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Dear Friend,

Right to Education has come into force in India on 1st April 2010. The Right of Children to Free and Compulsory Education Act. 2009 (RTE) was received assent of the President on 26th August 2009, has following provisions;

i) Every child between six to fourteen years, shall have the right to free and compulsory education in a neighbourhood school, till completion of elementary education.

ii) No child shall be liable to pay any kind of fee or charges or expenses which may prevent him/her pursuing and completing elementary education.

iii) Children above six years of age, who have not been admitted in schools shall be admitted in a class appropriate to his/her age.

iv) Appropriate government and the local authority shall establish a school, if not established within the area.

The central and state governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

In order to introduce RTE as a fundamental right, 86th Constitutional Amendment has been introduced on 12th December 2002 and several measures for establishing the quality of primary education are being taken. For improvement of the quality of the teachers, minimum qualification of the teachers has been established as Senior Secondary with 50% marks and 2-years Diploma in Education for classes I-V and B.A/B.Sc. with 50% marks and 2-year D.Ed./1-year B.Ed. for classes VI-VIII and they have to pass the Teacher Eligibility Test, to be conducted by appropriate Government in accordance with the Guidelines framed by NCTE for the purpose.

B.V. Ramana Rao

About
RESEARCHERS ORGANIZATION, BILASPUR (C.G.)

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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

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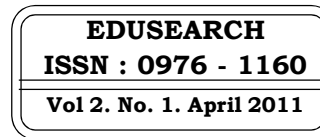
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A Study of Attitude of University Students towards Environmental Education

*Dr. Mubarak Singh**

Abstract

The present study investigates the attitude of Jammu university students on environmental education. Sample of the study consisted of 180 university students belonging to different faculties. To select sample, cluster random sampling technique was employed. An attitude scale was developed by the investigator using Likert method. Statistical techniques such as Mean and ANOVA were used. The study revealed that there were significant differences between students belonging to sciences and social sciences group in their attitude towards environmental education.

Introduction

Environmental education is a priority area in the field of education. It is a process of providing learning experiences to obtain knowledge, understanding, skills and awareness with desirable attitudinal changes about man's relationship with his natural and man-made surrounding which include the relation of population, pollution, resource allocation, transportation and urban and rural planning to the total human environment. 'Environment' is defined as the process of development and it is the aggregate of all the external conditions and influences affecting the

life and development of man and other living organisms. Man's environment consists of natural as well as social cultural environment. Education can change and improve the quality of man's environment for desirable modification of behavior.

Broadly speaking environmental education is the education 'through' environment, about environment and 'for' environment. It is both style and subject-matter of education. As so far style is concerned, it means using teaching about the components or constitutions of environment and so far as the teaching is concerned it means controlling the environment,

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establishing proper ecological equalization which entails proper use and conservation of resources and also involves the control of environmental pollution. It also includes proper environmental planning so that the environment is not only functionally useful but is also enjoyable.

Environmental education is a process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relations among man and his bio-physical surroundings. It also entails practice in decision-making and self-formulating a code of behavior about issues concerning environmental quality. 'Environmental education is a way of implementing the goals of environmental protection. It is not a separate branch of science or field of study. It should be carried out according to the principles of the life-long integral education '(UNESCO, 1976).

Rationale

Man, driven by his unquenching thirst for comforts, is so arrogantly misusing his environment that he is virtually suffocating himself. Meyer says, "An individual can be said to be healthy only if he/she is well fed, decently housed and adequately educated, enjoys pure water; proper sanitation, a clean environment and is able to secure work, live in peace and play a significant part in the community.

The deep and profound links of man with his environment is very clear. The

air we breathe, the water we drink, the food we eat and the product we use or discard, bind us to the working of local as well as global ecosystem.

The life support systems are bound by well defined limits (Shiva 1989). The more the stress we exert on them the greater is the harm we cause to ourselves. The rapid population growth, deforestation, urbanization, industrialization, increase in automobiles on the one hand, and wasteful exploitation of natural resources, on the other hand are creating a counter-productive environment for human beings. Mankind has rapidly modified the biomes found all over the world and changed the distribution and habitat of species. Consequently, the natural flora and fauna, to large extent have disappeared.

Although all-round development and growth is very essential to eradicate poverty and improve living standards, yet unplanned and irregular development bring environmental degradation. About 1000 species are currently threatened with extinction. Tropical rain forests and forests in the semi-arid zones have disappeared at an alarming rate. Potable fresh water is one of the major necessities of life but for millions of people of the world, it is a scarce and hard-won resources. The UN Conference on Human Settlements (1977) and on Water showed concern towards this direction. Water is polluted by discharges from industries, agricultural chemicals and domestic wastes.

The third world countries lack costly means to eradicate air-borne emissions. Acid rains caused devastating effects in some regions of Europe and America. Sulphur dioxide and other industrial emissions are causing a serious threat to the historical Taj Mahal in Uttar Pradesh.

The ozone layer which absorbs the Band of Ultraviolet rays coming from the sun because of presence of CFC is depleting and shrinking which is very fatal for global environment. Besides raising the incidence of skin cancer, the UV-B radiation would be harmful for to vestal and aquatic organisms including fish and crops (Raina, 1980). Various efforts are being made to protect environment and control environmental pollution.

For suitable and sustainable development and conservation of our environment, people's participation and awareness is basic. For bringing about environmental protection of two broad objectives that need to be framed are: (1) environmental education and (2) management education.

1.Environmental Education: It plays an important role and should be the main objective for development. This education will shape the actions of the people after building in them positive and healthy attitude.

2. Management education: The second objective may be the management education and conservation and management of environment.

It is here that the people should come forward and take up the challenges of the problem of environmental deterioration. There should be a change

in our television telecast , radio broadcasting and film patterns. The attitudinal studies at micro and macro level will enable to restructure environmental education curriculum from primary to post-graduate level and save our rich natural environment. Therefore, the present study is an attempt to probe into the attitudes towards different aspects of our natural environment, to help them develop strong feeling of concern for environment and help them develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action by each one of them to solve these problems.

Objectives of the study

The objectives of the present study were:

- 1.To study the differences in the attitude of male and female university students towards environmental education.
- 2.To study the differences in the attitude of students pursuing science and social sciences towards environmental education.
- 3.To find out the interactional effect of sex and students pursuing type of courses on their attitudes towards environmental education.

Hypotheses of the study:

Based on the objectives of the study, the investigator formulated the following null hypotheses :

1. There will be no significant difference between male and female students in their attitudes towards environmental education.

2. There will be no significant difference between students pursuing science and social science degrees, in their attitude towards environmental education.
3. There will be no interactional effect of sex and type of courses pursued by students in their attitude towards environmental education.

Review of related literature:

Praharaj, B (1991) conducted a study on environmental knowledge, environmental attitude and perception regarding environmental education among pre-service and in-service secondary school teachers. He reported that (i) the level of environmental knowledge was low among pre-service teachers, although conceptual knowledge was moderate, (ii) both the groups differed significantly in their level of environmental knowledge, and had a favourable attitude towards education although the in-service group had a higher level of attitude than the pre-service group, and (iii) the teachers perceived that environmental education could be a core part of social science and general science also and science subjects in secondary schools as well as mass media have a potential role to play in imparting environmental education.

Gopalkrishnan, S. (1992) attempted to study the impact of environmental education on primary school children. She found that studying environmental education through participatory learning approach had a very good impact on children.

Rathore (2000) studied the scholastic achievement of children studying at the primary level in environmental studies with special reference to MLL and development of remedial teaching strategies. He found that (i) the performance of boys was better than that of girls studying at NFE centres and formal primary schools, (ii) there was a significant difference in scholastic achievement of children studying at rural and urban areas, (iii) there was a significant difference in the performance of overall children studying at NFE centres.

Sengupta, M. (2005) studied environmentally active and passive students in relation to motivation and academic performance. She found that (i) environmental awareness may not always lead to environmental action, the relationship between the two was found weak, (ii) the science group students appeared to be more active and so were sub urban group students, and (iii) there was no difference in environmental awareness and action due to gender and academic performances.

Kohli, M. (2005) studied efficacy of computer-assisted and concept attainment models on students' achievement in environmental science, self-concept and emotional intelligence. She found that (i) computer assisted model and concept attainment model were effective in improving achievement level of students, (ii) learning with computer assisted model and concept attainment changes the aptitude and interest of students, (iii) computer assisted model and concept attainment

model has also been shown to be very effective in enhancing emotional intelligence of the students.

Gihar, S. (2006) reported in his study that (i) there was no significant difference between different groups of the students formed on the basis of their sex in respect of their level of responsibility towards the environment, (ii) there was no significant difference between different groups of the students formed on the basis of their locality in respect of their level of responsibility towards the environment, (iii) there was no significant difference between the groups of students formed on the basis of the subject stream (science/arts/commerce) in respect of their level of responsibility towards the environment. Rout, S. K. and Agarwal, S. (2006) studied the environmental awareness and environmental attitude of students at high school level. They reported that (i) the female students of science stream had more environmental awareness and environmental attitude than that of male students of science stream, (ii) the female students of non-science stream had more environmental awareness and environmental attitude than that of male students of non-science stream, (iii) the female students belonging to rural background had more environmental awareness and environmental attitude than that of male students of rural background, (iv) the female students belonging to urban background had more environmental awareness and environmental attitude than that of male students of urban background,

(v) the students belonging to urban background were comparatively better in terms of their environmental awareness and environmental attitude as compared to students belonging to rural background.

Singh, K.S. (2008) studied the attitude of primary school teachers towards environmental education and found that (i) there was a significant difference in the attitudes of primary school teachers towards environmental education between govt. and private primary school teachers, (ii) there was no significant difference between male and female teachers of govt. and private school teachers towards environmental education, (iii) there was a significant difference in the attitudes of primary school teachers towards environmental education between govt. and private primary school teachers, female teachers had larger variability as compared to that of males.

Methodology:

Descriptive survey method was employed in the present study.

Sample:

Sample in the present study consisted of 160 students studying in the university of Jammu. The sample was selected by using cluster random sampling technique. 80 male students and 80 female students were selected from pure sciences and social sciences respectively.

Tool and Statistical Techniques Employed:

In the present study self developed attitude scale was employed. Attitude scale for environmental education

consisted of 38 items having 5-points responses namely strongly agree (SA), agree(A), undecided (U), disagree (D), and strongly disagree (SD). The reliability of the scale was found 0.85 by using split half method. Mean, and ANOVA were employed for the analysis of the data.

Analysis and Interpretation of Data

Table-1

Summary of 2 × 2 ANOVA

| | Sum of Squares | df | Mean Square | F-ratio | Signi. |
|-------------|----------------|----|-------------|---------|-----------------|
| A (Sex) | 391.6 | 1 | 391.6 | 3.24 | NS |
| B (Faculty) | 667 | 1 | 667 | 5.52 | S at 0.05 level |
| A X B | 6.7 | 1 | 6.7 | 0.05 | NS |
| With in | 9182.9 | 76 | 120.8 | | |
| Total | 10248.2 | 79 | | | |

Table- 2

Showing Mean Values of Male and Female Students of Sciences and Social Sciences

| Category | Mean |
|-----------------|--------|
| Male | 135.6 |
| Female | 140.02 |
| Sciences | 140.7 |
| Social Sciences | 134.9 |

From the Table-1, it is evident that F-ratio for the main effect A (Sex) came out to be 3.24 which was not statistically significant. There were no

significant differences between male and female university students' attitude towards environmental education. The null hypothesis was thus accepted.

Further from Table-1, it is interpreted that F-ratio for the main effect B (sciences and social sciences) was found to be 5.52. The calculated was significant at 0.05 level. It can be interpreted that there were significant differences between students belonging to sciences and social sciences group in their attitude towards environmental education. Further from Table-2 it is evident that students from science department had better attitude than students of social sciences as indicated by their mean scores which came out to be 140.7 and 134.9 for sciences and social sciences respectively.

Table-1 further reflects that the F-ratio for the interactional effect A×B (sex× faculties) was found to be 0.05 which was not significant. It can be interpreted that sex and students belonging to sciences and social sciences taken jointly did not affect the attitude towards environmental education. The third hypothesis on difference is also accepted.

Findings of the Study:

Following were the finding of the study:

- There were no significant differences between male and female university students attitude towards environmental education.
- There were significant difference between students belonging to sciences and social sciences group in their attitude towards environmental education. Students from science

departments had better attitude than students of social sciences.

- There was no interactional effect of gender and faculties on attitude of university students towards environmental education.

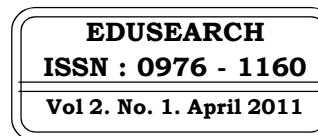
Educational Implications:

Environmental education programme needs to be developed for the community members to generate awareness among them, and also to focus their attention and encourage their participation and also of their wards in the environmental conservation programme.

The present study has implications for the educational planners, curriculum developers, teachers and members of the community that the environmental education is a priority area in the present era and should be considered essential for sustainable development. Students showed positive attitude with variations. Boys and girls did not differ on the basis of sex but they differ on the basis of faculties in their attitude towards environmental education. Environmental education needs to be made integral part of education at all levels and curriculum should be reconstructed.

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Professional Commitment of Special Educators Teaching Children with Special Needs

*SR. Meenakshi**

Abstract

The author brings out the responsibilities of Special Educators serving in schools of special categories management for differently able children. The focus of the study revolving around commitment of such educators has been studied in larger perspectives. It has been investigated to establish the level of commitment with regard to work, salary, promotion, plans & management.

Introduction

The effectiveness of education is very much dependent on the effectiveness of its teachers. A teacher is the single most important factor in the success of a pupil and thereby the entire society. Recognizing the importance of teacher, the National Policy on Education (1986) has rightly remarked: "No system of education can rise above the level of its teachers".

The role and functions of special educators have undergone metamorphosis. Apart from having the qualities of a regular teacher, a teacher working for children with special needs should be more mentally alert and careful about the teaching methods. Therefore, s/he should have more

interest in teaching with an extra ordinary calibre with a balanced personality i.e. they should be well adjusted and satisfied with their jobs. Because of the nature of the job, teachers are prone to occupational stress, which leads not to be committed towards their profession and in turn affects the mental health conditions of the teachers.

Teaching is a vocation and each one of us is stressed at one time or another. Teaching is seen as a highly stressful profession, perhaps more stressful than many others. This is perceived to occur because of the powerful interpersonal demands of the profession and its attendant roles as well as its large task demands and expectations. Similarly

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professional commitment plays an important role in between the teachers teaching the children with special needs should have more interest in teaching, patience and tolerance power.

Professional commitment involves liking for the work and acceptance of the pressure and aspirations connected with the work. Professional commitment is the result of various attitudes possessed by an employee towards his job. It is a positive emotional state that occurs when a person's job seems to fulfil important job values, provided these values are compatible with one's needs.

In the field of special education, Professional commitment is a crucial factor in improving the quality of instruction, educational and research output and student-teacher relationship. Numerous studies have reported high levels of stress and burnout in school teachers. However, most studies have focused on teachers of normal schools; few have reported on the teachers of school of exceptional children. Stress can affect teacher's Professional commitment and their effectiveness with pupils.

Teachers often lower their level of time and energy in job involvement as a result of stress. Prolonged stress can result in burnout. Consequences of burnout include diminished Professional commitment, reduced teacher- pupil rapport and pupil motivation and decreased teacher effectiveness in meeting the educational goals.

Rationale of the study

In light of the fact, it was found that there is paucity of research on teachers working with children for mentally retarded, hearing impaired visually impaired and physically handicapped. Hence the present study is an endeavour to investigate the Professional commitment of special educators working with children with different disabilities. This study, titled "Professional commitment of special educators teaching children with special needs" was carried out to examine the level Professional commitment of special educators. It also investigates the nexus between different levels of Professional commitment of special educators working with children with mental retardation, hearing impaired, visually impairment and physically handicapped. This study becomes particularly necessary because of the existing paucity in research conducted on special educators in the Indian context.

Objectives:

Objectives of the study were-

- To study about the Professional Commitment among special educators teaching children with different needs.
- To study about the difference in Professional Commitment among special educators with respect to their domains.

Hypotheses

Following hypotheses were formulated for the study-

1. There would be no significant difference in Professional Commitment among special educators teaching children with different needs.
2. With respect to different domains of Professional Commitment there would be no significant difference among special educators teaching children with different needs.

Methodology:

Survey method has been used in this study.

Sample :

The sample consists of 300 special educators working in 4 different special schools meant for the mentally retarded, hearing impaired, visually impaired and physically handicapped from six districts of Tamilnadu. Sampling procedure used to collect the sample was purposive sampling. Out of the total sample 113 were male and 187 female teachers. The entire sample has been selected from special schools run by different managements, trusts and private bodies. Special educators who have completed their professional diploma/degree course in their respective field, are included in the study.

The Research Tools

Following Research Tools have been used for the study-

- Personal Data Sheet
- Professional Commitment Scale

The Professional Commitment scale prepared and validated by the investigator was used to measure

Professional Commitment in teachers. This scale consisted 23 positive and 5 negative items. The level of Professional Commitment were categorized as Low, Average and High. The validity and reliability of the newly developed tool was established by item validity and test-retest method. To find the reliability of the tool, pilot study was done on the target population, 100 special educators were taken by random.

To this sample, the final form of the tool was administered the items were scored and tabulated. Then after an interval of 9 days the tool was administered again to the same sample. So again the items were scored and the scores were tabulated. Using these two sets of data correlation co-efficient was computed using product-moment correlation. The computed correlation coefficient (0.86) reveals that the prepared tool is reliable enough for data collection. The validity indices (chi-square values) for the items in the draft tool are recorded. All items in the draft tool has been retained by finding their item difficulty and item discrimination.

Procedure

The researcher individually contacted special educators during their working hours by prior appointment from the school authorities. The objectives of the study were clearly explained. After establishing sufficient rapport with them, the tools for the study were administered. After obtaining the responses of the subjects, scoring was done according to the guidelines specified in the test manuals.

Data Analysis

The data was analyzed by using appropriate statistical techniques such as mean, SDs and F-test.

Result and Discussion**Section I**

Comparison of professional commitment level among special educators, teaching children with mentally retarded, hearing impaired, visually impaired and physically handicapped.

Table 1, indicates the mean comparison drawn among special educators teaching children with mentally retardation, hearing impairment, visually impaired and physically handicapped with respect to professional commitment.

The highest mean value is obtained for special educators teaching the hearing impaired 24.8, followed by special educators teaching the physically handicapped 24.5, for special educators teaching the mentally retarded 23.8 and the least mean for special educators teaching the visually impaired is 22.8

The computed F value among special educators with regard to professional commitment is found to be 3.5. It is evident that the obtained F – value among special educators is higher than the table value and hence significant at .05 level of significance. The result also shows that the special educators teaching children with hearing impaired show high level of professional commitment. From this, it can be inferred that special educators do differ among themselves in professional commitment.

Table – 1
The Obtained F-Value of Professional Commitment among Special Educators Teaching Children with Different Needs.

| Sr. | Teachers Group | N | Mean | S.D | F | P |
|------------|--|------------|-------------|------------|----------|----------|
| 1. | School – Teachers for the Mentally retarded | 75 | 23.8 | 3.2 | 3.5 | 0.05 |
| 2. | School – Teachers for the Hearing impaired | 75 | 24.8 | 3.3 | | |
| 3. | School – Teachers for the Visually impaired | 75 | 22.8 | 4.5 | | |
| 4. | School – Teachers for the Physically Handicapped | 75 | 24.5 | 3.0 | | |
| | TOTAL | 300 | 23.8 | 3.6 | | |

Section II

Impact of different domains on professional commitment of special educators, teaching children with mentally retarded, hearing impaired, visually impaired and physically handicapped.

Table 2 depicts comparison among special educators, teaching children with different needs with respect to

different domains of professional commitment. The obtained results for 4 domains of professional commitment are described below. Out of 4 domains 1 domain shows statistically significant difference among the group.

The mean scores with regard to “Commitment towards their work” domain for special educators teaching children with mentally retarded groups is found to be 8.9 , for hearing impaired

Table – 2
Comparison among Special Educators Teaching Children with Different Needs with respect to Different Domains of Professional Commitment.

| Domains | Groups | N | Mean | S.D. | F | P |
|--|------------------------|------------|-------------|-------------|------------|-------------|
| Commitment of the special educators towards their work | Mentally retarded | 75 | 8.9 | 1.4 | 1.2 | NS |
| | Hearing impaired | 75 | 8.7 | 1.5 | | |
| | Visually impaired | 75 | 8.9 | 1.6 | | |
| | Physically Handicapped | 75 | 8.5 | 1.8 | | |
| Commitment with regards to their salary, security and promotion policies | Mentally retarded | 75 | 4.5 | 1.0 | 5.9 | 0.01 |
| | Hearing impaired | 75 | 4.8 | 0.7 | | |
| | Visually impaired | 75 | 4.5 | 0.9 | | |
| | Physically Handicapped | 75 | 4.0 | 1.5 | | |
| Commitment with respect to the institution plans | Mentally retarded | 75 | 6.9 | 1.6 | 1.0 | NS |
| | Hearing impaired | 75 | 7.0 | 1.5 | | |
| | Visually impaired | 75 | 7.0 | 1.7 | | |
| | Physically Handicapped | 75 | 6.6 | 2.0 | | |
| Commitment with respect to the authority including school management | Mentally retarded | 75 | 3.9 | 0.23 | 0.9 | NS |
| | Hearing impaired | 75 | 3.8 | 0.34 | | |
| | Visually impaired | 75 | 3.9 | 0.35 | | |
| | Physically Handicapped | 75 | 3.9 | 0.2 | | |
| | TOTAL | 300 | 23.9 | 3.6 | 3.5 | 0.05 |

groups 8.7, for visual handicap group 8.9 and 8.5 for, physically handicapped. The obtained F-value of 1.2 is statistically insignificant.

As seen in the above table for “Commitment with regards to their salary, security and promotion policies” domain the mean values is high for special educators teaching children with hearing impaired 4.8 followed by mentally retarded 4.5 and visually impaired 4.5, followed by physically handicap 4.0. The computed F-value among special educators with regard to professional commitment towards their salary, security and promotion policies is found to be 5.9. It is evident that the obtained F-value among special educators is highly significant at 0.01 level of significance in this domain.

The mean scores with regard to “Commitment with respect to the institutional plans” domain for special educators teaching children with mentally retarded groups is found to be 6.9, for hearing impaired groups 7.0, for visual handicap group 7.0 and 6.6 for physically handicapped. The obtained F-value of 1.0 is statistically insignificant. This indicates that the institutional plans are more or less the same for all the four groups of schools. The mean scores with regard to “Commitment with respect to the authority including school management” domain for special education teaching children with mentally retarded groups is found to be 3.9, for hearing impaired groups 3.8, for visual handicap group 3.9 and 3.9 for, physically handicapped.

The obtained F-value of 0.9 is statistically insignificant.

The obtained mean score and standard deviation for 300 special educators with respect to their professional commitment was found to be 23.9 and 3.6 respectively. The F-value is 3.5, which is significant at .05 levels.

From table-2, it is evident that out of 4 domains with respect to professional commitment of special educators; a highly significant difference is seen in one domain.

The above findings indicate that special educators do differ with respect to different domains of professional commitment. A cursory look at the results of the present study shows a significant difference in professional commitment level among special educators teaching children with different disabilities. A significant difference is also noted among different domains of professional commitment among special educators.

