “t”- मूल्य 3.31 है सामान्य जाति के छात्रों की सामान्य दुश्चिंता का जोकि 0.01 स्तर पर सार्थक है। अर्थात् सामान्य जाति मध्यमान 30.57 तथा प्रमाप विचलन 13.99 है तथा के छात्रों की सामान्य दुश्चिंता तथा अनुसूचित जाति के के छात्रों की सामान्य दुश्चिंता के बीच सार्थक अंतर है।

सारणी क्रमांक 2

सामान्य एवं अनुसूचित जाति के छात्रों की शैक्षिक उपलब्धि

क्र.	छात्रों की शैक्षिक उपलब्धि	न्यादर्श	मध्यमान	मानक विचलन	“टी” मूल्य
1.	सामान्य जाति	200	59.0	9.56	1.89
2.	अनुसूचित जाति	200	60.7	10.59	

उपरोक्त तालिका को देखने से ज्ञात होता है कि सामान्य जाति के छात्रों की शैक्षणिक उपलब्धि का मध्यमान 59.00 तथा प्रमाप विचलन 9.56 है। अनुसूचित जाति के छात्रों की शैक्षणिक उपलब्धि का मध्यमान 60.7 तथा प्रमाप विचलन 10.59 है तथा इनका “t”-मूल्य 1.89 है जोकि 0.05 स्तर सार्थक नहीं है। अर्थात् यह कहा जा सकता है कि सामान्य जाति के छात्रों तथा अनुसूचित जाति के छात्रों की शैक्षणिक उपलब्धि के बीच कोई सार्थक अंतर नहीं है।

शोध अध्ययन के निष्कर्ष

- ◆ सामान्य छात्रों में सामान्य दुश्चिंता औसत श्रेणी की होती है।
- ◆ सामान्य छात्रों में सामान्य दुश्चिंता होने पर शैक्षणिक उपलब्धि भी बढ़ती है क्योंकि दुश्चिंता बढ़ने से छात्र मेहनत भी अधिक करते हैं जिससे उनकी शैक्षणिक उपलब्धि बढ़ती है।

- ◆ अनुसूचित जाति के छात्रों में सामान्य दुश्चिंता औसत श्रेणी की होती है।
- ◆ अनुसूचित जाति के छात्रों में सामान्य दुश्चिंता होने से शैक्षणिक उपलब्धि भी बढ़ती है क्योंकि दुश्चिंता बढ़ने से छात्र अधिक मेहनत करते हैं जिससे उनकी शैक्षणिक उपलब्धि भी बढ़ती है।
- ◆ सामान्य व अनुसूचित जाति के छात्रों की सामान्य दुश्चिंता में अंतर होता है। अनुसूचित जाति के छात्रों को सरकार के द्वारा काफी सुविधायें प्रदान की गई हैं। जिससे उनमें सामान्य दुश्चिंता सामान्य छात्रों की अपेक्षा कम होती है।
- ◆ सामान्य व अनुसूचित जाति के छात्रों के बीच शैक्षणिक उपलब्धि में आज कोई विशेष अंतर नहीं है क्योंकि अनुसूचित जाति के छात्र भी आजकल शिक्षा की ओर पूरा-पूरा ध्यान देने लगे हैं, जिससे उनकी शैक्षणिक उपलब्धि बढ़ी है।

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अध्यापन में सूचना संचार प्रौद्योगिकी का प्रयोग : बिलासपुर जिले के छात्राध्यापक के संदर्भ में एक अध्ययन

कु. पायल शर्मा *

सारांश

मानव जीवन का हर क्षेत्र आज सूचना प्रौद्योगिकी से प्रभावित है। इससे, उसके सामाजिक, आर्थिक, सांस्कृतिक एवं शैक्षिक-जीवन, पूर्णरूप से प्रभावित हो गया है। अतः इसे सूचना प्रौद्योगिकी युग की संज्ञा देना उचित होगा। सूचना प्रौद्योगिकी के बढ़ते प्रभाव से अध्यापक शिक्षा का क्षेत्र भी अछूता नहीं है। वर्तमान शोध अध्ययन, अध्यापन में सूचना संचार प्रौद्योगिकी का प्रयोग के संदर्भ में बी.एड. एवं एम.एड. पाठ्यक्रम अध्ययनरत छात्राध्यापकों की जागरूकता का पर किया गया। इस हेतु शोधकर्ता द्वारा निर्मित सूचना संचार प्रौद्योगिकी जागरूकता मापनी एवं प्रशिक्षार्थियों की उपलब्धि परीक्षण मापनीका उपयोग किया गया। छात्राध्यापकों में सूचना संचार प्रौद्योगिकी के प्रति उच्च जागरूकता पाई गयी।