Major Findings

1. The special educators teaching children with different categories are found to differ in their professional commitment.
2. The special educators working in hearing impaired schools are found to be at the top in the professional commitment followed by special educators in schools of physically handicapped, mentally retarded and then schools of visually impaired.
3. The special educators are found to be the same in the following dimension of professional commitment. Commitment towards

work, Commitment towards institution plans, Commitment towards authority and management.

4. In professional commitment the special educators working in hearing impaired institution are found to be the top in the dimension salary, security and promotion policies.

Conclusions

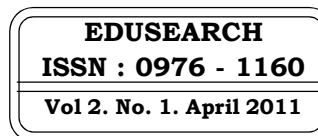
The study undertaken offered some interesting findings, which suggest the

role of professional commitment in providing better quality of services to children with special needs by special educators. Based upon the results obtained, the following conclusions are drawn:

- Overall Special Educators have higher level of professional commitment
- Special Educators do differ in the level of professional commitment.
- Professional commitment found high among Special Educators teaching children with hearing impaired.

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A Study of Teacher Freezing among Secondary School Teachers in relation to Sex, Experience and School-types

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Abstract

The present study on teachers freezing was conducted on a sample of 540 teachers of different secondary schools. Among extrinsic factors of sex, experience and types of school were selected as independent variables. Teacher freezing was accessed with the help of freezing scale as developed by Haseen Taj (1998). Result revealed that level of teacher freezing was more in male teachers than female. Increasing experience shown raising trend in freezing. Similarly, type of school has also shown an effect on the teacher freezing of secondary school teachers

Introduction

Academicians, administrators, parents, community and students complain of teachers' lethargy and apathy and indifference as the main cause for deteriorating standards in education. All these negative terms are used to refer to the lack of interest and enthusiasm of teacher in performance of their duty and their inability to innovate in teaching and research. But much attention is not paid to teacher's inability to innovate in social,

psychological, physical and moral aspects which are as important as teaching and research, the present study is a fresh attempt in this direction not only to investigate the teacher's inability in teaching and research, but also to identify the other aspects which go a long way in making them ineffective teachers. The term teacher freezing is developed and used in this study not to refer to teacher's inability, but to mean the overall unused, under used and stagnated intellectual,

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Psychological, Social, Physical and moral potentialities of teachers. Teacher's freezing will have the effect not only on the quality of students and school but also it will have far reaching consequences.

The criterion of teacher freezing necessarily brings us to consideration of teaching competency, teacher's effectiveness, change proneness in teachers and their innovativeness, on the basis of their experience in the field of teaching. The size of knowledge industry being what it is, knowledge is growing at a very fast pace. It is now said to double itself every five years. This brings us to a knot problem, that what was good and useful teaching twenty years ago may be outdated and practically useless today. The teacher had to make some critical choices, the deadwood of the knowledge has to be chopped off and modern, upto date and relevant knowledge should be emphasized. A good teacher can never show freezing, he can never rest on his oars, mentally he is always on a continuous move.

Though freezing of teachers is not easily quantifiable, it should be considered as a mystical disability. It is synonym with, and may be assessed as negative in terms of levels of competence in teaching, in research, in evaluation in resistance i.e. unwilling attitudes to accept changes, and to use new methods or techniques in teaching and learning, in interaction with his co-workers, administration and his students; his organizational

responsibility to shoulder to promote quality education; the participation of the teacher in school administration meeting, in service programmes, seminars and conferences; and the actual practice in developing certain moral value among his students.

Objective of the Study

The main objective of the present investigation is to study teacher freezing among secondary school teachers and the effect of sex, teaching experience and school types of teachers on these variables.

Hypotheses

Keeping in view the objective of the study, the following hypotheses have been formulated.

- H₁ There will be no significant effect of sex on teacher freezing in secondary school teachers.
- H₂ Experience will not yield significant effect on teacher freezing in secondary school teachers.
- H₃ School types will not yield significant effect on teacher freezing in secondary school teachers.

The Sample Frame :

The universe for the present study is the teachers of secondary schools run by State Government, Private and Bhilai Steel Plant in Durg district of Chattisgarh.

The sample frame of the present study consists of five hundred and forty teachers of different sex, different experience groups, (Low 1 to 6 years of teaching experience, moderate – 6 to 12

Table-1
Sample Distribution

| School types | Sex | Experience | | | Total |
|----------------------------------|-----|------------|------------|------------|------------|
| | | Low | Moderate | High | |
| Govt. Secondary School Teachers | M | 30 | 30 | 30 | 90 |
| | F | 30 | 30 | 30 | 90 |
| Private SecondarySchool Teachers | M | 30 | 30 | 30 | 90 |
| | F | 30 | 30 | 30 | 90 |
| BSP SecondarySchool Teachers | M | 30 | 30 | 30 | 90 |
| | F | 30 | 30 | 30 | 90 |
| Grand Total | | 180 | 180 | 180 | 540 |

years of teaching experience and high – more than 12 years of teaching experience) and different types of school Government, Private and Bhilai Steel Plant Secondary Schools is given in Table no. 1.

Tools Used

To collect the data “Teacher freezing scale” for secondary school teachers developed by *Hassen Taj* (1998) was used.

Strategy for Data Collection :

First of all list of higher secondary schools run by State Government, Private and Bhilai Steel Plant Secondary School was sought for from the district office of the department, management of the Private Schools and Chief Education Officer of BSP respectively.

From these schools 36 schools were selected for the study. Five hundred forty teachers working in above secondary schools, 50% male and 50% female, 33% low experienced, 33% moderate experience and 33% high

experience and 33% each from Government, Private and Bhilai Steel Plant secondary schools, were drawn from these institutions for the sample under study as per details.

For the sake of data collection for teacher freezing scale was administered on the sample.

Statistical Treatment:

Data thus collected were scored according to the scoring key. Data were tabulated and analyzed using appropriate statistics as follows :

- (1) To see the effect of sex, experience and school types on teacher freezing, three way ANOVA was used.
- (2) t – values were computed in order to study the effect of sex, experience and school types on teacher freezing in secondary school teachers.

The results of the Analysis of Variance are given below:-

Table 2
Summary of ANOVA for 2 (Sex) x 3 (Experience) x 3(Type of School)
Factorial Design for Total Teacher Freezing

| Source of Variance | ss | df | ms | F | Results |
|---|-------|------------|-------|-------|---------|
| Between Sex | 450 | 1 | 450 | 7.76 | Sig. |
| Between Experience | 1720 | 2 | 860 | 14.83 | Sig. |
| Between School Types | 21619 | 2 | 10809 | 186 | Sig. |
| Interaction Sex X Experience | 72 | 2 | 36 | .62 | ns. |
| Interaction Sex X School Types | 28 | 2 | 14 | .24 | ns. |
| Interaction Experience X School Types | 189 | 4 | 47 | .81 | ns. |
| Interaction Sex X Experience X School Types | 46 | 4 | 11.5 | .19 | ns. |
| Within | 30258 | 522 | 57.96 | | |
| Total | | 539 | | | |

The “F” ratio has turned to be ‘significant’ for sex which throws light on the fact that male and female of the sample have significant difference on Job-Satisfaction. The F- value for experience of teachers has also been found significant which is indicative of the fact that experience of teachers in the sample differ significantly. The F- value of type of schools is significant

and shows that type of schools of the sample have significant difference on teacher freezing.

The F- value for interaction between sex and experience, between sex and school type, between experience and type of schools and F- value for interaction of sex, experience and type of schools are insignificant.

Table 3
Comparison of sex for teacher freezing by t- value

| No. of Teachers | Sex | Mean | S.D. | t |
|-----------------|--------|-------|------|--------|
| 270 | Male | 10.42 | 2.08 | 3.58** |
| 270 | Female | 9.81 | 1.96 | |

**Significant at 0.01 level of significance.

Table 4
Comparison of experience for teacher freezing by t- value

| Experience of Teachers | No. | Mean | S.D. | t |
|-------------------------------|------------|-------------|-------------|----------|
| Low | 180 | 9.38 | 1.87 | 3.5** |
| Moderate | 180 | 10.08 | 2.01 | |
| Low | 180 | 9.38 | 1.87 | 7.45** |
| High | 180 | 10.87 | 2.17 | |
| Moderate | 180 | 10.08 | 2.01 | 3.95** |
| High | 180 | 10.87 | 2.17 | |

** Significant at 0.01 level of significance

In the table no. 3, the t-value was found to be 3.58, being significant at 0.01 level of significance, it can be concluded that the freezing in male teachers is more than the female teachers. This rejects the hypothesis H_1 .

In the table no. 4, the t-value of low & moderate experience teachers is 3.5, being significant at 0.01 level of significance, it can be concluded that the freezing in moderate experience teachers is more than the low experience teachers. This rejects the hypothesis H_2 .

In the above table t-value of low & high experience teachers is 7.45, being significant at 0.01 level of significance, it can be concluded that the freezing in high experience teachers is more than the low experience teachers. This rejects the hypothesis H_2 .

In the above table t-value of moderate & high experience teachers is 3.95, being significant at 0.01 level of significance, it can be concluded that the freezing in high experience teachers is more than the moderate experience teachers. This rejects the hypothesis H_2 .

Table 5

Comparison of type of schools for teacher freezing by t- value

| Type of School | No. | Mean | S.D. | t |
|----------------------------|------------|-------------|-------------|----------|
| Government School Teachers | 180 | 10.52 | 2.10 | 9.54** |
| Private School Teachers | 180 | 12.81 | 2.56 | |
| Government School Teachers | 180 | 10.52 | 2.10 | 20.23** |
| BSP School Teachers | 180 | 7.41 | 1.40 | |
| Private School Teachers | 180 | 12.81 | 2.56 | 29.0** |
| BSP School Teachers | 180 | 7.41 | 1.40 | |

** Significant at 0.01 level of significance

In the table no. 5, t-value of Government & Private School Teachers is 9.54, being significant at 0.01 level of significance, it can be concluded that the freezing in Private School teachers is more than the Government School teachers. This rejects the hypothesis H_3

In the above table t-value of Government & Bhilai Steel Plant School Teachers is 20.23, being significant at 0.01 level of significance, it can be concluded that the freezing in Government School teachers is more than Bhilai Steel Plant School teachers. This rejects the hypothesis H_3

In the above table t-value of Private & Bhilai Steel Plant School Teachers is 29, being significant at 0.01 level of significance, it can be concluded that the freezing in Private School teachers is more than Bhilai Steel Plant School teachers. This rejects the hypothesis H_3

Result & Discussion

To sum up it can be claimed that :

- 1) Teacher freezing of male teachers of secondary school is higher in comparison to that of female teachers of secondary school.
- 2) With increasing experience of the secondary school teachers the level of teacher freezing shows a raising trend.
- 3) Secondary school teachers of different school types shows raising trend of teacher freezing from serial No - 1 to 3, Bhilai Steel Plant, Government and Private secondary schools respectively.

The working conditions perceived by teachers in their schools, low irregular payment (Salary), carrying a heavy burden of responsibilities are the foremost cause of freezing of teachers. Non availability of teaching aids, students disrespectful, indisciplined, unresponsive, disobedient, poor economic condition of children (students) (but to their dismay they are helpless to help these needy children), No promotional avenues, political interference, faulty management and behaviour of head of school, these were the points for no job satisfaction, but freezing. In competitive exams like PET, PMT, IIT and other professional exams; the student from private school rarely visible. It shows that there is a lack of motivation in private school teachers. Panda (1975). Santagelo and Lester (1985) that job dissatisfaction was related to belief in extended locus of control for males, but not for females and that job dissatisfaction was related to subjectively perceived stress for females but not for males. Moore, Helen A. (1985) found that job dissatisfaction for men and women are linked with advantages of the working place.

Educational Implications

For Principals :

The principals can try to engineer their own behaviour and the behaviour of their staff member in such a way that good climate may be built up in their schools. This is possible only by creating healthy social interaction between them and the teachers, and the teachers themselves.

To have healthy climate in the school, the Principal may encourage more of mutual understanding, cooperativeness, humanized thrust, spirit and less of psycho-physical hindrances, threat, alienation and control. They should provide opportunities to the teachers for decision-making teamwork and expression of intellectual ideas. If such an atmosphere is created, the teachers are sure to derive higher job-satisfaction, which in turn, is likely to lead their greater identification with the institution and its various activities.

For Educational Administrators :

The responsibility for helping the schools to generate healthy climate also

rests with the educational administrators at different levels. They should be fully aware of the relationship between institutional climate and teacher job-satisfaction. They can get orientation in this area from the State Institutes of Educational State Councils of Educational Research and Training and National Institute of Educational Planning and Administration. After equipping themselves with the technology of engineering congenial climate in schools, they may try to make the Principals and the teachers of their zones aware of the importance of healthy climate in the school. They should acquaint them with different behavioural dimensions of society.

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India is a multi-cultural, multi-ethnic, multi-religious and multi-linguistic society and all persons of all faiths and beliefs live together. Howsoever, there can be no doubt that in India as everywhere else in the world- history and society have been scarred by discrimination and inequality. (A handbook of NCTE, 2003) National Human Rights Commission ever since its establishment in Oct., 1993, has been engaged in the promotion and protection of the human rights of all the people of India and especially of the rights of the weakest sections of society.

On April 1, 2010, the Right of Children to Free and Compulsory Education Act (RTE) became a reality, the first fundamental right added to the Constitution of India since India attained independence. The Act makes it obligatory on the State to guarantee right to education and ensure, "Compulsory admission, attendance and completion of elementary education for every child of 6 to 14 years".

In this priority area Millennium Development goal is to ensure that by the year 2015, children of every where, are alike, will be able to complete a full course of primary schooling and will have equal access to all levels of education. Lock has beautifully remarked, "Plants are developed by cultivation and man by education". A nation can have development only when those who, for one reason or another economic, geographical, caste, creed have been deprived are enabled to catch up with the rest. Moreover, India's

heritage of 5000 years is the legacy of all humankind. In Indira Gandhi's view, "Education is a liberating force and in our age it is also a democratising force, cutting across the barrier of caste and class, smoothing out inequalities imposed by birth and other circumstances".

Heredity versus environment:

There has been a constant debate between hereditarians over emphasising the influence of heredity over environment and Environment-alists asserting the superiority of environment over heredity in influencing the growth and development of personality. S.Dandapani (2001) has beautifully harmonised the two factors by saying, "The relationship between heredity and environment is not like addition but more like multiplication. The individual is a product of two factors; not a sum of certain parts due to heredity and other parts due to environment. Heredity sets the limits of development, whether it is realised or not depends upon the environmental factors."

According to Naresh K. Vats, "An individual's personality development involves three basic determinants-genetic inheritance, socio-cultural inheritance and self-structure. Our heredity is the result of millions of years of biological evolution, similarly our environmental or socio-cultural inheritance is the end product of thousands of years of social evolution." Our heredity provides us potentialities for both biological and psychological development but the realization of those

potentialities depends largely on our environment. Even Philosophically explaining, man is created in the image of Divine Being and thus has all the innate divine qualities. So when all are bestowed with divine qualities, they should be all equal and must have equal opportunities to grow, learn and develop into self-realised souls.

In spite of all Constitutional provisions, philosophical maxims and psychological principles, enough cases are to be observed where children are subjected to inhuman discrimination. Moreover, there are a greater number of children who do not belong to physical or intellectual handicap category but belong to socially disadvantaged groups who lead a life of neglect, discrimination and deprivation. Their deprivation may be economic, racial, geographic, social, cultural, cognitive or emotional. These socially disadvantaged children come from socio-economic backward section of the society who cannot benefit from school because of one reason or the other. Thus the children living in interiors of tribal areas, remote corners of rural India, slum areas and hutment areas in the outskirts of cities are not blessed enough to have education as the other children have.

Social and Cultural deprivation arise due to a complex set of conditions e.g. un-stimulating environment, lack of verbal interaction with adults, poor sensory experience and other environmental factors generally associated with poverty, low social status, malnutrition/under nutrition

and broken homes. R.A. Sharma has enumerated certain observable behaviour patterns of these socially disadvantaged children:

- poor language learning
- reading and learning disabilities
- inadequate social learning
- low attention span and distraction
- lack of proficiency in higher form of cognitive learning and transfer
- poor self-concept, low achievement aspiration including lack of desire for self-actualisation
- lack of intrinsic motivation. Insecurity and anxiety are predominant.

There is a dire need to develop the latent potentialities within these children by providing conducive environment. Besides providing academic facilities, infrastructural facilities- healthy homes and positive environment are to be created. For undertaking this mission, NGO's have been playing a pivotal role not only in sensitising the community but also by providing resource support.

Background of children taken for study:

Living in Dharamshala, a beautiful city in Himachal Pradesh, nestling in the foot hills of snow-covered peaks of Dhauladhar, I have been observing dark patches of poverty, illiteracy, deprivation and human resource going down the drain. A city, where Tibetan Govt-in-exile has been working successfully since 1960 and thereupon Tibetan community has been leading a life of respect and dignity. Health and education of children were taken care of properly. Amidst such a serene and

promising environment one could see the children of poor immigrant labourers from Hanuman Garh Distt. in Rajasthan and Nagpur Distt. in Maharashtra living in unhygienic huts on the bank of a rivulet. Majority of these people were once agriculturists and pastoralists in regions in the West and Centre of India. Encroaching desert and sustained drought has put an end to their livelihood. Begging had been running in the blood of their families for the last about 125 years. In the hope of securing better prospects they moved to North to Kangra valley in Himachal Pradesh.

Here they have neither the means, nor the opportunities to provide homes to their families. They live in community of up to 600 people in flimsy makeshift tents made of bamboo poles and plastic sheets which can provide only minimal protection against climatic conditions- extreme cold and heavy rains. They are completely deprived of basic needs viz. food and nutrition, safe drinking water, primary health care, primary education for children, shelter, sanitation and good environment. To make both ends meet, men folk is working as labourers, women add to the income by begging and small children have no other option than to beg and collect rags and rubbish. Because of malnutrition and unhealthy slum environment, respiratory problems, vitamin deficiency disorders, water-borne diseases, tuberculosis, skin diseases, anaemia and gastro-intestinal infections are prevalent in the community. As these people are leading such a pitiable life

of poverty, hunger and disease, they cannot think of sending their children to school, no doubt, their fundamental right. Some philanthropists and social organisations used to visit these people occasionally to distribute eatables, clothes, medicines etc. Thus efforts were being made to provide transitory solution and thereby happiness but these were not enough to change the course of their destinies.

Emergence of Tong – Len, a foster home / hostel

A few founding members of one voluntary organisation- Tong Len chanced to closely look at these children, rummaging the heaps of garbage. On closely following them they found them picking rags, eating left over food and even begging alms. These pathetic scenes of human misery and deprivation moved the hearts of this small group of Tibetan refugees who being grateful for the support given to them by India, wanted to offer something in return. In this way with the noble objective of ensuring these homeless people access to basic human rights to which they are entitled, but little was being done to alleviate their plight and were forced to lead a life of, “refugees within their own country” (words uttered by Jamyang, Tong Len’s Director), Tong Len a registered charity was set up in 2004. This voluntary organisation thought of igniting a spark of real happiness in their eyes by leading them from darkness to light by providing healthy and hygienic shelter, balanced food and above all education to their children.

With the commitment of bringing one child of each family to school, Tong Len took the first step. The members of Tong Len had to make herculean efforts for persuading the parents to send those children to school who were adding to family income by begging alms and picking rags. With lot of persistent persuasion, financial assistance of rupees 150 per month to each family and assurance of providing medical aid at the time of need, they could win over their strong resistance.

Finally, a group of twenty children- ten girls and ten boys was brought to Tong Len Home/Hostel and were admitted to a Government aided school, Dayanand Model Senior Secondary School, Dharamshala (HP). With focussed attention on sound health, good habits and human values, they started excelling in all fields- academic, sports, cultural, social and moral. As they have wasted early years of their childhood and thus were elder from their classmates, a few students on the basis of their outstanding performance and with the permission of management of school were allowed rapid promotion under Grade Acceleration Programme.

Objectives:

Objectives of the study were -

1. To study the impact of conducive environment of foster home on the personality development of Socially Disadvantaged Children-
 - a). physical
 - b). academic
 - c). social
 - d). skill development and habit formation

- e). psychological especially formation of self concept
2. To investigate the role of NGO- Tong Len in providing direction to the lives of Socially Disadvantaged Children
3. To motivate the society to come forward to help/educate Socially Disadvantaged Children.

Sample :

All the twenty children – ten girls and ten boys, living in Tong – Len home were taken for study.

Methodology :

A Case Study method was adopted. According to Lokesh Koul in Descriptive Research study, a Case Study is an intensive investigation of a social unit- an individual, a family, a group etc. In the words of John :W. Best the element of typicalness rather than uniqueness is the focus of the case study. A case is an exemplar of, perhaps even a prototype for a category of individuals. Intensive as well as extensive study was done for one academic year of the group of twenty children for which Case Study method was found to be the most appropriate.

Tools Used:

1. Self Concept Questionnaire by R.K. Saraswat.
2. Interviews of children: group interviews as well as individual interviews with structured items and non-structured items.
3. Comprehensive Cumulative Evaluation Records from the School.
4. Interview Schedule for the Principal of School: self-prepared interview consisting of 15 items.

5. Interview Schedule for the Director of Tong Len: self-prepared interview consisting of 15 items, closed ended as well as open ended
6. Observation: Extensive as well as Intensive.
7. Rating scale for school teacher.

Methods of observation:

1. Anecdotes- is a word description of a behaviour episode. Implementing the suggestion given by Lokesh Kaul for improving scientific quality of anecdotes, these were written soon after viewing the incident and even basic statement of children were recorded
2. The Time Sampling Method- Study was conducted through short periods of time systematically spaced over a year e.g. daily study times in the hostel taking lunch and dinner, participation in school functions and getting ready and going to school on time.
3. The Incident Sampling Method- Observation of selected instances of behaviour e.g. community work (cleanliness), morning walks, celebration of functions in the hostel, taking community lunch, greeting and talking to guests etc.
4. The Controlled Diary Method- Certain aspects of behaviour were recorded systematically as tending plants, caring pets, helping one another and the hostel cook, spreading washed clothes for drying and then collecting them, watching playing indoor games in the hostel as well as outdoor games like cricket and volley ball.

Procedure of conducting Interview Sessions:

Group interviews- Twenty children were divided into two groups. Interview was conducted in circular seating arrangement with the help of 25 items of open ended and closed ended nature. Questions ranged from their hobbies, reactions for the foster home, school life etc.

Individual Interviews- These were conducted with the help of ten items-closed ended as well as open ended ranging from their family background, number of siblings and aim of life.

Interview Schedules were given to the principal of the school, Shri. Vijender .K. Puri and the Director of Tong Len by seeking their prior permission. It consisted of fifteen items. Responses to open ended items were carefully recorded.

Data Analysis: Data obtained was analysed qualitatively as well quantitatively.

Physical Growth and Development- All the children possess good health and normal height. They no longer suffer from the diseases prevalent in their slums. In contrast to the community to which they belong where 92 percent are found to be anaemic, H.B. level of almost all the children ranges from 10Hg/gm to 12Hg/gm. (All necessary medical help with respect to medical examination was rendered by Dr. Mansi Sharma, M.B.B.S)

1. Social Development- These children get opportunity to interact with teachers in the school, peer members

in class and members of society in the neighbourhood. Besides this they are provided opportunity to take part in a variety of activities to foster social development:

- organise small religious functions- Diwali, Lohri, Dussehra, Christmas and thanks giving function every year.
- plan activities, prepare invitation card and conduct the stage confidently.
- go on trekking, picnics and educational tours to have exposure of society at large.
- assist in arranging trips to important places like Delhi, Agra, Vaishno Devi etc.
- are friendly to one another and believe in caring and sharing.