भूमिका :

वर्तमान युग सूचना संचार प्रौद्योगिकी (Information Communication Technology) का है। अध्ययन-अध्यापन के क्षेत्र में ओवर हेड प्रोजेक्टर, टी.वी., सी.डी. प्लेयर, कैमेरा, कम्प्यूटर, एल. सी. डी. प्रोजेक्टर, इंटरनेट, एड्युसेट आदि उपकरणों का अध्यापन में उपयोग आम बात हो गई है। सूचना प्रौद्योगिकी के तीव्र विस्तार के कारण मानव जीवन की गतिविधियों में क्रांतिकारी परिवर्तन आए हैं। सूचना संचार प्रौद्योगिकी (ICT) के महत्व को ध्यान में रखते हुए कम्प्यूटर शिक्षा को विद्यालयों, महाविद्यालयों, विश्वविद्यालयों एवं अध्यापक शिक्षा पाठ्यक्रम में सम्मिलित किया गया है। वर्तमान में शिक्षक प्रशिक्षण संस्थानों में प्रशिक्षणरत विद्यार्थी ही भविष्य में शिक्षक

बनेंगे। इस बदलते युग में यदि शिक्षकों में सूचना संचार प्रौद्योगिकी (ICT) के प्रति पर्याप्त जागरूकता नहीं होगी, वे इसका उपयोग अपने कक्षा अध्यापन में नहीं कर सकेंगे।

वर्तमान शोध अध्ययन, बी. एड. एवं एम. एड. पाठ्यक्रम अध्ययनरत प्रशिक्षार्थियों में सूचना संचार प्रौद्योगिकी (ICT) के प्रति जागरूकता विकसित करने तथा उनके जागरूकता स्तर के अध्ययन से सम्बंधित है।

अध्ययन के उद्देश्य :

1. छात्राध्यापकों में आई सी टी के प्रति जागरूकता का अध्ययन करना।
2. छात्राध्यापकों का आई सी टी के परिपेक्ष्य में आधारभूत ज्ञान का अध्ययन करना।

* प्राध्यापक, डी. पी. विप्र शिक्षा महाविद्यालय, बिलासपुर छ.ग.

3. छात्राध्यापकों द्वारा कक्षा-शिक्षण में आईसीटी के उपयोग का अध्ययन करना।
4. आईसीटी के उपयोग से छात्राध्यापकों में कौशलों में होने वाले विकास का अध्ययन करना।
5. कक्षा-शिक्षण में छात्राध्यापकों को आईसीटी के उपयोग में आने वाली समस्याओं का अध्ययन करना।

परिकल्पनाएँ:

- H₀₁ - छात्राध्यापकों में आईसीटी के प्रति कोई जागरूकता नहीं होती है।
- H₀₂ - छात्राध्यापकों में आईसीटी के आधारभूत ज्ञान पर उनके लिंग का सार्थक प्रभाव नहीं पड़ता है।
- H₀₃ - छात्राध्यापकों के आईसीटी के आधारभूत ज्ञान पर उनके क्षेत्र का सार्थक प्रभाव नहीं पड़ता है।
- H₀₄ - आईसीटी के उपयोग से छात्राध्यापकों के तकनीकी कौशलों का विकास नहीं किया जा सकता है।
- H₀₅ - कक्षा शिक्षण में आईसीटी जागरूकता एवं शिक्षक अभिवृत्ति के मध्य सहसंबंध नहीं होता है।

शोध विधि :-

अध्ययन की प्रकृति के आधार पर प्रस्तुत शोध हेतु वर्णनात्मक शोध विधि का प्रयोग किया गया है।

न्यादर्श :-

बिलासपुर जिले के डॉ. सी. वी. रामन् शिक्षा महाविद्यालय, कोटा, जिला बिलासपुर छ.ग. के बी.एड. एवं एम.एड. प्रशिक्षार्थियों को लिया गया है, जिनका वितरण निम्नानुसार है -

तालिका क्र. 1

न्यादर्श का लिंग एवं क्षेत्रवार वितरण

लिंग/क्षेत्र	ग्रामीण	शहरी	कुल
पुरुष	28	30	58
महिला	28	19	47
कुल	56	49	105

प्रयुक्त उपकरण :-

प्रदत्तों के संकलन हेतु सूचना संचार प्रौद्योगिकी जागरूकता मापनी एवं उपलब्धि परीक्षण का उपयोग किया गया।