Skill Development- Besides becoming proficient in 'Learning Skills' they are also learning other life skills:

- indoor activities like music, drawing and painting are carried out regularly
- craft work e.g. needle work, knitting and stitching
- basic knowledge of computer.
- expertise in cooking, on Sundays a team of children is responsible for cooking, laying the table and serving meals. They also explain to other members, the contents of the dish and thereby skills of explaining, communication and analysing also develop.

Habit Formation- Life in foster home has resulted in the formation of good habits in the children.

- **Regularity-** As stated by the Principal of the School all the children are very regular in submitting their homework

notebooks and project works. Almost all students have 100 percent attendance in the school as was reflected from attendance registers.

- They are *punctual, obedient and co-operative*. The Principal stated that these students show better tendency to pick up every good thing taught to them and duties assigned are performed faster and better than other normal students of the class.
- **Discipline-** A glance at day's routine in hostel reflects their well regulated and disciplined life.

Table No. 1
Day to day Activities and Schedule

| Name of Activity | Time |
|---|-------------|
| getting up in the morning | 5 AM |
| Folding beds, taking bath etc. | 5- 6 AM |
| Yoga and exercises | 6-6.30AM |
| Study hour | 7-8 AM |
| Taking breakfast | 8. AM |
| Leaving for school | 8.30 AM |
| School Time In between come for lunch during recess period | 9.-3. PM |
| Coming back and getting refreshed | 3- 4.PM |
| Evening tea | 4. PM |
| Sports activities: Indoor /outdoor in groups | 4 - 5.30 |
| Getting refreshed | 5.30-6.PM |
| Study hours | 6-8 PM |
| Dinner time | 8.30 PM |
| Preparation for morning | 9-10 PM |
| Going to sleep | 10 PM |

On Sundays' special classes are held to provide need base instruction and special sessions are also held to develop their proficiency in spoken English.

Sports and Co-curricular Activities-

Junior students actively participate in races, kho-kho etc. Students studying in ninth class play Hockey, Football, Volley Ball and Badminton and are the members of the school teams.

Junior students take part in drawing, landscape painting and birthday cards making competitions of the school. Students studying in ninth class take part in dance and perform puppet shows in the school. Two of them are good anchors and play a key role in organising school functions.

Academic Achievements-

Academic achievements were measured in terms of achievement score as per the cumulative records of the school:

Table No. 2

Achievement Score as per the Cumulative records of the school

| Class | No of Children | % Marks Obtained | Rank in Class |
|-------|----------------|------------------|--------------------|
| III | Girls - 5 | 100-71 | 1 - 2 |
| | Boys - 3 | 100-91 | 1 - 2 |
| IV | Girls - 3 | 97-91 | 2 - 3 |
| | Boys - 1 | 91 | |
| VI | Girls - 1 | 99 | 3rd in |
| | Boys - 1 | 98 | Block |
| VII | Boys - 1 | 90 | |
| IX | Girls - 2 | 90-87 | 3rd and |
| | Boys - 1 | 98 | 6th in HP Board |

Note : The annual results depicted above are of previous classes

Descriptive analysis based on School Records in Table 2 evidently depicts that the students are doing very well academically and a few are even winning scholarships in the exams conducted by H.P. Board of School Education.

The scores in annual examinations were validated against class teachers opinions in terms of 4 points rating scale – very good (4), good (3), fair (2) and poor (1). All students were rated very good academically by the class teacher. The tests held in hostel also exhibited their consistent performance.

Psychological Development in terms of Self-concept Score:

Self-concept is one of the important possible dimensions of personality which gives direction to one's whole self. Self-concept emerges as a child accumulates experience regarding him. It starts with simple awareness of oneself and one's capacities that is- 'I'. Self-concept of only five children- one girl and four boys (as they were of 12 years age) was measured with Self-Concept Questionnaire by Raj Kumar Saraswat.

It provides the following six separate dimensions of self-concept:

1. Physical : individuals view of their body, health, physical appearance and strength
2. Social : individuals sense of worth in social interactions
3. Temperamental: in view of their prevailing emotional state of a particular kind of emotional reaction
4. Educational : individuals view of themselves in relation to school,

Table 3
Self-concept Score

| Dimensions of Self-concept | No. of students on High Self-concept Score | | No. of students on above average Self-Concept Score | | Total |
|----------------------------|--|-------|---|-------|-------|
| | Boys | Girls | Boys | Girls | |
| Physical | 2 | - | 2 | 1 | 5 |
| Social | - | - | 4 | 1 | 5 |
| Temperamental | 4 | 1 | - | - | 5 |
| Educational | 1 | 1 | 3 | - | 5 |
| Moral | 2 | 1 | 2 | - | 5 |
| Intellectual | 1 | - | 3 | 1 | 5 |
| Total self-concept | 1 | - | 3 | 1 | 5 |

teachers and extra curricular activities.

5.Moral : individuals estimation of their moral worth, right and wrong activities.

6.Intellectual : individuals awareness of their intelligence and capacity of problem solving and judgement.

It is clear from Table 3 that the foster home intervention is solely responsible for the high and above average self-concept of the socially disadvantaged children.

Conclusions:

- All the twenty socially disadvantaged children staying in Tong Len hostel and attending formal School are enjoying the fundamental rights provided by Indian Constitution especially Right to Life which does not mean only physical existence but also implies life with dignity and quality.

Tong Len hostel has proved to be a place where every child holds a bag of books instead of holding a sack for rags. As their lives are completely transformed, they no longer rummage heaps of garbage for trivial things but aspire for lofty aims.

- Every child has been helped to actualise his/her potentialities by providing education. By participating in diverse activities in the hostel as well as in the school their potentials e.g. music, dramatics, elocution, games, puppetry, drawing, academics etc. are actualised up to the optimum level.

- As their minds are ignited, they aspire for high aims. For them sky is the limit. They want to become teachers, bankers, doctors, computer engineers etc.
- Academically they are not just receiving formal education but are

excelling in their respective classes. All of them have very good score as reflected by the cumulative record of the class. They are bagging positions in the merit lists of the exams conducted by H.P. Board of School Education, Dharamshala and have even won scholarships.

- The positive environment and various enrichment programmes the hostel, physical as well as intellectual nourishment, performance in the school in sports and other co-curricular activities have direct bearing upon the holistic personality development of the children. It has resulted in developing their positive attitude, in enhancing self-esteem and in increasing their socialized behaviour.
- Proper guidance and encouragement, personal involvement of the hostel director along with his team members, their innate qualities and potentialities have blossomed into wholesome personalities. Ultimately they have formed a good self-concept as depicted in the self-concept Table 3. All of them have above average and good self-concept score for different dimensions and total self-concept.

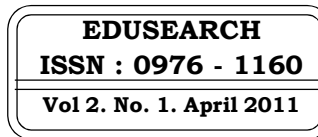
This analysis makes a bold observation that on social dimension of self-concept score, none score high score. The reason is quite evident. As they had been leading a life of social deprivation in slums, the socialisation process is a bit slow. No doubt, education reinforces socialization yet

the data analysis indirectly and implicitly hints at its comparative slow pace.

- Withstanding all strong inhibitions and hesitations of their slum life, they are socializing in other children in school who are from normal families.
- The life in the hostel has transformed their personalities dramatically. From socially disadvantaged children, they have transformed into, “assets to school”, “good anchors”, “adept in photography”, “good artists”, “good organisers, programmers” and “a disciplined and punctual lot”. (The words stated by the Principal of School and the Director of Tong Len)
- The benefits of this foster home have started percolating deep into the community they belong to during their monthly visits and stay with their families; they enlighten them about the benefits of cleanliness, saving money, health and hygiene. They advise them to shun smoking and drinking and have even succeeded in their attempts up to certain extent.
- The transformation of the lives of the twenty children has inspired their community to such an extent that they have happily offered another batch of twenty children to Tong Len hostel.
A day may come when these children will change the shape and structure of their community.

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An Empirical Inquiry towards Citizenship Qualities among Higher Secondary Students

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Abstract

The study reported here explores the present status of citizenship qualities among higher secondary students and also answers the basic questions regarding difference in citizenship qualities in terms of some demographic and personal variables. 555 higher secondary students were chosen randomly and self developed tool was administered. Higher secondary students were found to be at average level in terms of citizenship qualities the results also demonstrated clear differences in citizenship qualities with respect to gender, type of school and stream of study. Citizenship qualities explored in the study include political interest, participation in communities and in school affairs, sense of patriotism, acceptance of authority of those in supervisory role, peaceful conflict resolution, tolerance of diversity within society, knowledge of current events, moral and ethical behavior and concern for the welfare of others. Finding of the study highlight the need of citizenship education in the country and it also lays emphasis upon the quality dimensions of such effort as differences are found in in terms of many citizenship qualities.

Introduction

“The health and stability of a modern democracy depends on the qualities and attitudes of its citizens”

Kymlicka (2001)

Good citizenship is the product of the practice of Citizenship Education for an ideal state. Good citizenship is defined by the right knowledge proper behaviors and respect for authority (Wesley 1978). He sees a good citizen in relation to the following characteristics: a citizen who

carries out all of the duties and responsibilities of the nation’s citizenship; a good member of the nation state; a citizen who obeys the law, pays taxes and attends school; and good citizens are willing to defend their country. The definition emphasises on participation, knowing what is expected of oneself, and fulfilling these expectations. Such conceptions when promoted put pressure on citizens to conform to national patterns. These

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national patterns are constructed to enforce patriotic virtues and bring individuals, groups, and communities to see the benefit of allegiance. Such virtue, as claimed by Heater (1999), provides a mark of a good citizen. In order for a democracy to remain strong, it is imperative that its citizens have trust in government, be politically engaged and connected to their community, and be tolerant. Now a days, Indians fall short of these aspects of citizenship. In this present situation that Indian unity and democracy is also under threat. Education can be used to foster much needed unity for the survival of the nation.

Even now in this 21st century, unfortunate inter-cast and religious clashes including leadership crises that have become a common occurrence in India. It becomes imperative to introduce citizenship education as it relates to national consciousness and national unity. Omare (1999), observes that at various times, the need arises for countries to seek solution to pressing problems of national importance, and this has been the position of various countries in search of political stability, unity, peace and progress and the instrument employed always to achieve unity and national consciousness is education. Hence, education for good citizenship in a democratic setting, needs experiences in a democratic process and democratic living (UNESCO, 2005). Further, the need arises to determine the extent to which the characteristics are present or lacking in the student body. In fact, it should be seen as a long-term

investment for increasing the quality of life of citizens. Therefore, it is imperative for any democratic country of the world that they should do formal efforts for inculcating citizenship qualities among its future adult citizens. Under such premise, it is observed that none of the study came across the investigator, which provides status of citizenship qualities any higher secondary schools.

The absence of such study of urgent importance tempted the investigator to undertake the present problem.

In view of the knowledge gap visible towards citizenship qualities, the investigator has been designed to find out the empirical answers of following questions:

1. What is the present status of citizenship quality among higher secondary students?
2. What is the relative status in different qualities of citizenship of higher secondary students?
3. Is the citizenship qualities differ from personal and demographical variables related to higher secondary students?

Objectives of study:

The present study was undertaken to achieve the following objectives:

1. To study the citizenship qualities among higher secondary students.
2. To study citizenship qualities among higher secondary students with respect to their following personal and demographic variables:
 - (i) Gender, (ii) Type of schools, and
 - (iii) Stream of study

Hypotheses of the study:

The following null hypotheses were tested in the present study:

1. There is no significant difference in the citizenship qualities of higher secondary students in relation to gender.
2. There is no significant difference in the citizenship qualities of higher secondary students in relation to type of schools.
3. There is no significant difference in the citizenship qualities of higher secondary students in relation to stream of study.

Method and procedure:

In the present study, descriptive survey of research was used. The methods followed in the selection of sample, in the construction and standardization of data gathering tool are as follows:

Selection of sample:

All the higher secondary students of Varanasi city constituted the population of the study. In this study multi-stage sampling was done. Sampling was done at two stages. At the first stage, 20 higher secondary schools from Varanasi city were taken randomly. Out of twenty schools, 10 schools were taken from government schools and 10 schools were taken from private schools. At the second stage, 556 students were

selected randomly from sampled 20 schools according to their stream of study. The sampling design is given in table no.1.

Construction of Tool:

Citizenship Quality test developed and standardized by investigator was used in the study. Citizenship Quality test consists 27 items. The construct Citizenship Quality has been operationalised as a set of 9 qualities which are;

- (i) Political interest, (ii) Participation in communities or school affaires, (iii) Sense of patriotism, (iv) Acceptance of authority of those in supervisory role, (v) Peaceful conflict resolution, (vi) Tolerance of diversity within society, (vii) Knowledge of current events, (viii) Moral and ethical behavior and (ix) Concern for the welfare of others.

These dimensions were chosen according review of the literature, theories of citizenship quality & experts' opinion. The tool has been developed following all the steps included in construction of citizenship qualities test viz., collection of items from different sources, preparation of items by the experts, preparation of pilot form, pilot study, item analysis, selection of items for the final study. The questionnaire's reliability has been calculated through Test-Retest (0.71 i.e. coefficient of stability obtained by Pearsonian Method) and Split-half (0.71 i.e. coefficient of equivalence obtained by Pearsonian Method) method and the results confirm the instrument reliability. The content validity of this test was contributed to by the selection of the items from previous studies of

Table No. 1
Sampling Design

| Stu. | Arts | Sci. | Comm. | Total |
|-------|------|------|-------|-------|
| Boys | 67 | 99 | 110 | 276 |
| Girls | 112 | 104 | 63 | 279 |
| Total | 179 | 203 | 173 | 555 |

citizenship qualities and citizenship education. The validity of the instrument was evinced by general agreement of the higher secondary school social studies teachers that the promotion of citizenship qualities in 27 items should be an objective of social studies. Of the responses of 24 social studies teachers to the items, 67% were checked under 'should be an objective,' 19 % were under 'should not be an objective,' and 14% were under 'undecided.' A majority of teachers considered every item.

Analysis and Interpretation:

The total score scores obtained by all the subjects have been carefully analyzed employing appropriate statistical techniques such as mean and standard deviation, etc. To test the different hypotheses, the inferential statistical technique such as 't' test and 'F' ratio have been employed appropriately. The numerical results have been interpreted meaningfully.

Analysis and interpretation of data related with citizenship qualities:

Table No. 2

Status of citizenship qualities among higher secondary students

| Variable | Total no. students | Mean | S.D. |
|---------------------|--------------------|--------|------|
| Citizenship Quality | 555 | 102.18 | 9.72 |

The above table shows the mean score of citizenship qualities pattern of higher secondary students is 102.18 with standard deviation 9.72.

Table No. 3

Status of citizenship qualities dimension among higher secondary students

| Sr | Citizenship Qualities | N | Mean | S.D. |
|----|--|-----|-------|------|
| 1 | Political interest | 555 | 11.03 | 2.10 |
| 2 | Participation in communities or School affairs | 555 | 10.95 | 2.39 |
| 3 | Sense of Patriotism | 555 | 11.17 | 2.25 |
| 4 | Acceptance of authority of those in supervisory role | 555 | 11.54 | 2.20 |
| 5 | Peaceful Conflict resolution | 555 | 11.19 | 2.17 |
| 6 | Tolerance of Diversity with in society | 555 | 11.75 | 2.34 |
| 7 | Knowledge of current events | 555 | 11.10 | 2.32 |
| 8 | Moral and Ethical behavior | 555 | 11.34 | 2.31 |
| 9 | Concern for the welfare of others | 555 | 12.06 | 2.09 |

In the present study, citizenship qualities have been conceived a set of nine qualities. The maximum score for each citizenship quality was 15 and minimum score was zero.

Above Table no. 3 shows mean scores of all citizenship quality dimensions separately.

This table revealed that, the highest mean score 12.06 has been obtained for the quality of 'Concern for the welfare of others' whereas the citizenship quality of 'Participation in communities or School affairs and others' scored lowest with mean score 10.95. Another citizenship quality i.e. 'Tolerance of diversity within society', 'Acceptance of authority of those in supervisory role', 'Moral and ethical behavior', 'Peaceful conflict resolution', 'Sense of patriotism', 'Knowledge of current events' and 'Political interest' stand second, third, fourth, fifth, sixth, seventh and eighth position respectfully.

The Table 3 shows the relative status of citizenship qualities among higher secondary students. It is inferred therefore, that citizenship qualities of 'Concern for the welfare of others' and 'Tolerance of diversity within society' stand higher position than others, whereas 'Participation in communities or School affairs and others' and 'Political interest' stand comparatively lower position among higher secondary students. Other citizenship qualities i.e. 'Acceptance of authority of those in supervisory role', 'Moral and ethical behavior', 'Peaceful conflict resolution', 'Sense of patriotism', and 'Knowledge of current events' found to be moderate.

Comparative analysis of citizenship qualities pattern:

(i) Gender:

Table No. 4

Citizenship qualities pattern of higher secondary students regarding gender

| Sr. | Group | N | Mean | SD | t-value |
|-----|--------|-----|--------|------|---------|
| 1. | Male | 276 | 100.49 | 9.47 | 4.13* |
| 2. | Female | 279 | 103.85 | 9.69 | |

*significant at 0.01 level

Table no. 4 shows that 't' value (4.13) between male and female is significant at 0.01 level of significance. Thus, there is significant difference in the total citizenship qualities of two groups of students. The higher mean score (103.85) in favour of female students indicates that, citizenship qualities pattern of this group of students is more than male students. Thus, null hypothesis i.e. 'There is no significant difference in the citizenship qualities of higher secondary students in relation to gender' is rejected. Therefore, we can conclude that female students are better in citizenship qualities than their male counterparts.

(ii) Type of school:

Table No. 5

Citizenship qualities pattern of higher secondary students regarding Type of school

| Sr. | Group | N | Mean | SD | t-value |
|-----|----------------|-----|--------|------|---------|
| 1. | Govt. School | 270 | 99.80 | 9.49 | 5.76* |
| 2. | Private School | 285 | 104.42 | 9.41 | |

*significant at 0.01 level

Table No. 5 shows that 't' value (5.76) is significant at 0.01 level of significance. This means that government and private school students differ

significantly in terms of their citizenship qualities. The higher mean score (103.85) in favour of Private school students indicates that citizenship qualities pattern of this group of students is more than government school students. Thus, null hypothesis i.e. 'There is no significant difference in the citizenship quality of higher secondary students with respect to type of school' is rejected. Therefore, it is concluded that private school students are better in Citizenship Quality than their counterparts in Government schools.

(iii) Stream of study

Table No. 6

Citizenship qualities pattern of higher secondary students regarding stream of study

| Sr. | Group | N | Mean | SD | F-val. |
|-----|---------|-----|--------|-------|--------|
| 1. | Arts. | 179 | 101.53 | 10.51 | 8.81* |
| 2. | Science | 203 | 104.34 | 8.68 | |
| 3. | Comm. | 173 | 102.18 | 9.59 | |

*significant at 0.01 level

Table No. 6 shows that 'F' value (8.81) is significant at 0.01 level of significance. It means that Arts, Commerce and Science stream students differ significantly in terms of their citizenship qualities. Therefore, null hypothesis i.e. 'There is no significant difference in the citizenship quality of higher secondary students with respect to stream of study' is rejected.

To further validate the findings of the study, 't' test was also computed to know the difference within groups.

Table No.7

Citizenship qualities pattern of Art and Science stream students

| Sr. | Group | N | Mean | SD | t-val. |
|-----|----------------|-----|-------|------|--------|
| 1. | Arts Stream | 179 | 101.5 | 10.5 | 2.86* |
| 2. | Science Stream | 203 | 104.3 | 8.7 | |

*significant at 0.01 level

Table No. 7 shows that 't' value between Arts stream & Science stream is significant even at 0.01 level of significance. Thus, there is a significant difference in the total citizenship qualities of two groups of students. The higher mean score (104.3) in favour of science stream students indicates that citizenship qualities pattern of this group of students is more than Arts stream students. Thus, null hypothesis i.e. 'There is no significant difference in the citizenship quality between Science & Arts stream students of higher secondary schools' is rejected. Therefore, we can conclude that science stream students are better citizens than their Arts stream counterparts.

Table No. 8

Citizenship qualities pattern of Science & Commerce stream students

| Sr. | Group | N | Mean | SD | t-val. |
|-----|----------------|-----|-------|------|--------|
| 1. | Science Stream | 203 | 104.3 | 8.68 | 4.26* |
| 2. | Commer. Stream | 173 | 100.3 | 9.59 | |

*significant at 0.01 level

Table No. 8 shows that 't' value (4.26) between Science stream & Commerce

stream is significant at 0.01 level of significance. Thus, there is significant difference in the total citizenship qualities of two groups of students. The higher mean score (104.3) in favour of science stream students indicates that citizenship qualities pattern of this group of students is more than Commerce stream students. Thus, null hypothesis i.e. 'There is no significant difference in the citizenship quality between Science & Commerce stream students of higher secondary schools' is rejected. Therefore, we can be concluded that, Science stream students are better citizens than their Commerce stream counterparts.

Table No. 9

Citizenship qualities pattern of Art and Commerce stream students

| Sr. | Group | N | Mean | SD | t-val. |
|-----|----------------|-----|-------|------|--------|
| 1. | Arts Stream | 179 | 101.5 | 10.5 | 1.13** |
| 2. | Commer. Stream | 173 | 100.3 | 9.59 | |

** Non-significant at 0.01 level

Table No. 9 shows that 't' value (1.13) between Arts stream & Commerce stream is not significant at 0.01 level of significance. Thus, there is no significant difference in the citizenship qualities of two groups of students. Scores mentioned in the above table indicate that the mean of Arts stream & Commerce stream groups are having a little difference but this difference is not statistically significant. Hence, based on result obtained, it is inferred that no difference exists in the citizenship qualities between Arts and Commerce stream students. Therefore,

null hypothesis i.e. 'There is no significant difference in the citizenship quality between Arts & Commerce stream students of higher secondary schools' is accepted. Therefore, we can concluded that Arts stream students & Commerce stream students are equal status in their citizenship qualities.

Major Findings

Major findings of the study were;

- The citizenship qualities of higher secondary students were not found remarkable.
- Female students possess significantly more citizenship qualities than male counterparts.
- Private school students have higher level of citizenship qualities as compared to government school students.
- Science stream students possess significantly high level of citizenship qualities than Arts and Commerce stream students.

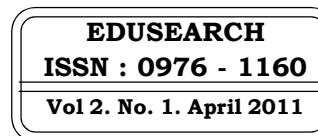
Educational implications:

- The outcomes of the study would explore the status of citizenship qualities among higher secondary students, which would be very useful data for assessing the need of citizenship education in a country like India, which is largest democracy of the world.
- This study provides support for gender differences in qualities associated with good citizenship in higher secondary students. Many of the results presented are consistent with and can be related to those already

- evident in the schools in terms of attainment levels that alone may be of interest to educators. Understanding that adolescent girls and boys differ in their citizenship qualities may assist educators and the Government to tailor volunteer programmes.
- Looking to the large variation between high and low scores of citizenship qualities, teacher and all the stakeholders have a crucial role to play for nullifying the effect of socio economic background of the students. Looking to wide variation among the students it is also concluded that students have a number of individual differences, which should be properly taken care in the school, is also one of the implications of the study.
 - Finally, the present study is an attempt to advance the literature available in field citizenship education in terms of good citizenship qualities. Additionally, the study would also help in finding the answer of such questions related to citizenship qualities required among students who are living during the age of widespread inter-religious crisis, inter-cast crisis, terrorism, inter and intra-ethnic violence in the country.

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Teacher Effectiveness in relation to their Life Satisfaction

*Dr. Sambit K. Padhi * & Jyoti Verma ***

Abstract

The present paper reports the result of the research study conducted in secondary schools of Bilaspur district of Chhattishgarh to find out the teacher effectiveness in relation to their life satisfaction. The descriptive study reveals significant positive relationship between the two variables i.e. teacher effectiveness and life satisfaction, teacher effectiveness differentials between the high and low life satisfaction groups of teachers revealed a significant difference. The teachers with high life satisfaction are found to have higher teacher effectiveness as compared to the teachers with low life satisfaction teachers.

Introduction

Satisfaction is a Latin word that means to make or do enough. Satisfaction with ones life implies contentment with or acceptance of ones life circumstances, or the fulfillment of ones wants and needs for ones life as a whole. Satisfaction also may be defined as the fulfillment of gratification of a desire needs, pleasure derived from such gratification and a sources or means of gratification. Satisfaction is a state of mind. It is an evaluative appraisal of something. The term refers to both 'contentment' and 'enjoyment'. As such it covers cognitive as well as affective-

appraisals. Satisfaction can be both evanescent and stable through time Life satisfaction is a dynamic process which goes through out ones life and is concerned with the social, mental and physical environment. It is a multi dimensional concept dressed with mainly cognitive and affective components. Life satisfaction can be defined as a degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads?

Life satisfaction is a dynamic process which goes through out ones life and is

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concerned with the social, mental and physical environment. It is a multi dimensional concept addressed with mainly cognitive and affective components. Life satisfaction can be defined as a degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads? Life satisfaction can be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self concept and self perceived ability to cope with daily life situations.

Almost all aspects of one's life affect his satisfaction towards life positively or negatively. Factors like health and hygiene, economic condition, social relationship, job condition, home and organizational climate influence to ones life satisfaction and these factors are deeply interrelated and cannot be separated easily. **Chadda, (1968)**, conducted a study on life satisfaction of teachers working in government and private schools of Delhi and found that both male and female teachers serving in government and public schools differ significantly in their total life satisfaction, while **Ratton (1988)**, found that there is no significant difference in total life satisfaction of male and female teachers working in secondary and senior secondary public and government schools of Kota Region of Rajasthan. On a topic "Factors affecting life satisfaction of teachers" **Sooch, Rajender (2009)**, found that teachers, who studied in urban area schools, are more satisfied in their lives as compared to teachers who studied

in rural areas schools. But other factors like gender, level of school teaching, subject of teaching, teaching experience, type of school management and marital status do not affect the life satisfaction of school teaches. They also found that there exists no significant difference between male and female, elementary and secondary and government and private school teachers in relation to their life satisfactions.

In educational process, a good and effective teacher occupies a place of tremendous importance because he is the right person to build the nation through the citizens. The teachers are entrusted with the most important job of building and improving the social structure. Children remain under their care in the most impressionable years of their lives According to **American Commission**, the quality of nation depends upon the quality of its citizens. The quality of its citizens depends, not exclusively, but in critical measure upon the quality of their education. The quality of their education depends upon the quality of teacher. **Humayun Kabir** rightly said once "Without good teachers even the best of system is bound to fail, with good teachers, even the defects of a system can be largely overcome". The teachers are the most potential and indispensable agents for bringing about the social change, for the modification of behaviour and for the building character of children. So the importance of teachers can not be ignored. They should be considered the most important members of the society and must be given respect, provided with the best possible professional

preparations and creating satisfactory conditions for work, so that they remain mentally sound to put their best of efforts for building the nation.

Having been placed in such a pivotal position in the whole scheme of education, it is to be ascertained as to what extent teacher can play his role effectively? If teachers are working under stressful conditions and are dissatisfied with their lives, then there is a very less chance of effective way of dissemination of knowledge to the children who are under their guidance. The teachers will be motivated to work only if they are satisfied with their jobs and value patterns of the society they live. It is observed that a satisfied teacher contribute maximum to the process of teaching-learning. There are number of extrinsic as well as intrinsic factors responsible for the teaching effectiveness of a teacher, life satisfaction may one of such factor.

Behera (2004) was found that there is significantly positive relationship between teacher effectiveness and emotional intelligence of Junior Collage teachers as a whole and with the various dimensions of teacher effectiveness. On a topic "Determinants of teacher effectiveness" **Shah, Beena (1991)**, found that teachers satisfaction with the nature of work and working conditions, positive attitude towards children and the job adoptability, mental ability, professional information, intelligence, knowledge value, and some job motivation factors, e.g. peaceful quality of job, livelihood, influcing opportunity and enough leisures are assessed as the paramount

determinants of teacher effectiveness.

Bruening & Hoover (1991) conducted a study on personal life factors as related to effectiveness and satisfaction of secondary agriculture teachers and was found that the significant positive relationships found between teacher effectiveness and all of the personal life factors. Few studies have been conducted in this line and here it is an investigation to find out the relationship between the teacher effectiveness and life satisfaction among the secondary school teachers.

Objectives:

Objectives of the study were as follows

- To study the relationship between teacher effectiveness and life satisfaction.
- To compare the teacher effectiveness of secondary school teachers having high and low life satisfaction.

Hypothesis:

- There will be no significant coefficient of correlation between teacher effectiveness and life satisfaction as a whole.
- There will be no significant coefficient of correlation between various dimensions of teacher effectiveness and life satisfaction.
- There will be no significant difference between high and low life satisfaction teachers on their teacher effectiveness.
- There will be no significant difference between high and low life satisfaction teachers on their various dimensions of teacher effectiveness.

Methodology:

As the present study intends to determine the effectiveness of secondary school teachers in Bilaspur district of Chhattishgarh as well as its relationship with the variable namely Life Satisfaction, so suitable method is required to complete this part of the research work. Looking at the nature of the study and variables in hand, descriptive survey method was adopted in this study.

Population and Sample

Teachers of government and private secondary schools, situated in both rural and urban areas of Bilaspur District were taken as population of the present study.

To draw the sample at first a total 10 Secondary Schools, in which five government and five private schools were selected randomly. For following the principles of proportionate stratified random sampling technique, maximum of 10 teachers out of total number of teachers from each government and private school selected randomly. In this way a total of 100 teachers (50 from government and 50 from private schools) are sample of the present study.

Tools of the Study:

Teacher Effectiveness Scale: this scale was developed and standardised by Kumar and Mutha (1974). It contains a total of 69 items, in positively worded and presented through five point likert type scale. These items are distributed in the following teaching behaviour categories :- (i) information source, (ii) motivation, (iii) disciplinarian, (iv) advisor and guide, (v) relationship

with pupil, (vi) teaching skill, (vii) co-curricular activities, (viii) professional knowledge, (ix) classroom management, (x) Personality characteristics.

Life Satisfaction Scale:

Keeping in view of the feasibility of the scale Life Satisfaction Scale developed and standardised by Singh and Joseph (2009) was used for the study. This scale measure life satisfaction on the basis of following dimensions of life (i) Taking pleasure in every day activities (ii) Considering life meaningful (iii) Holding a positive self- image (iv) Having a happy and optimistic outlook (v) Felling success in achieving goals. This scale contains 35 positively worded items.

Administration of tools and collection of data:

Before administrating the tools on the sample teachers, proper instructions were given to each teacher. The test booklets were given to them and requested to fill these booklets in proper time limit. After completion of the work, test booklets were collected and processed for scoring and analysis

Statistical techniques used:

- In order to find out relationship between the variables, viz, teacher effectiveness and life satisfaction of teachers with respect to the total sample and dimension wise, the correlation (product moment coefficient of correlation technique) was used.
- To find out the differences between teacher effectiveness of high and low life satisfaction teachers, the 't' test was used.

Table 1
Coefficient of Correlation between
teacher Effectiveness and
Life Satisfaction

| Variable | N | df | r | Sign. Level |
|-----------------------|-----|----|-------|--------------------------|
| Teacher Effectiveness | 100 | 98 | +0.23 | Significant at .05 level |
| Life Satisfaction | 100 | | | |

Table-1 indicates that the calculated coefficient of correlation for teacher effectiveness and life satisfaction of secondary school teachers is +0.23, where as tabulated coefficient of correlation for df 98, is (.196) at 0.05 level. Thus null hypothesis is rejected. Therefore it can be concluded that teacher effectiveness and life

satisfaction of secondary schools teachers are positively correlated. In other words it can be said that teacher effectiveness is closely associated with the life satisfaction of teachers.

It can be observed from Table 2 that coefficient of correlation between Motivation, Co curricular activities, Relationship with pupils, fellow teachers, principles and parent's and Advisor and Guide dimension of Teacher Effectiveness and Life Satisfaction of teachers are .264, .332,.30 and .40 respectively, which are significant at .01 level. These indicate that there is a significant positive relationship between Motivation, Co curricular activities, Relationships with pupils, fellow teachers, principles and

Table 2
Coefficient of Correlation between Various Dimensions of Teacher Effectiveness and Life Satisfaction of teachers

| Sr | Variable | N | df | Coefficient of Correlation | Levels of Sign. |
|-----|---|-----|----|----------------------------|-----------------|
| 1. | Information source | 100 | 98 | .052 | NS |
| 2. | Motivation | 100 | 98 | .264 | S. at .01 level |
| 3. | Teaching skills | 100 | 98 | -.01 | NS |
| 4. | Cocurricular activities | 100 | 98 | .332 | S. at .01 level |
| 5. | Professional knowledge | 100 | 98 | .180 | NS |
| 6. | Class-room Management | 100 | 98 | .025 | NS |
| 7. | Relationship with pupils, Fellow teachers, principles and parents | 100 | 98 | .30 | S. at .01 level |
| 8. | Advisor and Guide | 100 | 98 | .40 | S. at .01 level |
| 9. | Disciplinarian | 100 | 98 | -.23 | NS |
| 10. | Personality Characteristics | 100 | 98 | .12 | NS |

parents Advisor and Guide dimensions of Teacher Effectiveness and Life Satisfaction. So far the other dimensions of teacher effectiveness are concerned, it is observed that Information source, Teaching skills, Professional knowledge, Classroom management, Disciplinary and Personality Characteristics dimensions of Teacher Effectiveness and Life Satisfaction are .052, -.01, .180, .025, .23 and .12 respectively, which are not significant at even .05 level. This shows that, there is no significant relationship between Information source, Teaching skills, Professional knowledge, Classroom management, Disciplinary and Personality Characteristics dimensions of Teacher Effectiveness and Life Satisfaction.

Table 3

Comparison between the Mean Teacher Effectiveness Scores of High and Low Life Satisfaction Groups of Teachers

| Variable Levels | Groups | N | Mean | SEd | 't'Value | Sign. |
|-------------------------------|--------|----|--------|------|----------|----------------|
| Overall Teacher Effectiveness | High | 27 | 304.56 | 4.21 | 3.45 | Signi. at 0.01 |
| | Low | 27 | 290.04 | | | |

Table- 4

Comparison between the Mean scores on Different Dimensions of Teacher Effectiveness Scores of High and Low Life Satisfaction Groups of Teachers

| Sr | Dimensions | MeanScores of Life Satisfaction | | SEd | 't' Value | Signifi. Level |
|-----|---|---------------------------------|-------|-----|-----------|----------------|
| | | High | Low | | | |
| 1. | Information source | 18.04 | 17.67 | .46 | .80 | NS |
| 2. | Motivation | 17.56 | 16.50 | .45 | 2.36 | .05 |
| 3. | Teaching skills | 30.56 | 29.93 | .76 | .83 | NS |
| 4. | Cocurricular activities | 13.33 | 12.22 | .32 | 3.47 | .01 |
| 5. | Professional knowledge | 26.63 | 25.37 | .77 | 1.68 | NS |
| 6. | Class-room Management | 17.33 | 17.04 | .46 | .63 | NS |
| 7. | Relationship with pupils, Fellow teachers, principles and parents | 48.73 | 42.52 | 2.0 | 3.09 | .01 |
| 8. | Advisor and Guide | 34.30 | 33.78 | .94 | .55 | NS |
| 9. | Disciplinary | 45.44 | 42.82 | 1.0 | 2.64 | .05 |
| 10. | Personality Characteristics | 53.20 | 51.74 | 1.1 | 1.33 | NS |

Table 4 reveals that the mean scores of different dimensions of teacher effectiveness between high and low group of life satisfaction of teachers on Co-curricular activities (13.33 and 12.22); Relationship with pupils, fellow teachers, principals and parents (48.70 and 42.52). The 't' value for these dimensions have come out to be 3.47 and 3.09 respectively.

These are significant at .01 levels of significance. Further, the mean scores on Motivation and Disciplinary dimension of Teacher effectiveness of High and Low Life Satisfaction groups of teachers are found to be 17.56 and 16.50 and 45.44 and 42.80 respectively. The calculated comes out to be 2.36 and 2.64 respectively. These are significant at .05 levels. This means that the High and Low Life Satisfaction groups of teachers are found to differ significantly with respect to these dimensions of Teacher Effectiveness. It can be further observed from table 4 that the High Life Satisfaction groups of teachers have obtained higher mean scores on these dimensions of Teacher Effectiveness than the Low Life Satisfaction group of Teachers.

It can be seen from table 4 that the mean scores on Information source, Teaching skills, Professional knowledge, Class-room Management, Advisor and Guide and Personality Characteristics dimension of High and Low Life Satisfaction groups of teachers are 18.04 and 17.67, 30.56 and 29.93, 26.63 and 25.37, 17.33 and 17.04, 34.30 and 33.78 and 53.20 and 51.74

respectively. The 't' value come out to be .80, .83, 1.68, .63, .55 and 1.33 respectively. These are not significant even at the lowest acceptable level of significance, i.e. .05 level. Therefore, it can be safely said that the High and Low Life Satisfaction groups of teachers do not differ significantly with respect to the Information source, Teaching skills, Professional knowledge, Class-room Management, Advisor and Guide and Personality Characteristics dimensions of Teacher Effectiveness.

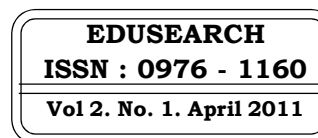
Major Findings

1. Teacher effectiveness and life satisfaction of secondary schools teachers are positively correlated.
2. There is a significant positive relationship between Motivation, Co curricular activities, Relationships with pupils, fellow teachers, principles and parents Advisor and Guide dimensions of Teacher Effectiveness and Life Satisfaction.
3. There is no significant relationship between Information source, Teaching skills, Professional knowledge, Classroom management, Disciplinary and Personality Characteristics dimensions of Teacher Effectiveness and Life Satisfaction.
4. High and Low Life Satisfaction groups of teachers are found to differ significantly with respect to Co-curricular activities, Relationship with pupils, fellow teachers, principals and parents, Motivation and Disciplinary dimensions of Teacher Effectiveness.

5. High and Low Life Satisfaction groups of teachers do not differ significantly with respect to the Information source, Teaching skills, Professional knowledge, Class-room Management, Advisor and Guide and Personality Characteristics dimensions of Teacher Effectiveness.

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Teachers Burnout : Symptoms and Prevention

Akanksha Gupta * & Harinarayan Prasad **

Abstract

Teachers play an important role in the education of children. Without teachers it is hard to imagine how cultural and intellectual knowledge could be passed on to next generation. The work of a teacher is physically and mentally challenging. A teacher spends a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to them.

Symptoms of stress in teachers can include anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and home which is known as burnout. Burnout results from the chronic perception that one is unable to cope with daily life demands. Prevention of burnout may be the useful remedy to it.

Teachers Burnout

Teachers play an important role in the education of children. Without teachers it is hard to imagine how cultural and intellectual knowledge could be passed on to a next generation. The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of stain and stress to them.

Some of the work stresses teachers more today are caused by changes (Burke & Richardsen, 1996), or strain from work overload (Schaufeli & Boonk, 1992) or difficulties in managing pupils (Emmer & Hickman, 1991; Brovwers of Tomic, 1999). Blasé (1982) identified burnout as one type of chronic response to the cumulative, long-term negative impact of work stresses.

Burnout is generally defined as a state of physical, emotional and mental exhaustion that results from long term

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involvement in work situations that are emotionally taxing. Burnout consists of emotional exhaustion, depersonalization and personal accomplishment. *Emotional exhaustion* is defined as feeling of being emotionally overextended; *Depersonalization* refers to an indifferent or distant attitude towards people one works with or for; *Personal accomplishment* refers to satisfaction with past and present accomplishments (Burke, Greenglass & Schwarzer, 1996; Freuden Berger, 1974; Glass & Mcknight, 1996; Greenglass, 2001; Maslach & Jackson, 1981). Burned out teachers are not able to perform their job properly any longer. So it is obvious that burnout is found to be related to negative outcomes for the individual teachers (mental and physical disorders, lack of satisfaction, doubt of personal capabilities, diminished level of self-efficacy), the *school organization* (lack of continuation in the educational process of students, teacher absence through ill-ness, difficulties in finding adequate replacements), and *society* in general (level of education, disablement insurance benefits), (Burke & Richardsen, 1996; Burke et al., 1996; Van Dierendonck, Schaufeli & Buunk, 1998).

Symptoms of Burnout

There are several symptoms of burnout. they are-

a) Fatigue: a state where an individual gets tired easily. The individual has less energy in him to the extent that he can not do much in terms of physical work.

b) Irritability: A burnout person gets irritated quite easily with the least provocation and acts wild at times.

c) Anxiety: This is another symptom of burnout. It is vague fear. A burnout person feels that something is going to happen to him at anytime. This makes him to apply a lot of defense mechanisms.

d) Headache: A burnout teacher experience frequent headaches and this may lead to loss of appetite and sleep disturbances. This aggravates the already worsened condition of the teacher.

e) Loss of confidence: This also leads to loss of feeling of self-worth, loss of goals or optimism.

f) Other symptoms include a feeling of boredom, and anger. This can result in tearfulness. Accompanying these are other symptoms like difficulty in concentrating, impulsivity, physical illness, loss of sexual desires and finally deciding to quit the job or doing something to get fired.

Prevention of Burnout

Albee (2000), one of the pioneers of prevention research, points out that, "It is accepted public health doctrine that no disease or disorder has ever been treated out of existence" (p.847).

It is far better if the roots of teacher burnout are identified and eliminated before the syndrome develops, rather than treating it after it has been made. There are three levels of prevention interventions:

(a) Primary prevention- where the goal is to reduce the incidence of new cases of burnout,

(b) Secondary prevention, where the goal is early identification and treatment of symptoms before they turn into a full-blown disorder, and

(c) Tertiary prevention, where persons who have recently suffered a disorder receive some type of intervention to prevent relapse (Conyne, 1991). Such preventative interventions may either be done at the organizational level, with changes in the school environment, or at the individual level, in which the goal is to strengthen teachers' resources for resisting stress.

Primary Prevention of Teacher Burnout

Organizational practices that prevent teacher burnout are generally those that allow teachers some control over their daily challenges. At the individual level, self-efficacy and the ability to maintain perspective with regard to daily events have been described as "anxiety-buffers" (Greenberg, 1999). At the institutional level, other factors may help mitigate teacher stress. Chris Kyriacou (2001), who draws from an Education Service Advisory Report (1998), offers the following advice for schools:

- Consult with teachers on matter, such as curriculum development or instructional planning, which directly impact their classrooms.
- Provide adequate resources and facilities to support teachers in instructional practice.
- Provide clear job descriptions and expectations in an effort to address role ambiguity and conflict.

- Establish and maintain open lines of communication between teachers and administrators to provide administrative support and performance feedback that may act as a buffer against stress.
- Allow for and encourage professional development activities such as mentoring and networking, which may engender a sense of accomplishment and a more fully developed professional identity for teachers.

Secondary Prevention of Teachers Burnout

Efforts at secondary prevention focus primarily on early detection of problems before they emerge as full-blown disorders. Symptoms of teacher stress as contributing to burnout may take many forms (Brown & Ralph, 1998). Studies by several researchers (C.f., Brown & Ralph, 1998; Hinton & Rotheiler, 1998; Kyriacou, 2001; Troman & Woods, 2001), report the following as early symptoms of teacher stress and burnout:

- Feeling like not going to work or actually missing days.
- Having difficulty in concentrating on tasks.
- Feeling overwhelmed by the workload and having a related sense of inadequacy to the tasks given to them.
- Withdrawing from colleagues or engaging in conflictual relationships with co-workers.
- Having a general feeling of irritation regarding school.
- Experiencing insomnia, digestive disorders, headaches, and heart palpitations.

- Incapacitation and an inability to function professionally in severe instances.

Tertiary Prevention—Ameliorating Burnout Symptoms

Once teacher burnout has occurred, a decision must be made as to whether the teacher can or is willing to continue their work. Troman and Woods (2001) acknowledge that a series of stressful events or a single major event may lead teachers to make what they term 'pivotal decisions.' Although teachers go through many such events over the course of a career, the teachers interviewed by Troman and Woods rarely viewed decisions made in response to high levels of stress as transformative in the positive sense. Personal factors also figure into a teacher's decision to stay in a school, with the current labor market, personal financial and family obligations, and years in the field all being instrumental in the decision making process. In hard economic times, teachers may stay with the relatively stable profession of teaching due to a lack of outside possibilities for a career change. The promise of retirement benefits that increase with added years of service is a draw to teachers who have already accumulated more than a few years of service.

In looking at teachers and stress, Troman and Woods (2001) used interviews and observational data collected from teachers at The Gladstone Primary School and from teachers who had left the school in the aftermath of Gladstone being

designated as poorly performing during an accreditation inspection. Interviews were analyzed using theme analysis and the constant comparative method. Data gathered suggests that teachers generally fall into three categories when reacting to stress and burnout. Some teachers simply end their careers as professional educators. Others seek relief from stress by "downshifting;" taking a less prestigious or demanding role, redefining their job as a part time instructor, or by having previously held duties assigned to other teachers. Some teachers choose to reframe their sense of identity as educators; for these teachers, this may involve developing outside interests, placing more emphasis on family and friends or relocating to a more favorable school environment.

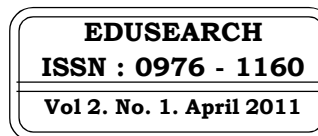
Conclusion

Burnout results from the chronic perception that one is unable to cope with daily life demands. Given that teachers must face a classroom full of students every day, negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers, contend with relatively low pay and shrinking school budgets, and ensure students meet increasingly strict standards of accountability, it is no wonder many experience a form of burnout at some point in their careers. Efforts at primary prevention, in which teachers' jobs are modified to give them more control over their environment and more resources for coping with the demands of being an educator, are preferable over secondary or tertiary interventions that

occur after burnout symptoms have surfaced. However, research reviewed here indicates each type of prevention can be useful in helping teachers contend with an occupation that puts them at risk for burnout.