सूचना संचार प्रौद्योगिकी मापनी :-

छात्राध्यापकों में आई.सी.टी. जागरूकता मापने हेतु उपयुक्त उपकरण उपलब्ध न होने के कारण अनुसंधानकर्ता के द्वारा स्वनिर्मित मापनी का उपयोग किया गया। इस मापनी के 30 पद हैं, जो निम्नलिखित चार क्षेत्रों पर आधारित हैं:-

1. आई.सी.टी. जागरूकता
 2. आई.सी.टी. आधारित शिक्षक अभिवृत्ति
 3. कक्षा शिक्षण में आई.सी.टी. का उपयोग
 4. आई.सी.टी. के उपयोग में संस्थान प्रबंधन से सहयोग
- यह मापनी पंच बिन्दु आधारित अभिवृत्ति मापनी है।

उपलब्धि परीक्षण :-

उपलब्धि परीक्षण का निर्माण अनुसंधानकर्ता के द्वारा किया गया है इसमें कुल पदों की संख्या 30 है जो व्यक्तिगत सिद्धान्त एवं अधिगम सिद्धान्त विषय पर आधारित हैं।

इन पदों को ब्लूम के वर्गीकरण के आधार पर ज्ञान, कौशल, अनुप्रयोग विश्लेषण संश्लेषण एवं मूल्यांकन शीर्षकों के अन्तर्गत वर्गीकृत किया गया।

सांख्यिकी विश्लेषण :-

प्रदत्तों का विश्लेषण कर वितरण के प्रसमान्यता की जाँच की गई जिसका विवरण तालिका क्र. 2 में दिया गया है।

H₀₁ - छात्राध्यापकों में आईसीटी के प्रति जागरूकता नहीं होती है।

निष्कर्ष - परिकल्पना के परीक्षण हेतु स्वनिर्मित मापनी के प्रश्नों के औसत प्राप्तांक 90 एवं मापनी के प्रशासन द्वारा प्राप्त प्राप्तांकों के मध्यमान 115.64 प्राप्त हुआ

तालिका क्र. 2

Mean = 115.64	Median = 115.26
Mode = 115	SD = 05.12
Q = 3.38	P90 = 122.03
P10 = 108.38	SK = 0.125
Ku = 0.25	

जो मापनी के प्रश्नों के औसत प्राप्तांकों का मान से अधिक है। अतः शून्य परिकल्पना अस्वीकृत की जाती है। अतः कहा जा सकता है कि छात्राध्यापकों में आईसीटी के प्रति जागरूकता पायी गई।

H₀₂ – छात्राध्यापकों में आईसीटी के आधारभूत ज्ञान पर उनके लिंग का सार्थक प्रभाव नहीं पड़ता है।

निष्कर्ष – उपरोक्त परिकल्पना के परीक्षण हेतु आईसीटी मापनी के प्रशासन से प्राप्त आंकड़ों को महिला छात्राध्यापकों एवं पुरुष छात्राध्यापकों में वर्गीकृत किया गया एवं आंकड़ों के आधार पर मध्यमान एवं प्रमाणिक विचलन की गणना की गई।

उपरोक्त सारणी से स्पष्ट है कि महिला छात्राध्यापक के प्राप्तांकों से प्राप्त मध्यमान 115.92 व प्रमाणिक विचलन 5.32 है। पुरुष छात्राध्यापकों के प्राप्तांकों से

प्राप्त मध्यमान 115.29 व प्रमाणिक विचलन 4.84 है। जिनके सार्थकता के परीक्षण के लिए टी परीक्षण निकाला गया है जिसका मान गणना द्वारा 0.63 प्राप्त हुआ। स्वतंत्रता की कोटि 103 के 0.05 स्तर के मान 1.98 से कम है। परिकल्पना स्वीकृत की गई। अतः छात्राध्यापकों में आईसीटी के आधारभूत ज्ञान पर उनके लिंग का सार्थक प्रभाव नहीं पड़ता है।

H₀₃ – छात्राध्यापकों में आईसीटी के आधारभूत ज्ञान पर उनके क्षेत्र का सार्थक प्रभाव नहीं पड़ता है।

निष्कर्ष – परिकल्पना के परीक्षण हेतु आईसीटी मापनी के प्रशासन से प्राप्त आंकड़ों को शहरी एवं ग्रामीण क्षेत्र के आधार पर वर्गीकृत किया गया एवं आंकड़ों के आधार पर मध्यमान, प्रमाणिक विचलन की गणना की गई।