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Development of Integrated Critical Thinking Skills Package (ICTSP) in Mathematics for Secondary School Students

*Dr. Harish G.C.**

Abstract

Teaching for understanding means helping students to get the habit of thinking mathematically, solving problems scientifically, reasoning historically, seeing artistically, reading critically and communicating clearly. If these habits are to be acquired, educators need not to incorporate into their lessons. Critical thinking may be stressed when pupils separate facts from opinions, fantasy from reality, relevant from irrelevant, as well as accurate from inaccurate information. However, it has been found that school teachers generally do not make effective use of necessary teaching skills in the classroom situation. It is evidenced from the studies conducted by (Misra 1968, Pilli 1914, Khajuria 1981, Panday 1981 and Kumar 1982). Now the part of the teacher roles is fostering critical thinking skills abilities for building understanding of the concepts, skills and processes of the various disciplines and their methods for constructing and evaluating knowledge.

Introduction

Teaching for understanding means helping students to get the habit of thinking mathematically, solving problems scientifically, reasoning historically, seeing artistically, reading critically and communicating clearly. If these habits are to be acquired, educators need to incorporate them into their lessons. Systematically designed instruction can greatly affect

individual human development. Hence; there is a great need for designing instruction to foster achievement in mathematics at secondary level.

The process of designing instruction is nothing but developing a package. The various steps in the procedure of designing and executing the experiment are summarized in the following headings;

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The cognitive psychologists describe the critical thinking skills components in different orders. The first one is lower order critical thinking skills and the second one is higher order critical thinking skills. Across subject areas and levels, educational research has identified several discrete skills related to an overall ability for critical thinking. These are:

- Finding analogies and other kinds of relationships between pieces of information.
- Determining the relevance and validity of information that could be used for structuring and solving problems.
- Finding and evaluating solutions or alternative ways of treating problems.

Critical Thinking Skills

Keeping all above mentioned points in view, the researcher identified the several critical thinking skills components that are used in different discipline and suggested by Crump, Paul, Binker, Terray and Appalagate. In this study researcher selected higher order critical thinking skills components that come under the objectives of Analysis, Synthesis and Evaluation. They are;

- Distinguishing relevant from irrelevant information,
- Unstated assumptions,
- Recognizing the logical inconsistencies in a line of reasoning,
- Problem solving,
- Formulating hypothesis,
- Making inference,
- Making decisions,
- Thinking Independently,

- Developing confidence in reason,
 - Comparing analogous situations,
 - Questioning deeply,
 - Making interdisciplinary connection.
- Finally, the researcher selected more suitable components which can be fitted well under each sub unit. In the present study the researcher selected five higher order critical thinking skills (HOCTS) components under analysis, synthesis and evaluation objectives to develop package ICTS for teaching mathematics, keeping in view, the nature and objective of mathematics. The description of the selected critical thinking skills components are as follows;

Component 1:

Distinguishing relevant from irrelevant information

A specific matter in hand where there is a considerable amount of information given for identifying the elements of the problem to decide whether something is related or unrelated in the matter.

Rule: Deciding whether the information related or unrelated to the topic.

Example: Rekha defines the polygon using the following properties.

Question - *Which of the following are suitable and not suitable to define polygon?*

- A closed figure.
- Line segments are coplanar and non-collinear.
- Bounded by two line segments only
- Line segments are non-coplanar and collinear.
- Line segments intersect each other at their end points.

Answer-(Relevant):

A closed figure, Line segments are coplanar and non-collinear and Line segments intersect each other at their end points

Answer-(Irrelevant):

Bounded by two line segments only and Line segments are non-coplanar and collinear.

Component 2:**Unstated Assumptions**

An assumption is something we take for granted or presuppose. Usually it is something we previously learned and do not question. It is part of our system of beliefs. We assume our beliefs to be true and use them to interpret the result.

Rule: A statement or problem that is assumed to be true and from which a conclusion can be drawn or something taken to be true without proof.

Example: Gopi having three sets S, T&R then he finds out $A = (S \cup T) \cap R$ and $B = S \cup (T \cap R)$ by using the following data.

| Sr | S | T | R |
|----|---------|---------|---------|
| 1 | 2, 3, 6 | 1, 7, 9 | 1, 8, 9 |
| 2 | 2, 3, 5 | 2, 3, 6 | 4, 7, 9 |
| 3 | 4, 6, 8 | 6, 8, 9 | 2, 3, 7 |

What inference he can draw between the sets A&B?

Answer:

Elements of the set A is equal to the elements of the set B

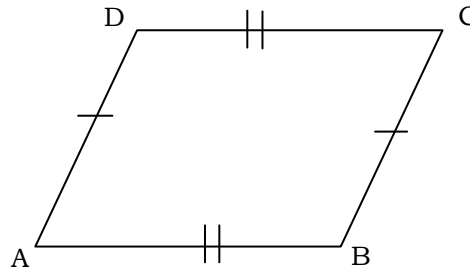
i.e. $A=B$ or $(S \cup T) \cap R = S \cup (T \cap R)$

Component 3:**Making inference:**

An inference is a step of the mind, an intellectual act by which one concludes that something is true in the light of something else being true, or seeming to be true.

Rule: On the basis of given subject matter the different set of examples to draw conclusion for the concept, rule, statement etc. Inferences can be accurate or inaccurate, logical or illogical, justified or unjustified.

Example: Manu wanted to prove logically that the diagonal AC bisects the parallelogram ABCD into two congruent triangles.



Question : What is the assumption that he can prove it?

Answer: Opposite sides of the parallelogram are equal. AC is common and then $\triangle ABC \cong \triangle ADC$ as per SSS postulate.

Component 4**Formulating hypothesis:**

After understanding the nature of the problem and collecting all relevant information, one may sort some cognitive activities or ideas to think out the various solutions to the problem.

Rule: On the basis of information predicting the possible conclusions to arrive a generalization.

Example: Shilpa identified the HCF&LCM of monomials and recorded them in a table given below. What relationships she can predict between HCF&LCM?

| Monomials | Factors | HCF | LCM |
|--------------------------|-------------------------|-------|--------------------|
| 2, 3 | 1 | 1 | 6 |
| 5a, 10a ² | 1,2,5,a, a ² | 5a | 10a ² |
| (a+b),(a+b) ² | (a+b), (a+b) | (a+b) | (a+b) ² |

Answer: HCF divides the LCM exactly and remainder is equal to zero

Component 5

Problem solving:

In a given problem, identifying the elements of the problem, what they have given and following the problem solving procedure or a realistic understanding of situation on the basis of data given in the problem.

Rule: Identifying the elements in the problem and solving by using the procedure.

Example: A farmer wants his cow to graze part of a field. So the cow is tied to fixed point by a 3meter rope. Find the following,

- What area of the field can the cow graze?
- What is the increase in the grazed area if the rope is lengthened to 5meter?

Answer: By using formula $A = \pi r^2$

Conclusion

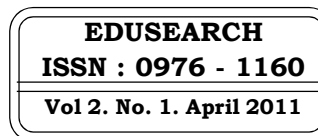
Development of the package of critical thinking skills uses the sub units of selected units from all the branches of mathematics. The researcher has identified different sub units which come under all the three branches of ninth standard mathematics as per the components of critical thinking skills. Each sub unit usually contains two parts namely; description part and exercise part.

The description part contains an instructional episode or a problem, whereas the exercise part contains Yes or No type questions seeking reasoning along with short type of questions. For exercise part researcher prepared the activity sheet for the entire sub programme. The formative and summative evaluation procedures were followed in this package. Activity sheets were given for formative evaluation at the end of each programme. Unit tests were given at the end of every unit for summative evaluation.

A few sub units were tried out on a small group of ninth standard students. As per the opinion of guide and experts and also feedback obtained from the students programmes were further modified. The try-out also helped the researcher to structure the programme in terms instruction, time schedule, description and evaluation. Thus, all the sub programmes of ICTS were refined based on the feedback from the try-out and pilot study. Thus, the integrated critical thinking skills package in mathematics was developed and implemented.

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Job Satisfaction of Teacher Educators of University of Mysore

*Dr. K. V. Sridevi**

Abstract

Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. The focus of the study was to study the job satisfaction of teacher educators who mould the future teachers towards the work culture of their institutions. Job satisfaction scale was administered to a sample of 120 teachers from fourteen colleges of Mysore city. Analysis revealed 1) There is no significant difference in the job satisfaction of the teacher educators with respect to gender and Length of service. 2) The teacher educators working in Aided institutions were highly satisfied in their job than the teach educators of Unaided and government institutions.

Introduction

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competence, dedication and quality of school teachers, it is not brick and mortar of the classroom, but the dialogues rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation.

The trend of the studies done on concepts professional development and job satisfaction shows that numerous studies have been done on these topics in the western countries but a little emphasis has been given to such studies in India, that too especially with teacher educators.

Studies done on job satisfaction are mostly centered towards school teachers Jha (1986). Employee satisfaction is supremely important in an organization because it is what productivity depends on (Wagner &

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Gooding 1987; Wright & Crapanzano 1997). If the employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions. Teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organization's human resource is evaluated.

Concept of Job satisfaction

Job satisfaction describes, how content an individual with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work position. Job satisfaction is a very important attribute which is frequently measured by organizations.

Factors associated with Job satisfaction of Teacher educators:

Intrinsic Factors: Intrinsic satisfaction

to the teachers can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Lee, Dedrick and Smith, 1991). Intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people.

Extrinsic Factors: A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others (Bobbitt et al, 1994). However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their job satisfaction and their desire to remain in teaching throughout their career.

Demographic Factors: Similar to professionals in other occupations, job satisfaction in teachers has been related to demographic variables including age, education, marital status and gender.

Research Gap

The literature reviewed provided a piecemeal account of various dimensions of job satisfaction (JS). But very few studies have been done on job satisfaction of teacher educators who train the future teachers. Therefore, the present study takes into account the job satisfaction of teacher educators of

B.Ed. colleges coming under the ambit of University of Mysore, Mysore.

Objectives of the study

1. To study the level of job satisfaction among the teacher educators of University of Mysore.
2. To study the significant difference in the job satisfaction among the teacher educators with respect to their
 - a. Gender
 - b. Locale
 - c. Type of institution

Hypotheses of the study:

1. Teacher educators of University of Mysore have highly satisfied in their job.
2. There is no significant difference in the job satisfaction of teacher educators with respect to their
 - a. Gender
 - b. Locale
 - c. Type of institution

Research method:

A survey method has been employed in the present study.

Subjects:

Teacher educators working in 14 B.Ed. Colleges (one Government, three Aided and ten unaided) coming under the ambit of University of Mysore have been selected as respondents for the sample. The table 1 shows the details of sampling

**Table 1:
Sample for the study**

| Type of institut ion | Novice | | Experi enced | | Total |
|---------------------------------|---------------|------------|-------------------------|------------|--------------|
| | Ma. | Fe. | Ma. | Fe. | |
| Govt. | 0 | 0 | 8 | 8 | 16 |
| Aided | 2 | 2 | 11 | 11 | 26 |
| Unaided | 19 | 14 | 27 | 18 | 78 |
| Total | 21 | 16 | 46 | 37 | 120 |

Selected sample of 120 teacher educators include 37 novice and 83 experienced teachers. Among them 67 male and 53 female teacher educators were present. Sample has 16 teacher educators from government, 26 from aided and 78 from unaided teacher education institutions.

Instrumentation

Teachers job satisfaction scale

This scale is prepared by Dr. Y. Mughal, I S Mahar and D. **Bhatia**. The Likert technique is adopted in the scale. About fifty four statements (32 favourable and 22 unfavourable statements) reflecting the sense job satisfaction of a teacher educator has in his profession. Each statement is followed by 4 possible responses of agree, viz., strongly Agree (SA), Agree (A), Un decided (UD) Disagree (DA), and Strongly Disagree (SD), encircling any one of the five modes of responses accordingly. For positive statements, the scoring would be 4, 3, 0, 2, 1 and for negative statements 1, 2, 0, 3, 4 to SA, A, UD, DA, SDA.

Procedure for Data Collection

Data for the study was collected by administering the Job satisfaction scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

Analysis and Interpretation of data

Frequencies and percentage of levels of job satisfaction of teacher educators were calculated and tabulated hereunder.

Table 2:
Frequency & percentage of Job satisfaction of teacher educators

| Job satisfaction | Frequency | % |
|------------------|-----------|------|
| High | 40 | 33.3 |
| Moderate | 79 | 65.8 |
| Low | 1 | 0.8 |
| Total | 120 | 100 |

Among the 120 teacher educators, 40(33.3%) were highly satisfied with their job. Where as 79 of them shown moderate job satisfaction and only one teacher educator expressed low satisfaction towards the job. It is understood that majority of the teacher educators have expressed a moderate job satisfaction

The table no. 3 shows that only one male teacher from government college found to possess less satisfaction in his job. Out of 26 teacher educators from un-aided institutions, 12 of them indicated a high job satisfaction and 14 of them with moderate satisfaction. Majority (51 out of 78) of the teacher educators working in Un aided colleges were found to have moderate job satisfaction.

Table 4:
Frequency of levels of Job satisfaction in male and female teacher educators

| Gender | Levels of Job satisfaction | | | Total |
|--------------|----------------------------|----------|-----|-------|
| | High | Moderate | Low | |
| Male | 23 | 43 | 1 | 67 |
| Female | 17 | 36 | 0 | 53 |
| Total | 40 | 79 | 1 | 120 |

Out of 67 male and 53 female teacher educators, twenty three male and seventeen female teacher educators have shown high job satisfaction and forty three and thirty six male and female teacher educators respectively found to have moderate job satisfaction and only one male teacher educator was poorly satisfied in his job.

To study the gender wise significance of difference, student t test was employed and the results of the analysis are tabulated below:

The mean scores obtained by the male and female teacher educators on Job satisfaction scale is 133.37 and 134.74 respectively. The t value is 0.35 which

Table 3:
Frequency and percentage of Job satisfaction of teacher educators

| Type of institution | Level of Job satisfaction | | | | | | Total |
|---------------------|---------------------------|--------|----------|--------|------|--------|-------|
| | High | | Moderate | | Low | | |
| | Male | Female | Male | Female | Male | Female | |
| Government | 2 | 0 | 6 | 8 | 1 | 0 | 16 |
| Aided | 5 | 7 | 8 | 6 | 0 | 0 | 26 |
| Unaided | 16 | 10 | 29 | 22 | 0 | 0 | 78 |
| Total | 23 | 17 | 43 | 36 | 1 | 0 | 120 |

Table 5:
Mean, SD and t-value of Job satisfaction of Male and female teacher educators

| Gender | N | Mean | S.D. | t-value | Sig. Le. |
|--------|----|--------|------|---------|----------|
| Male | 67 | 133.37 | 21.9 | 0.35 | NS |
| Female | 53 | 134.74 | 20.2 | | |

is not significant. Thus there is no significant difference in the perceptions of male and female teacher educators in their job satisfaction.

Table 6:
Frequency of job satisfaction of Novice and Experienced teacher educators

| Length of service | Levels of Job satisfaction | | | Total |
|-------------------|----------------------------|----------|-----|-------|
| | High | Moderate | Low | |
| Novice | 10 | 26 | 1 | 37 |
| Experi. | 30 | 53 | 0 | 83 |
| Total | 40 | 79 | 1 | 120 |

Out of 40 teacher educators who were found to be highly satisfied, thirty of them were experienced and remaining ten of the teacher educators were novice. 53 and 26 experienced and novice teacher educators were found to be moderately satisfied in their job. 66 out them were experienced and 27 were novice teacher educators. Out of 120 teacher educators, only one novice male teacher educator working in Government institution has shown low job satisfaction.

From the table no. 7 it is clear that there is no significant difference in the Job

Table 7:
Mean, SD and t-value of Job satisfaction of Novice and Experienced teacher educators

| Gender | N | Mean | S.D. | t-value | Sig. Le. |
|---------|----|-------|------|---------|----------|
| Novice | 37 | 132.5 | 20.6 | 0.52 | NS |
| Experi. | 83 | 134.5 | 21.4 | | |

satisfaction of novice and experienced teachers as the t value (0.515) which is not significant. It means irrespective number of years of teaching experience majority of them show moderate to high job satisfaction.

Table 8:
Frequency and percentage of Job satisfaction of teacher educators working in different type of colleges

| Type of Institu. | Levels of Job satisfaction | | | Total |
|------------------|----------------------------|----------|-----|-------|
| | High | Moderate | Low | |
| Govt. | 02 | 14 | 0 | 16 |
| Aided | 12 | 14 | 0 | 26 |
| Un-Aid | 26 | 51 | 1 | 78 |
| Total | 40 | 79 | 1 | 120 |

Out of 40 teacher educators who were highly satisfied with their job, 2 are from government, 12 from aided and 26 from unaided institutions. Where as 79 teacher educators shown a moderate job satisfaction, out of them fourteen, fourteen and fifty one teacher educators were from government, aided and un aided institutions respectively. Only one teacher educator from government institution indicated low job satisfaction.

Table 9:
Descriptive statistics of Type of institution of teacher educators and their job satisfaction

| Type of Institution | N | Mean | S.D. |
|---------------------|-----|--------|-------|
| Government | 16 | 123.50 | 13.54 |
| Aided | 26 | 141.00 | 23.51 |
| Unaided | 78 | 133.78 | 20.79 |
| Total | 120 | 133.98 | 21.08 |

Table 10:
Results of ANOVA for job satisfaction and type of institution where teacher educators are working

| Source of variance | SS | df | MS | F | Sig |
|--------------------|---------|-----|--------|------|-------------------|
| Between groups | 3041.6 | 2 | 1520.8 | 3.57 | sig. p< .03 |
| Within groups | 49849.3 | 117 | 426.06 | | |
| Total | 52890.9 | 119 | | | |

Table 9 indicates a slight difference in the mean scores i.e. mean score obtained by the teacher educators working in Aided institutions (141.00) is greater than that of Unaided (133.78) and Government (125.50) institutions. This is difference is found to be significant as the F value (3.569) significant at 0.03 level.

Major Findings of the Study:

- There is no significant difference in the job satisfaction of the teacher educators with respect to gender and Length of service.

- The teacher educators working in Aided institutions were highly satisfied in their job than the teacher educators of Unaided and government institutions.

Educational Implications:

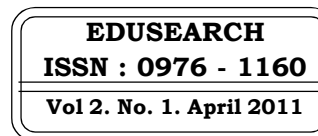
Efficient and Competent teachers are required in every educational institution so as to increase the effectiveness of the institution. Organizational authorities should identify the ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards teaching. Satisfaction from the job is necessary for full devotion and commitment of teachers towards the profession.

Majority of teachers showed moderate job satisfaction this might be because the teachers may not be content with the salary, may not have a cordial relationship with the staff, head of the institution & parents, also, the teachers may not have a good report with the students which may also contribute to the failure of job satisfaction of the teachers. The job satisfaction has 5 components such as economic sufficiency, Social status, Professional growth, Personal contentment and Interpersonal cooperativeness and any teacher who lack in any of the component may also lack in job-satisfaction.

Thus this result gives enormous scope for the improvement of teacher educators' job satisfaction through well structured sensitization; attitudinal building and competency based training programs.

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Comparison of Multiple Choice Test Items with Different Formats of Multiple Discriminate Type Test Items in Terms of Item Difficulty

Dr. S. K. Tyagi & Dr. Shanti Tejwani ***

Abstract

The present study attempts to compare the Item Difficulty of Multiple Choice Items (MCI) and different formats of Multiple Discriminate Type Test Items (MDTI). The researcher developed a test with different formats i.e. MDTI with two stems and eight options and MDTI with two stems and six options and MCI with three options for comprehension of concepts of the course 'Measurement and Evaluation'. The three developed formats were administered on a sample of 635 students selected randomly from Teacher Training Colleges of different Universities. Two least frequently chosen options were removed and the test was reduced to two stems with six options. The test was further reduced to separate parts of one stem and three options ones using the empirical analysis. The data were analyzed using Repeated Measure one way ANOVA. Results indicated that the Mean Item Difficulty Indices of MDTI with two Stem Eight Options, two Stem Six Options and MCI with one Stem Three Options differ significantly.

Introduction

Multiple Choice Test Items are the most popular and used in various exams including competitive exams like GRE, NET, IAS, NDA etc. In Multiple Choice Test with four options students answer simply through guessing with 25% success. For reducing the percentage of guessing, a new test item has been suggested i.e. Multiple Discriminate Type Test Item (MDTI). A Multiple Discriminate Type Item (MDTI) consists

of more than one stem, say two or three with eight or Twelve Options (as against one item (stem) and four or three options in multiple-choice item). The alternatives are constructed in such way that they work as distracters for all the two or three stems/items. Each stem has one correct answer or key. This type of test item significantly reduces the chances of guessing in comparison to MCI.

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Number of researches in the field of education across the world is currently focusing on Types of Test Items. Some of the earliest among researchers viz. Straton and Catts (1980), Owen and Froman (1987), Cizek and O'day (1994) & Bruno and Dirkwager (1995) focused their researches on optimal number of alternative choices in a multiple choice test item. They concluded that three alternative multiple-choice test items, in typical classroom settings, were optimal. Also Trevisan, Sax and Micheal (1991) found that the reduction of number of options had no material effect on internal consistency. Plumlee (1952), Elley & Mangubhai (1992), Hastedt & Dirk (2004) conducted studies to investigate the effect of different format of questions. Plumlee (1952), Elley & Mangubhai (1992) found that the answer format does not have a statistically significant difference on the result, whereas Hastedt & Dirk (2004) found that the answer format had an effect on the result of the given item. Multiple Choice items are solved on average statistically significantly better than Open-ended items.

Farthing, Jones & Mcphee (1998) analysed the Permutational Multiple Choice Questions and Essay Type Questions. It was found that the PMCOs did not adequately discriminate between the stronger and the weaker candidates. This meant some weaker candidates did well with PMCOs, and a few stronger candidates did slightly worse.

Swanson et al. (2006) investigated the impact of item format and number of

options on the psychometric characteristics and response time for MCIs. They found that test items with more options were harder and required more testing time.

Coderre et al. (2004) studied the effect of MCI and EMI (Extended Matching Item) formats on the problem solving strategies. The results showed that two formats were equally potent in testing problem solving abilities, and the number of alternatives did not have significant impact on psychometrics or problem solving strategies utilized. During testing problem solving strategy the question stem or content was more important than the number of alternatives.

Banerjee (2004) developed a validated test in Statistics for B.Ed measurement and evaluation course using MDTI. The investigator evaluated MDTI from the point of item discrimination, item difficulty, reliability and validity. The reliability of test was found to be .77. The correlation coefficient of only one item with the whole test was not significant. Rests of the items were found to be valid.

No study has been undertaken on comparing the Difficulty Indices of Different Formats of Multiple Discriminate type test item with Multiple Choice Test Items.

Objective

The Objective of the present study was formulated as below:

To compare the Mean Item Difficulty Indices of MCI with Three Options,

MDTI with Two Stems Eight Options and MDTI with Two Stems Six Options test formats respectively.

Hypothesis

The following was the hypothesis of this study:

There is no significant difference in the Mean Item Difficulty Indices of MCI with Three Options, MDTI with Two Stems Eight Options and MDTI with Two Stems Six Options test formats respectively.

Sample

The sample comprised of 635 B.Ed. students of different University Teaching Departments and Education Colleges affiliated to various Universities i.e. D.A.V.V. Indore, Lucknow University, Allahabad University, Meerut University and Banaras Hindu University of 2006-07 and 2007-08 academic session.

Tools

The investigator developed Comprehension Test with different formats of Test Items i.e. MDTI with two stems and eight options (ii) MDTI two stems and six options and (iii) MCI with one stem and three options on Measurement and Evaluation subject. Initially an MDTI with two stems eight options test was developed. It had 80 questions; after try out of items and following the item analysis 24 inferior questions were dropped. Finally, 56 questions were retained in the test. Then the comprehension test having MDTI with two non-functioning options removed i.e. comprising of two stems

and six options was further reduced to two MCI with three options each. Each test format had 56 Questions. One mark was given for each correct answer. Thus, the marks could range from 0 to 56. The Medium of the test was Hindi as well as English.

Procedure of Data Collection

Firstly, having administered the test of MDTI with two stems and eight options on a small initial sample the responses were scored carefully and analysed empirically. Then from that test two non-functioning options were removed leading to another format of MDTI test i.e. MDTI with two stems and six options. This test was further reduced to MCI format with one stem and three options. After developing all the formats of the test, all three tests were administered on different sample of students.

Results

Item Difficulty Indices for each item in the Three Test formats were computed. The data were then analysed with the help of Repeated Measure One Way ANOVA through GLM in SPSS. The results regarding the assumption of normality for Item Difficulty Indices of Three Test Formats are given in Table 1 From the Table 1. it is evident that the Z-values of K-S test for all the Three Test Formats are not significant at 0.05 level, it means that the assumption of normality of distributions of Item Difficulty Indices in the Three Test Formats was not violated. Therefore the data were analysed with the help of Repeated Measure One Way ANOVA.

Table 1.

One-Sample Kolmogorov-Smirnov Test for the Item Difficulty Indices of Three Test Formats

| Test Formats | Mean | SD | N | Most Extreme Differences | | | K-S.Z | Sig. |
|--------------------------------|-------|------|----|--------------------------|------|-------|-------|-------------|
| | | | | Absolute | +Ve | -Ve | | |
| MDTI with Two Stems Eight Opts | 0.296 | .072 | 56 | .102 | .102 | -.071 | .764 | .603 |
| MDTI with Two Stems Six Opts | 0.346 | .075 | 56 | .160 | .160 | -.069 | 1.20 | .112 |
| MCI with Three Opts. | 0.455 | .086 | 56 | .077 | .065 | -.077 | .578 | .892 |

Table 2

Mauchly's Test of Sphericity for the Item Difficulty Indices in Three Test Formats

| Within Subject Effect | Mauchly's W | df | Approx Chi-Square | Sig. | Epsilon | | |
|-----------------------|-------------|----|-------------------|----------|--------------------|-------------|--------------|
| | | | | | Greenhouse-Geisser | Huynh-Feldt | Lower-bound |
| Test Format | .723 | 2 | 17.489 | 0 | 0.783 | 0.802 | 0.500 |

However, before performing the Repeated Measure ANOVA Mauchly's Test of Sphericity was conducted, whose results are presented in Table 2. Table 2, shows that the Mauchly's Sphericity test statistics W is significant with df = 2. Thus, the sphericity assumption (akin to assumption of Homogeneity of variance in ANOVA) does not hold in this case. However, SPSS makes necessary adjustments in the degrees of freedom in such eventuality. The output is presented in below the table 3.

From the table 3, it is evident that the F-value for Item Difficulty Index is 130.60, which is significant at 0.01 level with df equal to 1.000/55 (Lower Bound) Lower Bound df were considered in interpretation of F value because of violation of sphericity and the fact that one of the three lower bound happens to be the most conservative. The significance of the F value indicates that the mean Item Difficulty Indices of MDTI with Two Stems Eight Options, MDTI with Two

Table 3

Summary of Repeated Measure One Way ANOVA for the ItemDifficulty Indices among Three Test Formats (Test of Within Subjects Effects)

| Source of Variation | | SS | df | MSS | F | Sig. | Eta Squared |
|---------------------|--------------------|--------------|--------------|-------|---------------|----------|--------------|
| Test Format | Sphericity-Assumed | 0.734 | 2 | 0.367 | 130.65 | 0 | 0.704 |
| | Greenhouse-Geisser | 0.734 | 1.567 | 0.468 | 130.51 | 0 | 0.704 |
| | Huynh-Feldt | 0.734 | 1.604 | 0.367 | 130.65 | 0 | 0.704 |
| | Lower Bound | 0.734 | 1.000 | 0.367 | 130.60 | 0 | 0.704 |
| Error | Sphericity-Assumed | 0.309 | 110 | .0028 | | | |
| | Greenhouse-Geisser | 0.309 | 86.163 | .0036 | | | |
| | Huynh-Feldt | 0.309 | 88.243 | .0035 | | | |
| | Lower Bound | 0.309 | 55.00 | .0056 | | | |

Stems Six Options and MCI with Three Options Test Formats differ significantly. In the light of this, the null hypothesis that 'there is no significant difference in the mean Item Difficulty Indices of MCI with Three Options, MDTI with Two Stems Eight Options and MDTI with Two Stems Six Options

Table 4

Pair-wise Comparison of Item Difficulty Indices of Different Test Formats

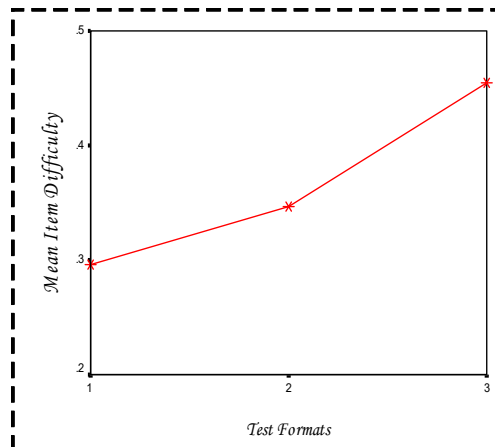
| Test Format | Mean | SE | Format | | Mean Difference | SE | Sig. |
|--------------------------------------|--------|------|--------|-----|-----------------|------|------|
| | | | (I) | (J) | | | |
| MDTI with Two Stems Eight Options(1) | 0.2962 | .010 | 2 | 1 | 0.0504** | .007 | 0 |
| MDTI with Two Stems Six Options (2) | 0.3466 | .010 | 3 | 2 | 0.108** | .011 | 0 |
| MCI with Three Options (3) | 0.4546 | .012 | 3 | 1 | 0.1584** | .012 | 0 |

test formats' is rejected. It may, therefore, be concluded that Item Difficulty Index was found to be influenced by Test Format. Further, in order to study pair-wise differences in mean Item Difficulty indices, pair-wise comparisons were made using SPSS, the results of which are presented below in Table 4.

Table 4 presents the results of multiple comparisons performed on the three groups using the Bonferroni adjustment. The fourth column of this table presents the comparisons of the mean Item Difficulty Indices of Test Format of MDTI with Two Stems Eight Options, Test Format of MDTI with Two Stems Six Options and Test Format of MCI with Three Options. The Fifth column shows the actual difference between each pair of means being compared. Column sixth shows the Significance level, it indicates whether or not any given pair of means is significantly different. Since $p < 0.01$ for all comparisons, it can be concluded that Item Difficulty Indices of Test Formats of MDTI with Two Stems Eight Options, MDTI with Two Stems Six Options and MCI with Three Options differed significantly.

Graph 1 illustrates that mean Item Difficulty Indices of MDTI with Two Stems Eight Options Test Format ($M = 0.296$) and MDTI with Two Stems Six Options Test Format ($M = 0.347$) were significantly lower than Mean Item Difficulty Indices of MCI with Three Options ($M = 0.455$). Also the mean Item Difficulty Indices of MDTI with Two Stems Eight Options Test Format was significantly lower (M

Graph 1
Test Format-wise Mean of Item Difficulty Indices



$=0.296$) than MDTI with Two Stems Six Options ($M = 0.347$). This indicates that both Test Formats of MDTI were found to be more difficult than MCI with Three Options Test Format. Also, MDTI with Two Stems Eight Options Test Format was more difficult to MDTI with Two Stems Six Options Test Format

Discussion

The present study was to compare the mean Item Difficulty Indices of items in MCI with Three Options, MDTI with Two Stems Eight Options and MDTI with Two Stems Six Options test formats. It was found that the mean Item Difficulty Index of MDTI with Two Stems Eight Options format was found to be significantly lower than the mean Item Difficulty Index of MDTI with Two Stems Six Options and MCI with Three Options test formats. Further, the mean Item Difficulty Index of MDTI with Two Stems Six Options was found to be

significantly lower than the mean Item Difficulty Index of MCI with Three Options test formats. Thus, Items in MDTI with Two Stems Eight Options test format were found to be more difficult than corresponding items in MDTI with Two Stems Six Options and MCI with Three Options test format. Also, MDTI with Two Stems Six Options Test format was more difficult than corresponding to MCI with Three Options.

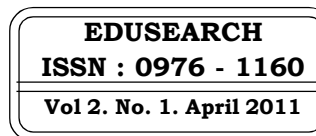
The difference in difficulty of items might be due to the increasing number of stems as well as number of options. These findings are well supported by Swanson et.al 2006; Gilberto 2005; Abad 2001 and Cizek & O'Day 1994 who found that removal of non-functioning options resulted in increase in item

difficulty. However, Own and Forman, 1987 found no substantive difference in the item difficulty of comparable three and five options items. The present finding that MCI with Three Options and MDTI with Two Stems Six Options test formats were easier than MDTI with Two Stems Eight Options seems logical. Properly constructed options are look-alike of the key and hence tempt the students to choose them as their response. This meant that greater number of distracters in an item reduce the probability of choosing the key thereby increasing the difficulty of the item. Thus it was naturally expected that MDTI with Two Stems Eight Options would be more difficult than either MDTI with Two Stems Six Options and MCI with Three Options as found in the study.

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A Study of Professional Attitude of Women-Teachers on the basis of their Qualification and Marital-Status

Dr. Anil V. Bamagond & Mrs. B. D. Hirolli ***

Abstract

The purpose of the study is to compare professional attitude of women teachers on the basis of qualification and marital status at secondary level. The sample of 100 women teachers were selected through incidental and purposive sampling technique. To measure professional attitude Teachers attitude inventory by Ahluvalia (1974) was used. To interpret the scores of the attitude of the teachers descriptive and inferential statistics has been used. It was concluded that there was no significant difference between qualification and professional attitude of women teachers. But there existed significant difference between married and unmarried women teachers with respect to professional attitude.

Introduction;

Teaching is a highly specialized intellectual profession. Effectiveness of a teacher is measured by his mental health, knowledge of content, personality, social and professional adjustment and most importantly his attitude. Teacher's professional attitude may be considered the most important factor, which may predict the success in that profession. Teachers' professional attitude and adjustment has greater impact on their style of teaching and classroom behavior. Thus

if a women teacher finds satisfaction with her job, her behavior will be more favorable than that of an unsatisfied teacher. A teacher with positive and favorable condition is bound to perform better in her profession as she will be more satisfied with her job than a teacher with negative attitude.

The word attitude is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitude determines what each individual will

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see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Need and importance of the Study

Education is the most potent instrument of bringing about social, political, and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the People. But the quality of education depends upon the quality of teachers. It is a good augury that educationists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found, the secondary schools cannot deliver the goods that are expected of them, fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject, Values, but on the academic and professional preparation of teachers.

For the professional preparation of the teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding .A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition teacher' attitudes not only affect his behavior in the classroom but also influence the

behavior of his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teaches with desirable attitudes or by shaping their attitude in the desired directions.

The influence of teacher attitudes or expectations upon the behavior of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). His teased from a number of studies some tentative evidence supporting the hypothesis that is teacher's attitudes influence the behavior and ability of his pupils. Barker Lunn (1970), too, has suggested that the observed decline in reading performance of children of lower social origin relative to higher social class children might, in some measure, be due to their teacher's lower expectations of them.

Indeed as writers like Bernard (1952) and Crow and Crow (1951) have pointed out the teachers with an undesirable set of attitudes should not be entrusted with the charge of tender, developing minds of pupils, as otherwise, he would impart to them his own tensions, frustrations. According Goyal (1984) the teacher's attitudes is significantly correlated to pupil's achievement. All these evidences clearly indicate that the attitude of the teachers play an important role in deciding quality of education, thereby in building an efficient system of education.

Pidgeon reported that a teacher's attitude influences the behavior and ability of his pupils. The professional attitudes of women teachers were

almost untouched by the researches. The teachers are the most important factors in society and in the education system. Marital status and qualification of women teachers may bring a change their teaching attitude. Hence the study has been done

Objectives of the study

- 1.To study the attitude of women teachers to towards teaching profession with respect to their qualification at secondary level.
- 2.To study the attitude of women teachers to towards teaching profession with respect to their marital status at secondary level.

The sample.

The sample of 100 women teachers for the study was selected through incidental and purposive sampling technique.

Method of the study

The investigator followed descriptive method for the present study.

Tool Used

Teacher’s attitude inventory developed and standardized by Ahluwalia (1974) was used as a tool for the present study.

Analysis and Interpretation.

Hypothesis 1:

There is no significant difference between graduate and postgraduate women teachers of secondary school with respect to attitude towards teaching profession and its dimensions i.e. Teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers.

To achieve this hypothesis, the t-test was applied and the results are presented in the following table:

Table 1

Results of t-test between graduate and postgraduate women teachers of secondary schools with respect to teacher’s attitude towards teaching profession and its dimensions.

| Variable | EQ | n | Mean | SD | t-value | p-value | Signi. |
|--------------------------|--------------|----------|-------------|-----------|----------------|----------------|---------------|
| Teacher attitude | Graduate | 72 | 239.8 | 20.9 | 0.48 | >0.05 | NS |
| | Postgraduate | 28 | 241.8 | 14.4 | | | |
| Teaching profession | Graduate | 72 | 40.4 | 7.1 | 0.69 | >0.05 | NS |
| | Postgraduate | 28 | 41.5 | 6.3 | | | |
| Classroom teaching | Graduate | 72 | 40.4 | 5.9 | 0.19 | >0.05 | NS |
| | Postgraduate | 28 | 40.6 | 5.5 | | | |
| Child centered practices | Graduate | 72 | 39.8 | 5.1 | 0.34 | >0.05 | NS |
| | Postgraduate | 28 | 40.2 | 5.6 | | | |
| Educational process | Graduate | 72 | 40.0 | 5.9 | 0.81 | >0.05 | NS |
| | Postgraduate | 28 | 39.0 | 4.5 | | | |
| Pupils | Graduate | 72 | 38.4 | 6.9 | 0.79 | >0.05 | NS |
| | Postgraduate | 28 | 39.6 | 6.1 | | | |
| Teachers | Graduate | 72 | 40.7 | 6.3 | 0.17 | >0.05 | NS |
| | Postgraduate | 28 | 40.5 | 4.9 | | | |

Hypothesis 2: There is no significant difference between married and unmarried women teachers of secondary school with respect to attitude towards teaching profession and its dimension i.e. Teaching profession, classroom teaching, child-centered practices, educational process, pupils and teachers. To achieve this hypothesis, the t-test was applied and the results are presented in the following table: 2.

The above table also infers that, the married and unmarried secondary school women teachers do not differ significantly with respect to attitude towards teaching profession and its some dimensions like teaching profession, classroom teaching, and teachers. Hence the null hypothesis is accepted. **Conclusion:** The present study has revealed that unmarried women teachers have shown more favorable

Table 2
Results of t-test between married and unmarried women teachers of secondary schools with respect to teacher’s attitude towards teaching profession and its dimensions.

| Variable | EQ | n | Mean | SD | t-value | p-value | Signi. |
|--------------------------|-----------|----|-------|------|---------|---------|--------|
| Teacher attitude | Married | 50 | 235.7 | 17.0 | 2.47 | >0.05 | S |
| | Unmarried | 50 | 244.9 | 20.4 | | | |
| Teaching profession | Married | 50 | 40.8 | 6.9 | 0.12 | >0.05 | NS |
| | Unmarried | 50 | 40.6 | 6.9 | | | |
| Classroom teaching | Married | 50 | 40.3 | 4.9 | 0.31 | >0.05 | NS |
| | Unmarried | 50 | 40.6 | 6.5 | | | |
| Child centered practices | Married | 50 | 38.5 | 5.1 | 2.85 | <0.05 | S |
| | Unmarried | 50 | 41.4 | 4.9 | | | |
| Educational process | Married | 50 | 37.9 | 5.7 | 3.39 | <0.05 | S |
| | Unmarried | 50 | 41.5 | 4.9 | | | |
| Pupils | Married | 50 | 37.4 | 6.9 | 2.1 | <0.05 | S |
| | Unmarried | 50 | 40.1 | 6.1 | | | |
| Teachers | Married | 50 | 40.6 | 6.1 | 0.18 | >0.05 | NS |
| | Unmarried | 50 | 40.8 | 5.7 | | | |

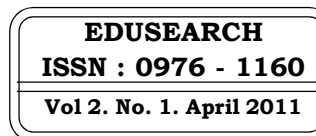
From the result of the table no 2, we found that, the married and unmarried secondary school women teachers differ significant with respect to attitude towards teaching profession and its dimensions like child centered practices, educational process, and pupils at 0.05% level of significance. Hence, the null hypothesis is rejected.

attitude than married women teachers towards the teaching profession and its dimensions child centered practices, educational process and pupils. This supports the conclusions of many other researchers in this field. In Ryan’s study unmarried women teachers were generally devoted to their profession. Ghosh and Ghorpade (1980) expressed

“The attitude (in the learned disposition) difference between graduate and makes the individual to react in a postgraduate women teachers of favorable, unfavorable or different secondary schools with respect to manner”. From this study it was also attitude towards teaching profession. concluded that there was no significant

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Impact of Socio-Economic Status on Academic Achievement of Different Categories of Students

Dr. Pramod Kumar Naik* & Dr. S. Francis **

Abstract

Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. The school has its own systematic hierarchy which is largely based on achievement and performance rather than aspiration or qualities. The central focus of all formal educational efforts is academic achievement. The socio-economic status play an important role in the educational life of individuals and also influence their academic achievement. The main objective of the topic is to find out the impact of socio economic status on academic achievement of different categories of students. A sample size of 130 students was taken for the study. The Socio-Economic Status Scale (SESS) - Hindi Version of Dr. R.L.Bharadwaj is used for the study. It is found that, there is no impact of Socio-Economic Status of ST & SC categories of students on their Academic Achievement. But it is found that, there exists a significant impact of Socio- Economic Status of OBC & General category of students on their Academic Achievement.

Introduction

It is a fond of hope of every nation that, its children should receive appropriate education to suit the needs and aspirations of the people of the country. An educational institution has no meaning if it does not produce the right type of children, does not fulfill the basic aims and objectives of the value of education, which the present society needs. In order to achieve the aim of education to produce better students

for tomorrow's world, the role of schools can hardly be over estimated and the central focus of all formal educational efforts is academic achievement. It is important to note that achievement in school subjects is not an independent phenomenon. Rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which the learning process takes places.

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As a matter of fact educational attainment is preferable to analyze for socio-economic status it can be figured for all individuals since our society is advancing industrially and technologically. The standard and pattern of education has become more complex, which required more investment for better education. It is considered that a person's education attainment is depending upon his social economic status. As education is an investment now a days, higher level of education is associated with better economic and psychological out comes. *Laureau* argues that families with lower income donot participate in this movement, causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing. In theory, lower income families have children who do not succeed to the levels of the middle income children, who feel entitled, are argumentative, and better prepared for adult life.

This clearly stresses the need of study of Socio Economic Status of students. Educationists and individuals agree that, socio-economic status affecting the academic achievement of students. A convenient measure of socio-economic status could be useful in understanding whether it influences the academic achievement level of different categories of students or not. *Rajput* (1984) established that, SES of students affected their academic achievement. *Shukla* (1984), *Mehrotra* (1986), *Mishra* (1986) and *Singh*(1986) showed a positive relationship between

socio-economic status and academic achievement of students. *Trivedi* (1987) found that students belonging to upper SES group showed better academic achievement than students belonging to lower SES group.

Rationale

Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously in schools, great emphasis is placed on achievement, right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than aspiration or qualities. The school performs function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement are primarily in based on terms of achievement. Academic achievement is assuming greater importance day by day.

The children with similar abilities may differ in school attainment and these differences are due to their determination to succeed. Thus children's classroom performance is affected by many factors such as motivation, intelligence, learning among which socio-economic status has also come as important factor. To examine this factor to the educational achievement of the children school, parental occupation, education and cultural resources were examined. Moreover, it is obvious that higher achievement in the class is an indicator

of better learning and knowledge. It is also evident that better grades will facilitate promotion to the higher class and also getting employed. Therefore, the literature reviewed about and in this area attracts an immediate attention to the investigator to understand the impact of socio-economic on academic achievement.

Objectives

The objectives of the study were-

1. To study the impact of socio-economic status on academic achievement of different categories of students.
2. To study level of academic achievement of different categories of students.

Hypotheses

Following hypotheses were made for the study-

1. There is no significant difference between the Socio-economic-status of SC students on their academic achievement.
2. There is no significant difference between the Socio-economic-status of ST students on their academic achievement.
3. There is no significant difference between the Socio-economic-status of OBC students on their academic achievement.
4. There is no significant difference between the Socio-economic status of General students on their academic achievement.

Sampling

The investigator has selected Raipur district of C.G. as field for investigation.

The present study was confined to the class-XI students of four schools of Raipur district. A sample size of 130 students was selected for the study. Purposive sampling method was used for the study.

Tools Used

In this study SES is independent variables and academic achievement is dependent variable.

A)-Socio-Economic-Status Scale (SESS)-Hindi-version of *Dr. R. L. Bharadwaj*.

B)- Academic Achievement-Results of Class-10th CG Board of Secondary Education Examination of the sample were taken for study.

Statistical Techniques Used

Basing on the realization of objectives & hypotheses and to generalize the results the Mean, Product moment test etc. were used.

Table No. 1

Results of the t-test for SES and AA for various categories of the students

| Category | Area | N | Mean | S. D. | df. | 't' value | Interpretation |
|----------|------|----|-------|--------|-----|-----------|----------------|
| SC | SES | 30 | 572.7 | 83.22 | 58 | 12.3 | Significant |
| | AA | 30 | 330.6 | 68.46 | | | |
| ST | SES | 30 | 615.9 | 162.09 | 58 | 7.16 | Significant |
| | AA | 30 | 386.1 | 67.8 | | | |
| OBC | SES | 35 | 651.7 | 67.61 | 68 | 14.6 | Significant |
| | AA | 35 | 384.6 | 84.5 | | | |
| GEN. | SES | 35 | 652 | 100.26 | 68 | 12.65 | Significant |
| | AA | 35 | 374 | 82.7 | | | |

Findings

Following are the findings of the study- There is a significant difference between mean scores of SES and Academic Achievement of students of SC, ST, OBC and General category students. Hence it can be concluded that, Socio-economic-status impacts the academic achievement of students of SC, ST, OBC and General category students.

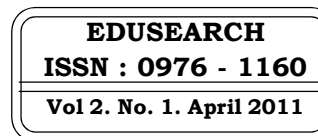
Conclusion:-

The findings of the study indicate that the SES affected the academic

achievement of SC, ST, OBC & General students. Teachers in the classroom are confronted with the problem of development of the potentiality of the students. These students come from different socio-economic status. They differ themselves in their intelligence and personality. If the teacher is aware of the relationship of Socio Economic Status with academic achievement, he would then be able to help the students in a proper manner and eradicate the wastage and stagnation at any stage.