उपरोक्त सारणी से स्पष्ट है कि शहरी क्षेत्र के छात्राध्यापकों के प्राप्तांकों से प्राप्त मध्यमान 115.71 व प्रमाणिक विचलन 5.36 है एवं ग्रामीण क्षेत्र के छात्राध्यापकों के प्राप्तांकों से प्राप्त मध्यमान 115.57 व प्रमाणिक विचलन 4.72 है। जिनके सार्थकता के जाँच के लिए टी परीक्षण किया गया। जिसका मान गणना द्वारा 0.14 प्राप्त हुआ जो स्वतंत्रता की कोटि 103

तालिका क्रमांक 3

महिला एवं पुरुष छात्राध्यापकों की आईसीटी के आधारभूत ज्ञान का अध्ययन

क्र.	तुलनात्मक समूह	न्यादर्श	मध्यमान	मानक विचलन	“टी” मूल्य
1.	महिला छात्राध्यापक	46	115.92	5.32	0.63
2.	पुरुष छात्राध्यापक	59	115.29	4.84	सार्थक नहीं

तालिका क्रमांक 4

शहरी एवं ग्रामीण छात्राध्यापकों की आईसीटी के आधारभूत ज्ञान का अध्ययन

क्र.	तुलनात्मक समूह	न्यादर्श	मध्यमान	मानक विचलन	“टी” मूल्य
1.	शहरी छात्राध्यापक	49	115.71	5.36	0.14
2.	ग्रामीण छात्राध्यापक	56	115.57	4.72	सार्थक नहीं

के 0.05 स्तर के मान 1.98 से कम है। परिकल्पना स्वीकृत होती है। अतः छात्राध्यापकों में आईसीटी के आधारभूत ज्ञान पर उनके क्षेत्र का सार्थक प्रभाव नहीं पड़ता है।

H₀₄ आईसीटी के उपयोग से छात्राध्यापकों में तकनीकी कौशलों का विकास नहीं किया जा सकता है।

निष्कर्ष :— उपरोक्त परिकल्पना के परीक्षण हेतु सूचना संचार प्रौद्योगिकी जागरूकता मापनी के तकनीकी कौशल के उपयोग से संबंधित क्षेत्र अर्थात् मापनी के ICT Awareness एवं ICT Based Classroom Teaching क्षेत्र के प्रश्नों को आधार माना गया है। जिसके अनुसार न्यूनतम प्राप्तांक 12 व अधिकतम प्राप्तांक 60 प्राप्त होते हैं। इनके मध्य औसत प्राप्तांक 36 है।

तालिका क्र. 5

Mean = 46.8	Median = 44.9
Mode = 41.1	SD = 02.06
Q = 02.46	P90 = 50.45
P10 = 42.55	Ku = 0.31

प्राप्तांकों से प्राप्त मध्यमान 46.8 है जो मापनी के क्षेत्र आधारित प्रश्नों औसत प्राप्तांक 36 से अधिक है अतः कहा

जा सकता है कि, आईसीटी के उपयोग से छात्राध्यापकों में तकनीकी कौशलों का विकास किया जा सकता है।

H₀₅—कक्षा शिक्षण में आईसीटी जागरूकता एवं शिक्षक अभिवृत्ति के मध्य सार्थक सहसम्बंध नहीं होता है।

निष्कर्ष —उपरोक्त परिकल्पना के परीक्षण हेतु आईसीटी जागरूकता क्षेत्र के 6 प्रश्न एवं मापनी के शिक्षक अभिवृत्ति क्षेत्र से 13 प्रश्नों के प्रत्युत्तरों के आधार पर आईसीटी जागरूकता एवं शिक्षक अभिवृत्ति के मध्य सहसम्बंध की गणना की गयी। गणना के द्वारा सहसम्बंध गुणांक 0.01 प्राप्त हुआ जो स्वतंत्रता की कोटि 103 के 0.05 स्तर के सारणीगत मान 0.178 से कम है। अतः परिकल्पना स्वीकृत होती है। आईसीटी जागरूकता एवं शिक्षक अभिवृत्ति के मध्य सहसम्बंध नहीं पाया गया। अतः छात्राध्यापकों द्वारा आधुनिक विधि से शिक्षण कराने में रुचि रुचि पायी गयी।

उपसंहार

छात्राध्यापकों में व्यक्तित्व निर्माण एवं आधुनिक युग के साथ कंधे से कंधा मिलाकर चलने के लिए आईसीटी के प्रति उनका दृष्टिकोण साकारात्मक होना चाहिए।

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