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Women Empowerment through Higher Education

*Sanjay Kumar Upadhyaya**

Abstract

Women empowerment is now a global issue and discussion on women political rights are at the fore front of many formal and informal campaigns around the world. The concept of women empowerment was introduced at the international women conference at Naroibi in 1985. Higher education is a milestone for women empowerment because it enables them to respond to the challenges, to confront with their traditional roles and change their life. In India, the National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the rights and legal entitlements of women. The 73rd and 74th Constitutional Amendments (1993) have provided reservation of seats in the local bodies of panchayats and municipalities for women, laying a strong foundation for their participation in decision making at the local level. This article focuses on the women empowerment through higher education.

Introduction

“The world of humanity has two wings; one is women and the other is man. Until both wings are equally developed, how can a bird fly” **The Baha’I writings**

This statement focused on the importance of women in our society. Women constitute an important segment of any community and perform multiple roles such as mother, housewife and wages earners. Women are important productive workers in India’s national economy despite the

fact that much of their work falls in the indivisible or un-organized category.

With reference to women, the concept of “Empowerment” is a global issue and discussion on women rights are fore front of many formal and informal campaigns world wide. The concept of women empowerment was introduced at the international women conference at Naroibi in 1985.

Women Empowerment has five components:

- Women’s sense of self worth.

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- their rights to have and to determine choices.
- their rights to have access to opportunities and resources.
- their rights to have the power to control their own lives, both within and outside the home.
- and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Empowerment of women is very much essential to achieve sustainable development. Quoting UNFPA report, "the state of world population 1992", the News of Benard Van Leer Foundation says that, "there can be no sustainable development without development of women, because it is women who contribute most for development for children."

Education is the first step towards empowerment and the most crucial factor in over all development of the individual as well as nation. India is poised to become superpower, a developed country by 2020. The year 2020 is approaching fast as it is just 9 years away.

This can become reality only when women of this nation become empowered. There is a strong linkage between women's education and their equality or empowerment. Female literacy is still very low in India. This situation is very gruesome in rural areas. Unfortunately only 39% of the women are literate. The government of India is focused on the education of women to empower them.

Objective of the Study

The main objective of this paper to focus on the importance of higher education with reference to women empowerment and identify the major weaknesses in women higher education in India.

The National Policy on Education (1986, revised in 1992)

Education may be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past; there will be a well -conceived edge in favor of women. The national education system will play a positive, interventionist role in empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of the teachers, decision- makers, administration and the active involvement of educational institutions. This will be an act of faith and social engineering. The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting their time target, and effective monitoring.

Importance of Higher Education for Women Empowerment

Higher education is a milestone of women empowerment. It has gained a wider role-and responsibilities because, it enables them to respond to the challenges, to confront with their traditional role and change their life. We can't neglect the importance of higher education with reference to women empowerment. Higher Education is an

effective instrument for social and economic development and national integration because it contributes directly to the growth of national income by improving the production capacity of the labour force. Higher education enables women to understand their social and legal rights, become economically independent, acquire a voice in the affairs of the family and the community. It is a gateway to information, opportunities and empowerment.

In India, there has been considerable progress in women enrolment since independence. The women enrolment for the higher education has steadily gone up from 43,126(10.9%) in 1951 to 36,06,410 (40.60%) in 2001. The table no.1 shows progress of women enrolment in higher education in India.

Table No. 1

All India Decadal Growth of Women Enrolment in Higher Education 1950-51 to 2007-08

| Decade/Year | Total Enrolment | Women Enrolment | % |
|-------------|-----------------|-----------------|------|
| 1950-51 | 3,96,745 | 43,126 | 10.9 |
| 1960-61 | 10,49,864 | 1,70,455 | 16.2 |
| 1970-71 | 19,53,700 | 4,30,822 | 22.1 |
| 1980-81 | 27,52,437 | 7,48,525 | 27.2 |
| 1990-91 | 49,24,868 | 15,56,258 | 31.6 |
| 2000-01 | 83,99,443 | 33,06,410 | 39.4 |
| 2007-08 | 123,76,718 | 50,24,945 | 40.6 |

Source: MHRD Annual Reports

The table no. 1 shows encouraging trends of women enrolment in higher education. Although the census of 2001 gives us very optimistic picture with regard female education but there is still

much to be done. Gender disparity is a very big problem in the developmental process. The table no. 2 presents a clear picture of gender differences in higher education. During the last decade, the gender-gap in higher education has decreased from 78.2% in 1950-51 to 21.2% in 2001 but is still much remains to be done towards gender equality in higher education. The concept of women empowerment actually fulfill when the gap between male and female literacy will be reduced to grass root level.

Table No. 2

Gap between male and female in higher education

| Decade/Year | % Male Enrol. | % Female Enrol. | Gender Gap |
|-------------|---------------|-----------------|------------|
| 1950-51 | 89.1 | 10.9 | 78.2 |
| 1960-61 | 83.8 | 16.2 | 67.6 |
| 1970-71 | 77.9 | 22.1 | 55.8 |
| 1980-81 | 72.8 | 27.2 | 45.6 |
| 1990-91 | 68.4 | 31.6 | 36.8 |
| 2000-01 | 60.6 | 39.4 | 21.2 |
| 2007-08 | 59.4 | 40.60 | 18.8 |

Source: MHRD Annual Reports

Reasons of the gap between male and female literacy in India-

- Poverty is attributes as one of the main cause of deprivation of girls from the reach Higher education.
- Inadequacy of college facilities in rural areas barrier of development of women in higher education. Parents hesitate to send their girls to colleges.
- Lack of qualified female teachers is a major barrier to girls-education.
- Fear of sexual harassment is another aspect in deterring girls from

attending colleges and factor contributing to the high drop-out rate.

Conclusion and Suggestions

We see a woman in a very pitiable condition in our society on one side and on the other side we feel very proud when they gain highest position by representing our nation. If we want to realize women empowerment, firstly we will try to eliminate the literacy-gap between man and women and give priority to women education from primary to higher level.

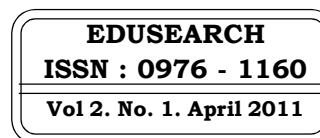
As we know that higher education is an effective instrument for social and

economic development and national integration because it contributes directly to the growth of national income by improving the productivity capacity of the labour force.

The National Policy on Education states that, education will be used as driving force of basic change in the status of women in society. Access and equality are the two most important components to empower women and to facilitate the delivery of social justice to them. If we want to achieve and sustain a high growth rate must have educate women without any discrimination.

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Globalization and Education

Jayanta Mete * & Debashish Ghosh **

Abstract

Globalization is a process by which the experience of everyday life, marked by the diffusion of commodities and ideas is becoming standardized around the world. Factors that have contributed to globalization include increasingly sophisticated communications and transportations technologies and knowledge. Globalization offers huge potential profits in standard of living, cultures and values etc. This paper highlights an overview the process of education under the system of globalization.

Introduction :

Globalization is a process by which the experience of everyday life, marked by the diffusion of commodities and ideas is becoming standardized around the world. Factors that have contributed to globalization include increasingly sophisticated communications and transportations technologies and knowledge. Globalization offers huge potential profits in standard of living, cultures and values etc. 'Globalization' how will it be approached and tackled, when this meeting contemplates its impact on education? While the term is nowadays the leitmotiv of almost every discourse within all fields of social

science, including that of education, there are confused and often conflicting definitions and conceptions of the phenomenon. In order for this concept to maintain any analytical usefulness, it must be unpacked, carefully defined and examined regarding its impact on society, the economy, and the world system in general and the education system in particular.

Globalization is the monumental structural change occurring in the process of production and distribution in the global economy. One critical issue that emerges from all these restructuring processes is the central role of knowledge, education and learning.

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Innovative-Mediated Model :

The global system of production and distribution is now progressing from the model which is based on Innovation-Mediated Production. This model is rested upon three major pillars.

1. The first pillar is the factory system and mass production.
2. The second pillar is the application of scientific management and finally,
3. The third pillar is the moving assembly line.

Although it was only fully implemented in the advanced industrialized countries, the implications for the developing countries were tremendous. This condition demands adaptability, rather than dogged pursuit of efficiency.

In the approach of globalization everything can be redesigned and everything is of a temporary nature in human societies. The modern world is increasingly shaped, in its essence, as a dynamic system. In such a closely connected world, many more things interact and shape each other and many more domains of activity take on the properties of a complex system. It is for this reason that there is emerging a view, at all levels of education systems, of the need to develop 'new habits of the mind' for a 'new world'. This approach entails a moving away from recipes and algorithmic thinking toward complexities and complex thinking.

Role of Teachers :

Teachers in this approach has to assume the role of the cognitive and meta-cognitive coach, rather than knowledge holders and disseminators

and students have to assume the role of active problem solvers, decision-makers, rather than passive learners. In the teaching and learning process, information is shared, but knowledge is a personal construction of the learner.

Instruction Approach:

The instructional approach is not necessarily interdisciplinary, but is always interactive. In what is called 'running the problem' teachers constantly ensure that the situation is problematic, ill-structured and that students approach different problems, with different problem-solving and strategic-thinking strategies.

Recent evaluation research has empirically shown that problem-based learning promotes:

- Motivation;
- Relevance and Context;
- Higher Order Thinking;
- Learning to Learn.

We all know that formal systems of education came about largely through a context of information scarcity. It is not surprising then, that one of the key functions of such systems historically has been the storage, codification and transformation of information. Indeed, one of the functions of credentials in education systems is to indicate the degree to which an individual has closed the information gap between his/her bank of knowledge and the knowledge resident within the institution of learning.

Policy-makers in our region should wake up to the warning call that with increasing intensity today, information scarcity is being replaced by information

abundance, a process that inevitably should force our educational planners and policy-makers to coin a new definition of the role of formal-learning institutions.

Role of Educational Institutions:

The educational institutions should alter its function from being a primary provider of information and knowledge, to serving as a context in which one can learn how to :

- (i) organize;
- (ii) manage;
- (iii) analyze;
- (iv) verify;
- (v) apply;
- (vi) interpret; and
- (vii) give meaning to information.

Thus the actual learning paradigm has been shifted from information acquisition to information management on the part of the learner.

Due to the impact of globalization students of our educational institutions usually are smarter than we think. They have a very clear, sometimes critical and demanding but also stimulating opinion of what they regard as quality education and what should be done to attain it. They like schools to teach them how to think, not only teaching them facts. Young people are not interested in learning experiences that simply lead them to reproduce information. They want to shift away from 'education for conformity' to 'education for creativity'. The new organizations of today need students with high cognitive and affective skills. More specifically, today's world requires individuals who possess:

1. an inner appreciation of inter-connectedness;

2. a strong identity of sense of being;
3. a sufficiently large vision and imagination to see how specifics relate to each other;
4. the capacity to 'go with the flow' and to deal with paradox and uncertainty; and
5. a capacity to build communities and live in relationship with others.

In this education system sources of the curriculum should be diversified and not confined to textbooks. This normative outlook will help us reach the conclusion that in the information age, children do not learn in boxes, thus the strict division of curriculum into subject matters does not lead to effective learning. Thinking-based curricula, which encourage and allow children to think, if handled in an integrated fashion, yield the best results. Bearing this in mind, the sources for a relevant update curriculum in a fast moving age will rely far less on standardized textbooks.

Moreover, with regard to learning objectives, considerable emphasis should be placed on collaboration and teamwork in classroom interaction. The ability to work in groups is now being recognized as an educational objective. One of our greatest needs, now, is for what can be described as 'strategic imagination': the willingness and ability to envision new possibilities for the development of the new potential and parallel, to conceive, explore, test and demonstrate innovative strategies that can contribute toward making these possibilities a reality.

Conclusion :

The world changes so rapidly that the

static plan loses its value as a guide to action and in many cases becomes a problem itself. Alternative conceptions and models of learning, which treat education and learning process as a complex adaptive system, are desperately needed in the development process.

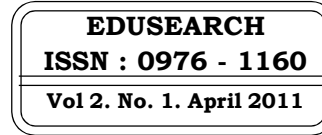
One promising approach to this quandary is the use of strategic thinking and scenario planning and learning techniques. Scenarios help policy-makers to organize what they know and what they can imagine into a logical

vision of the future and to discern and consider the implications and develop planned out alternatives and prepare medium-term and long-term agenda of reform to be adjusted periodically.

The strategic thinking and scenario learning and planning process for education system reform helps policy-makers deal with two of the processes and conditions that most affect their decision-makers deal with two of the process and conditions that most affect their decision-making in a globalized world : uncertainty and complexity.

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A Study of the Divergent Production Ability of Secondary School Students in Relation to their Academic Achievement and Socio-economic Status

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Abstract

The present study has been made to find out the divergent production ability and its correlates with academic achievement and socio-economic status of 9th standard students of Jamukhandi taluk of Karnataka state. The divergent production ability battery by Sharma K.N. and Socio-Economic Status by Singh, R.A. and Saxena, S.K. were used. Percentage of marks of previous year was considered for academic achievement. The results show that there is high divergent production ability among students as a whole. The students of urban and rural schools, boys and girls differ significantly and students of government and private schools have not shown significant difference in their divergent production ability. There is no significant correlation between divergent production ability and academic achievement and but there is a significant positive correlation between divergent production ability and socio-economic status of 9th standard students.

Introduction

Psychologists doubt regarding the limited functioning of intelligence compelled them to think otherwise on other dimensions of human mental functioning even before the World War-II, but the real contributions could come in this line only that war. *J.P. Guilford*, who gave the idea of "structure of Intellect" in 1950, prepared a model by human mental abilities.

In his modified model, he differentiated intelligence and creativity and substituted them by the terms convergent and divergent thinking abilities respectively. *Gilford* gave six divergent production abilities: ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, originality and semantic elaboration. In the later works few more abilities, like word fluency and adaptive flexibility were also added. In

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his model of structure of Intellect, *Guilford* gave six types of products; Units, classes, relations, systems, transformations, and implications which the mind gives after it works with raw materials or contents. Ideational fluency is product as units spontaneous flexibility is product as classes, associational fluency is product as relations, expressional fluency is product as systems, originality is product as transformations, and elaboration is product as implications. Word fluency and adaptive flexibility are also units and classes respectively. Word-fluency is to give more words to stimulus. Word, may be synonyms or antonyms as used for. It is more a vocabulary test. Ideational fluency is generation of more ideas to stimulus, may be word, phrase, sentence, story, quality or any idea etc. Expressional fluency, may be in the form of sentences or verbal ideas etc. Associational fluency is to produce ideas or words from a restricted area, i.e., of relationship. It requires completion of relations, like production of relationship, generation of synonyms, analogies, similarities, problems of, likeness etc. Spontaneous flexibility is production of a diversity of ideas in a relatively unrestricted situation.

It may include a variety of kinds of responses into classes, like number of considerations, or properties, attributes, or inherent characteristics of problems or product, number of shift of category responses, versatility etc. Adaptive flexibility involves changes-changes in interpretation of task, in

approach, or strategy or in possible solution.

Originality measures quality. It indicates uncommonness or newness in the product. Various names, like new, uncommon, unusual, clever, singular, individual, idiographic, non-classifiable, novel, unique, remote, infrequent, surprise etc., are used to designate originality. Elaboration indicates expanding or combining activities of higher thought. It is to provide specification of details that contribute to the development of a general idea. It shows production of detailed steps, variety of implications and consequences which can be quantitatively measured.

Objectives of the study:

- a) To identify the divergent production ability among secondary school students.
- b) To study significance of difference in divergent production ability between student subgroups of location, type of school and sex.
- c) To study level of correlation between DPA and Academic Achievement and DPA and socio-economic status of secondary school students.

Hypotheses

- 1) There will be no divergent production ability among students of secondary school.
- 2) There will be no significant difference between the students of Urban vs rural, government vs private, and boys and girls for their divergent production ability.

- 3) There will be no positive correlation between divergent production ability and academic achievement of students of secondary school.
- 4) There will be no correlation between divergent production ability and socio-economic status of students of secondary schools.

Methodology:

a) Sample:

The study was conducted in a sample of 100 of 9th standard students of secondary schools of Jamakhandi taluk in Karnataka-India. The sample was selected on the basis of stratified random sampling technique.

b) Tools of the study:

For the present study following tools has been used.

(i) Divergent Production Ability:

For the present study, Divergent Production Ability Test by Sharma K.N. has been used. The battery of Divergent

Production Abilities contain six tests in English and measures eight abilities given below:

ii) Academic Achievement:

Total percentage of marks of previous year of the students has been collected for the study.

iii) Socio-Economic Status Scale:

For the present study, Socio-Economic Status Scale developed by Singh, R.A. and Sexena, S. K. has been used.

Analysis of Data:

The percentage, means and standard deviation are computed for the different sub-groups viz., urban, rural, government, private, boys and girls.

To find out the significant difference between the sub-groups the ‘t’-test was employed and to find out correlation between the sub-groups Pearson’s ‘r’ has been employed.

Table-1
Mean score of the Divergent Production Ability of the 9th standard students.

Divergent production Abilities and their Test Names:

| Sr. | Divergent Production Ability | Names of the test |
|-----|------------------------------|-----------------------|
| 1. | Word fluency | Word Production |
| 2. | Ideational fluency | Uses of things |
| 3. | Association fluency | Similarities |
| 4. | Expressional fluency | Sentence contraction |
| 5. | Spontaneous flexibility | Uses test |
| 6. | Adaptive flexibility | Titles |
| 7. | Originality | Titles |
| 8. | Elaboration | Solutions/ Completion |

| Variable | N | Mean | S.D |
|----------|-----|-------|-------|
| DPA | 100 | 75.15 | 16.32 |

The above table reveals that means score of 9th standard students is very high. Hence, the framed null hypothesis is rejected in favour of alternative hypothesis. Therefore, it was concluded that there is divergent production ability among the 9th standard students. The table no. 2. informs about the components of divergent production ability in terms of percentage.

Table-2
Components of Divergent Production Ability in terms of Percentage.

| Variable | Divergent production ability | | | |
|----------------------------------|------------------------------|-------------|-------------|-------------|
| | Fluency | Flexibility | Originality | Elaboration |
| All 9 th std students | 61% | 24% | 8% | 8% |
| Urban | 64% | 22% | 7% | 8% |
| Rural | 58% | 25% | 9% | 8% |
| Government | 64% | 19% | 8% | 10% |
| Private | 64% | 26% | 5% | 5% |
| Boys | 62% | 23% | 7% | 8% |
| Girls | 63% | 26% | 5% | 6% |

Table-3
Mean, S.D., t-values of Divergent Production Abilities of sub-groups.

| Variable | Sub-Group | N | Mean | SD | t-value 0.05 | Obtained t-Value | Level of significance |
|-------------|-----------|----|------|-------|-----------------|---------------------|---------------------------|
| Location | Urban | 50 | 79.5 | 19.00 | 1.98 | 2.27 | Significant 0.05 level |
| | Rural | 50 | 70.9 | 15.11 | | | |
| Institution | Govt. | 25 | 81.9 | 15.46 | 2.02 | 1.43 | N.S. |
| | Pvt. | 25 | 76.3 | 20.57 | | | |
| Sex | Male | 13 | 80.8 | 13.36 | 2.06 | 3.12 | Significant 0.05 level |
| | Female | 12 | 88.0 | 21.34 | | | |

The table no. 3 reveals that the obtained t-value 2.27 and 3.12 show significant difference between the urban and rural and male and female students in their Divergent Production Ability and the obtained t-value 1.43 shows that there is no significant difference between Govt. and private school students in their Divergent Production Ability.

The table no. 4 reveals that the obtained r-values 0.282, 0.762 and 0.873 show significant positive correlation between divergent production ability and

academic achievement of sub-groups urban, rural, boys and girl students respectively and the obtained r-values 0.108, 0.060, 0.205, and 0.207 show that there is no significant positive correlation between divergent production ability and academic achievement of the sub-groups all students, rural, govt. and private students respectively.

The table no. 5 reveals that the obtained 'r'-values 0.202, 0.406, 0.409, and 0.632 show significant positive

Table-4
Correlation between divergent production ability and Acad. Achievement.

| Sub-Group | Variable | N | Mean | SD | r-value 0.05 | Obtained r-value | Level of signifi. |
|-------------------------------------|----------|-----|-------|-------|-----------------|---------------------|------------------------------|
| All 9 th Std Students | DPA | 100 | 75.15 | 16.32 | 0.196 | 0.108 | NS |
| | AA | 100 | 66.56 | 9.05 | | | |
| Urban | DPA | 50 | 79.05 | 19.00 | 0.276 | 0.282 | Significant at 0.05 level |
| | AA | 50 | 64.51 | 9.16 | | | |
| Rural | DPA | 25 | 80.30 | 10.62 | 0.396 | 0.060 | NS |
| | AA | 25 | 70.41 | 12.46 | | | |
| Government | DPA | 25 | 76.30 | 20.5 | 0.396 | 0.205 | NS |
| | AA | 25 | 63.58 | 12.32 | | | |
| Private | DPA | 25 | 70.30 | 20.50 | 0.396 | 0.207 | NS |
| | AA | 25 | 75.60 | 10.58 | | | |
| Boys | DPA | 13 | 67.30 | 11.76 | 0.553 | 0.762 | Significant at 0.05 level |
| | AA | 13 | 66.15 | 1.56 | | | |
| Girls | DPA | 12 | 61.13 | 17.05 | 0.576 | 0.873 | Significant at 0.05 level |
| | AA | 12 | 67.50 | 10.50 | | | |

Table-5
Correlation between Divergent Production Ability and Socio-Eco. Status

| Sub-Group | Variable | N | Mean | SD | r-value 0.05 | Obtained r-value | Level of signifi. |
|-------------------------------------|----------|-----|-------|-------|-----------------|---------------------|------------------------------|
| All 9 th Std Students | DPA | 100 | 75.15 | 16.32 | 0.196 | 0.202 | Significant at 0.05 level |
| | SES | 100 | 74.43 | 3.85 | | | |
| Urban | DPA | 50 | 79.05 | 19.00 | 0.276 | 0.406 | Significant at 0.05 level |
| | SES | 50 | 74.41 | 9.59 | | | |
| Rural | DPA | 25 | 70.90 | 15.71 | 0.396 | 0.188 | NS |
| | SES | 25 | 74.46 | 12.96 | | | |
| Government | DPA | 25 | 81.90 | 15.46 | 0.396 | 0.409 | Significant at 0.05 level |
| | SES | 25 | 73.22 | 08.00 | | | |
| Private | DPA | 25 | 76.30 | 20.50 | 0.396 | 0.207 | NS |
| | SES | 25 | 75.60 | 10.58 | | | |
| Boys | DPA | 13 | 80.88 | 13.36 | 0.553 | 0.632 | Significant at 0.05 level |
| | SES | 13 | 70.69 | 5.16 | | | |
| Girls | DPA | 12 | 80.00 | 21.34 | 0.576 | 0.077 | NS |
| | SES | 12 | 75.75 | 09.14 | | | |

correlation between divergent production ability and socio-economic status of respective sub-groups all students, urban, govt. and private school students and male students.

Where as obtained 'r' values 0.188, 0.207 and 0.077 show that there is no significant positive correlation between divergent production ability and socio-economic status of the sub-groups rural, private school students and female students respectively.

Major Findings:

- There is a high divergent production ability among the 9th standard students.
- There is a significant difference in the divergent production ability of 9th std. Urban and Rural students.
- There is no significant difference between the 9th std. students of government and private schools in their divergent production ability.
- There is a significant difference between the 9th std boys and girls in their divergent production ability.
- There is very low positive correlation between divergent production ability and academic achievement of 9th standard students.
- There is a significant moderate positive correlation between divergent production ability and academic achievement of Urban students.
- There is no significant correlation between divergent production ability and academic achievement of rural students.
- There is no significant correlation between divergent production ability and academic achievement of government school students.
- There is no significant correlation between divergent production ability and academic achievement of private school students.
- There is a significant positive correlation between divergent production ability and academic achievement of boys.
- There is a significant positive correlation between divergent production ability and academic achievement of girls.
- There is a significant positive correlation between divergent production ability and socio-economic status of 9th standard students.
- There is a significant positive correlation between divergent production ability and socio-economic status of Urban students.
- There is no significant positive correlation between divergent production ability and socio-economic status of Rural students.
- There is a significant positive correlation between divergent production ability and socio-economic status of students belonging to government school.
- There is no significant positive correlation between divergent production ability and socio-economic status of students belonging to private school.
- There is a significant positive correlation between divergent

production ability and socio-economic status of boys.

- There is no positive correlation between divergent production ability and socio-economic status of girls.

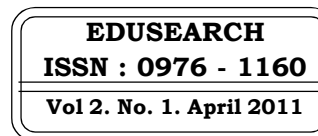
Conclusion:

Every child ought to be a unique creation, but does not possess the same creative ability. The educational process should be aimed in developing

creative abilities among children. This can be achieved by acquainting the teachers, and parents with the real meaning of the creative process and the ways and means of developing and nurturing divergent production abilities. The teachers should create an environment conducive to full growth and development of the divergent thinking abilities among the children.

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Teaching Attitude of Trainee Teachers of Teacher Training Colleges

*Dr. Suhaskumar Rupram Patil **

Abstract

This study investigated about the teaching attitude of trainee teachers. A sample of 240 trainee teachers from various teacher training colleges of vidharbha region were selected randomly for the study. Teaching Attitude Questionnaire of Dr. S. P. Ahlawalia was used as an instrument for data collection. Data was analyzed using Mean, Standard Deviation and 't' test. The results show that, there is no significant difference in teaching attitude of male and female as well as aided and non-aided teacher training college teachers

Introduction

The destiny of India lies in its classroom. The education commission Report, 1964 – 66 has rightly said this. This implies that teacher, who is the organizer and controller of the class room is mostly responsible for the future of India. He is building future citizens of the country. As he mould the children. So the country will be molded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. But the teachers must be properly equipped to deal with children. They should develop necessary knowledge, skill, abilities and attitudes to perform their duties effectively. It is in this context

that education of teachers becomes most important in any country. It is so worthwhile to raise some issues in this regard and think of their solutions.

If we talk to average parents they will say that there is practically no teaching in the schools and so the child should be provided with private tuitions. Probably the same reply will be expected from the Head of the educational institutional. Even if some teachers teach that is more or less mechanical. Ask students; a good number of them will tell that they do not like the school. All there situations reveals that a good number of teachers are not interested to teach, they do not love students. If you ask them they will

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further add that they have joined this profession, as there was no other alternative. If this is the state of affair with teachers, what type of learning will we expect from children!

We produce first rate teachers in the teacher education institutions but when they go back to schools they do not teach well. They throw all their teaching skills in the dustbin immediately after acquiring the training qualification. It so seems that all our efforts to produce effective teachers towards teaching profession. One must note that his attitude is directly associated with some eternal values. The researcher has acknowledged the following ideas of negative attitude after direct contact with teachers. They are;

- a) There is no rapid promotion in the teaching profession.
- b) One has to rely only on the pay one receives which is inadequate for a comfortable living.
- c) If no other job is available then teaching may be preferred.
- d) Money is everything for life.
- e) Many people are living a better life by doing bad deeds.
- f) When there is corruption in every sphere of the society, why a teacher should be sincere, honest and truthful.
- g) Society does not respect teaching profession.

In fact there are a handful of teachers who teach well and love the profession. These are many strategies, which may work well to develop positive attitude for teaching, one may deliver a nice lecture followed by discussion. One may have personal contact to clear their

doubt or one may arrange small group discussion to arrive at a desired conclusion etc.

Present research is related with the teaching attitude of trainee teachers of aided and non-aided training colleges (Male and Female) of Vidharbha.

Objectives :

- To find out the teaching attitude of male and female trainee teachers of aided teacher training colleges.
- To find out the teaching attitude of male and female trainee teachers of non-aided teacher training colleges.
- To find out the teaching attitude of male trainee teachers of aided and non-aided teacher training colleges.
- To find out the teaching attitude of female trainee teachers of aided and non-aided teacher training colleges.

Hypothesis.

Following hypotheses were made for the study

- There is no significant difference in the teaching attitude of male and female trainee teachers of aided Teacher training colleges.
- There is no significant difference in the teaching attitude of male and female trainee teachers of non-aided teacher training colleges.
- There is no significant difference in the teaching attitude of male trainee teachers of aided and non-aided teacher training colleges.
- There is no significant difference in the teaching attitude of female trainee teachers of aided and non-aided teacher training colleges.

Methodology

Survey method was used in this study to find out the teaching attitude of male and female trainee teacher.

The Sample

The sample comprised of 240 pupil teachers from 10 Teacher Training Colleges of Vidharbha were taken for the study of which 5 Aided and 5 Non-aided colleges were selected. Gender wise 60 male and 60 female Pupil Teachers from Aided and 60 male and 60 female Pupil Teachers from Non-aided colleges were the subjects.

Tool Used

For the study, Teacher Attitude Inventory prepared by Dr. S. P. Ahluwalia was used which consists of 90 items with responses in five point scale. Maximum score and minimum score of the tool is 360 and 0.

Data Analysis

By administering the tool, the data were collected and corresponding mean, SD and t values were computed

Major Findings

From the statistical analysis following conclusions are drawn significant.

- There is no significant different in the teaching attitude of male and female trainee teachers of aided teacher training colleges as the 't' value is not significant at 0.05 level.
- There is no significant different in the teaching attitude of male and female trainee teachers of non aided teacher training colleges as the 't' value is not significant at 0.05 level.
- There is no significant different in the teaching attitude of male trainee teachers of aided and non aided teacher training colleges.
- There is no significant different in the teaching attitude of female trainee teachers of aided and non aided teacher training colleges.

Conclusion

From the above discussion we can conclude that aided or non aided colleges or atmosphere doesn't affect the teaching attitude of trainee teachers.

Table 1
Teaching Attitude of Male and Female Teacher Trainees of Aided and Non-aided Teacher Training Colleges.

| Objective | Trainees | No. | Mean | SD. | df. | 't' Value | Signifi. Level |
|----------------|-------------|-----|--------|--------|-----|-----------|----------------|
| O ₁ | Female | 60 | 334.15 | 143.64 | 118 | 0.103 | N.S. |
| | Male | 60 | 331.43 | 143.60 | | | |
| O ₂ | Female | 60 | 341.06 | 147.18 | 118 | 0.423 | N.S. |
| | Male | 60 | 327.35 | 140.02 | | | |
| O ₃ | Male Aided | 60 | 331.43 | 143.60 | 118 | 0.16 | N.S. |
| | Malenon aid | 60 | 327.35 | 140.02 | | | |
| O ₄ | Fe. Aided | 60 | 334.15 | 143.64 | 118 | 0.260 | N.S. |
| | Fe.nonAided | 60 | 341.06 | 147.18 | | | |

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Managerial Creativity of Heads of Secondary Schools of Aurangabad Tehsil

*Dr. Sohail Ahmed Khan**

Abstract

Creativity of head master is important for organizational decision making and effectiveness. Creativity of Manager helps to improve solutions to persistent organizational problem and has a broader role to play in an organization since it helps to encourage profitable innovations, teachers motivations and improves personal skills & team performance. For the study the data collected through Managerial Creativity Scale developed by Sangeeta Jain, Rajnish Jain & Upinder Dhar. Mean of Scores of different medium schools head masters was found to know the level of Managerial Creativity. And t-test was used to compare two groups. The result reveals that the level of Managerial Creativity of all heads of Secondary School is in normal range. Medium wise also it is in normal range. And sex, Area (urban, rural) & medium do not contribute significantly in the level of managerial creativity of heads of Secondary Schools of Aurangabad Tehsil.

Introduction :

“Education is the creation of a sound mind in sound body ... It develops man’s faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness, and beauty in which perfect happiness essentially consists” ... Aristotle.

Education is never ending process. In its broadest sense, ‘education’ is an act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical

sense, education is the process by which society deliberately transmits its accumulated knowledge, skill and values from one generation to another. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. School is the social institution set up by the society with a large number of objectives which are of a very important nature. The function of developing the future citizens is entrusted to the schools. The effective working of the school depends on the

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headmaster. The strength of the school lies in the competency of the manager. The school will be successful due to the headmaster who possesses managerial creativity.

Managerial Creativity

Managerial creativity describes the process of employing playfully exploratory rather than a mechanical approach in problem solving by a person who is open, curious and imaginative to find solutions or designs that are novel and useful for the process of planning, organizing, implementing and controlling to determine and achieve the organizational objectives in a dynamic environment. In nutshell, managerial creativity refers to novel multidimensional and fluent new ideas related to different functions of management. It involves creative behaviors of managers which produce interesting or useful novelty.

Creativity has been defined in many different ways, ranging from 'spark of genius', 'Super energy, divergent thinking to the problem solving process for novel and valuable output by a large number of scholars. For instance a valuable ability to bring out something new into existence (Barron, 1969), an act of liberation the defent of habit by originality (Koestlar, 1964), breaking out traditional models of thinking (Zaleznick, 1988), an escape from mental stuckness (Richards, 1988) production of novel and useful ideas in any domain (Amabile, 1996).

With the growing pace of change, in the school environment, creativity of

headmaster or manager is becoming more important for organizational decision making and effectiveness. Proctor (1997) explains that creativity helps to improve solutions to persistent organizational problems and has a broader role to play in an organization, since it helps to encourage profitable innovations, employee motivation and improves personal skills & team performance.

The duties and responsibilities of the school manager comprise of many situations, need many skills, innovation and creativity. They have to face several challenges in dealing with parents, students, teachers and higher rank officers. The school managers are the people who determine the direction towards improvements of their respective schools. In other words, they decide the character of the school.

The American Senate in 1972 has summarized that : "in many ways the school Principal is the most important and influential in any schools ... It is his leadership that sets the tone of the school, the climate of learning, the level of professionalism and morale of teachers and the degree of concern for that students or may not become ... if a school is vibrant, innovative, child centered place, if it has a reputation for excellence in teaching, if students are performing to the best of the ability one can always point to the Principal's leadership as the key to success".

Significance of the Study

Managerial creativity of the Principal or headmaster is the trait which is measurable. In a formal system of

education, secondary schools are very much influential and the impact of schools are vital on the personality of the citizen. The school is as great as the headmaster. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships bear the impress of the personality of the headmaster. He is the manager to direct and stimulate group effort. He occupies a unique position. He is in the strategic centre of a web of instructional relationship – teacher-pupil, teacher parent, teacher-teacher. It is he who arranges their co-ordinated efforts. Through this study the researcher has tried to study the managerial creativity of the head of the secondary schools of Aurangabad Tehsil.

Review of Related Literature

Jayajothi K.V. (1992) found, sex was not a discriminator of perception of school climate and leadership behaviour differed with climate. Nanda A.R. (1992) reported that, age and length of experience were not contributing factors in leadership behaviour amongst the heads of school.

Sharma Sudha (1982) found that, the leadership behaviour of the headmaster of Junior High School was not significant on the basis of area (Rural & Urban) and management (Government & Private). And the leadership behaviour of Junior High School was significant on the basis of sex. Mr. Ghazi Inamul Haque studied about "Headmaster's Managerial ability under school based management and its relationship with school

improvement. A Study in city secondary schools of Bangladesh the finding of the study reveals that there is significant impact on some factors of headmaster's managerial roles variable under school based management on school improvement and teachers professional growth. Headmaster's strategy planning supportive & comprehensive planning roles have the greater impact on school improvement. The study also found that the maximum school improvement can be achieved if school put more emphasis on teacher's collaboration, in service training and classroom observation and less emphasis on individual action inquiry. Headmaster's comprehension planning and facilitator roles under based management have been found the best predictor for school improvement.

Objectives

Following are the objectives of the study

1. To study the degree of Managerial creativity of head of the Secondary Schools of Aurangabad Tehsil.
2. To study the degree of Managerial creativity of Head of different medium Secondary Schools.
3. To compare the Managerial creativity of Heads of Urdu & Marathi Medium Secondary Schools.
4. To compare the Managerial creativity of Heads of Urdu & English Medium Secondary Schools.
5. To compare the Managerial creativity of Heads of Marathi & English Medium Secondary Schools.
6. To compare the Managerial creativity of Head of Rural & Urban Secondary Schools.

7.To compare the Managerial creativity of male & female Heads of Secondary Schools of Aurangabad Tehsil.

Hypotheses

Following hypotheses were drawn for the study :

1. There shall be no significant difference between the Managerial creativity of Heads of Urdu and Marathi Medium Secondary Schools.
2. There shall be no significant difference between the Managerial creativity of Heads of, Urdu and English Medium Secondary Schools.
3. There shall be no significant difference between the Managerial creativity of Heads of Marathi and English Medium Secondary Schools.
4. There shall be no significant difference between the Managerial creativity of Heads of Rural & Urban area Secondary Schools of Aurangabad Tehsil.
5. There shall be no significant difference between the Managerial creativity of Male & Female Heads of Secondary Schools of Aurangabad Tehsil.

Method

Survey method is used for the study.

Sample

There are 240 Secondary Schools in Aurangabad Tehsil in which 37 schools are of English Medium, 158 are Marathi Medium & 45 schools are Urdu Medium. Randomly 20 schools of English Medium, 75 Schools of Marathi Medium & 23 Schools of Urdu Medium are taken and the Head Masters of these

schools are considered as sample. Sample according to medium, sex wise there were 74 male and 44 female HMs area and medium wise the sample as follows

Table 1.

Sample Schools as per the medium of instruction

| Locality | Medium of Instruction | | | To. |
|--------------|-----------------------|-----------|-----------|------------|
| | English | Marathi | Urdu | |
| Urban | 12 | 12 | 12 | 36 |
| Rural | 08 | 63 | 11 | 82 |
| Total | 20 | 75 | 23 | 118 |

Data Collection and Analysis

Managerial creativity scale prepared by Sangeeta Jain, Rajnish Jain & Upinder Dhar was used. The scale comprises of 25 items or statements which are to be responded by the head of institution on 5 point rating scale. According to the following norms the mean of scores of Managerial Creativity is interpreted.

Table 2.

Norms for interpretation of Managerial Creativity Scores

| Range | Scores |
|--------|-----------|
| Low | Up to 85 |
| Normal | 86- 103 |
| High | Above 103 |

Major Findings

1. Mean of Managerial creativity of head of Secondary Schools of Aurangabad Tehsil is 99.12 which comes in "Normal range".
2. There is no significant difference between the Managerial Creativity of Heads of Urdu & Marathi Medium Secondary Schools of Aurangabad Tehsil.

Table 3.

Group wise Mean, SD, t-values of the Head Masters Managerial Creativity Scores

| Group | N | Mean | S.D. | df. | t-value | Significance |
|----------------|----------|-------------|-------------|------------|----------------|---------------------|
| Total Group | 118 | 99.12 | 7.80 | | | |
| English Medium | 20 | 100.25 | 6.37 | 93 | 0.494 | Insignificant |
| Marathi Medium | 75 | 99.40 | 8.38 | | | |
| Marathi Medium | 75 | 99.40 | 8.38 | 96 | 0.5647 | Insignificant |
| Urdu Medium | 23 | 100.478 | 7.13 | | | |
| English Medium | 20 | 100.25 | 6.37 | 41 | 0.1073 | Insignificant |
| Urdu Medium | 23 | 100.478 | 7.13 | | | |
| Male | 74 | 99.163 | 7.943 | 116 | 1.089 | Insignificant |
| Female | 44 | 100.75 | 7.545 | | | |
| Urban | 36 | 99.23 | 6.7693 | 116 | 0.5242 | Insignificant |
| Rural | 82 | 99.9899 | 8.1845 | | | |

3. There is no significant difference between Managerial Creativity of Heads of Urdu & English Medium Secondary Schools of Aurangabad Tehsil.

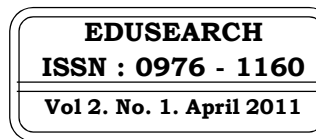
4. There is no significant difference between Managerial Creativity of Heads of English & Marathi Medium Secondary Schools of Aurangabad Tehsil.

5. There is no significant difference between Managerial Creativity of Heads of Rural & Urban Secondary Schools of Aurangabad Tehsil.

6. There is no significant difference between Managerial Creativity of Male & Female heads of Secondary Schools of Aurangabad Tehsil.

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An Investigation into the Pre-Service Training Programme Conducted by DIETs in Orissa

Dr. Chaitanya Sahoo & Subash Ch. Das***

Abstract

This is a survey study of the pre-service training programme conducted by DIETs in Orissa. There are thirteen DIETs in Orissa which are functioning as innovative and resource institutions in the field of elementary education. The sample includes all the thirteen Principals, all 145 teacher-educators and all 638 pupil-teachers. Researcher made questionnaire for pupil-teachers, for teacher-educators, interview schedule for Principals and opinionnaire for experts have been used for the study. The study is limited to the second year pupil-teachers of 2007-08 and 2008-09 batches. The gathered data are analysed and interpreted by the use of simple statistical technique.

Introduction

Teachers form the crux of the education system in preparing the young people to build the nation. They are the social engineers and custodians of the future. In the words of *Prof. Humayun Kabir*, "Teachers are literally the arbiters of a nation's destiny". The Secondary Education Commission (1952-53) aptly remarked "We are convinced that the important factor in the contemplated educational reconstruction is the teacher". The Education Commission (1964-66) observed "Of all the factors that influence the quality of education the quality, competence and

character of teachers are undoubtedly the most significant. But these, in turn, depend on the quality of training". The National Policy on Education (1986) viewed, "No people can rise above the level of its teachers".

For quality elementary teacher education, DIETs have been opened in all the States and Union Territories of India. These DIETs are functioning as innovative and resource institutions. In Orissa, there are 13 DIETs and these DIETs have been set up in three phases (1988-89, 1990-91 and 1994-95). Of the seven departments of a DIET, pre-service is an important department. As

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all the DIETs of Orissa have completed a sizeable period of service, the researcher was fascinated to conduct his study on the functioning of these DIETs.

Objectives of the Study

The study was conducted with the following objectives in view :

1. To study the time and procedure of admission into DIETs of Orissa.
2. To study the commencement of classes in DIETs of Orissa coupled with induction meeting, time-table and calendar of activities.
3. To study the Demonstration, Criticism and Practice Teaching Programmes organised by the DIETs of Orissa in respect of:-
 - time of organisation
 - duration of the programme
 - nature of the programme
 - supervision of the programme
4. To study the project work undertaken by the pupil-teachers in DIETs of Orissa.
5. To study the co-curricular activities organised in the DIETs of Orissa.
6. To investigate into the availability and usability of Library, Laboratory and Audio-Visual Aids in the DIETs of Orissa.
7. To examine the Action Research and Monitoring conducted by the teacher educators in the DIETs of Orissa.
8. To study the examinations conducted in the DIETs of Orissa.
9. To find out the bottlenecks for smooth conduct of the Pre-service Training Programme in the DIETs of Orissa and,

10. To suggest measures, if any, for proper conduct of Pre-service Training Programme in the DIETs of Orissa.

Methodology

In the present study, descriptive survey method was used.

Sample

The sample consisted of 145 teacher-educators and 638 pupil-teachers. They were as follows :

TABLE - 1
DIETs of Orissa with no. Faculties and Pupil-teachers in them

| Sr | Name of the DIET | Location | Faculty No. | No. of Pupil Teach. |
|-----|------------------|---------------|-------------|---------------------|
| 1. | Balasore | Remuna | 05 | 49 |
| 2. | Bhawani patna | Bhawani patna | 11 | 48 |
| 3. | Bolangir | Bolangir | 13 | 49 |
| 4. | Cuttack | Dolipur | 13 | 50 |
| 5. | Dhenkanal | Dhenkanal | 15 | 50 |
| 6. | Ganjam | Khalikote | 06 | 47 |
| 7. | Keonjhar | Keonjhar | 07 | 48 |
| 8. | Koraput | Jeypore | 13 | 49 |
| 9. | Mayurbhanj | Baripada | 15 | 50 |
| 10. | Phulbani | Tikabali | 07 | 48 |
| 11. | Puri | Khurdha | 15 | 50 |
| 12. | Sambalpur | Sambalpur | 13 | 50 |
| 13. | Sundergarh | Sankara | 12 | 50 |
| | Total | | 145 | 638 |

Tools used for the Study

Questionnaire for pupil-teachers, questionnaire for teacher-educators, interview schedule for Principals and opinionnaire for experts were used as tools in the study to obtain data. All the tools were self-made tools.

Statistical Techniques used

The gathered data were analysed and interpreted by the help of simple statistical technique (percentage).

Findings**(A) Admission**

1. Admission into the DIETs of Orissa was done centrally by the Directorate of Teacher Education & SCERT, Orissa and the entry qualification for admission was +2 Arts/Science.
2. Admission into the DIETs of Orissa was inordinately delayed. Sometimes, it went up to the month of November. This delayed admission adversely affected the curricular and co-curricular activities of the DIETs.

(B) Faculty Members

3. Highly qualified and experienced teacher-educators were working in the DIETs of Orissa. However, adequate number of teacher-educators were not available in any DIET.

(C) Commencement of Classes

4. Commencement of classes in the DIETs of Orissa started soon after the first admission. Majority DIETs organised induction meetings for the pupil-teachers. But few DIETs (38.5%) supplied the time-table to the pupil-teachers on day one of their joining the DIET. In no DIET of Orissa, calendar of activity was prepared.

(D) Demonstration classes

5. Except DIET, Kalahandi (Bhawanipatna), all other twelve DIETs organised demonstration classes.

6. Demonstration classes were organised by the above twelve DIETs in the second year of the pupil-teachers.

7. Mono-grade demonstration classes were organised in the above twelve DIETs whereas only seven DIETs (DIET, Dhenkanal; DIET, Puri; DIET, Cuttack; DIET, Sambalpur; DIET, Bolangir; DIET, Phulbani, and DIET, Koraput) organised multi-grade demonstration classes. Only three DIETs (DIET, Dhenkanal; DIET, Bolangir and DIET, Koraput) organised activity-oriented demonstration classes.

(E) Criticism Classes

8. Except two DIETs (DIET, Keonjhar and DIET, Kalahandi) all other eleven DIETs organised mono-grade criticism classes. Of these eleven DIETs, nine DIETs organised multi-grade criticism classes whereas two DIETs (DIET, Sundergarh and DIET, Balasore) did not organise multi-grade criticism classes.
9. Ninety four percent pupil-teachers delivered their criticism lessons in one of their methods whereas six per cent pupil-teachers did not deliver criticism lessons.
10. All the criticism classes were supervised by the teacher-educators. Criticism classes were conducted with the help of students of the practicing schools (76.6%), students of other schools (17.4%) and peers (6%).
11. Criticism classes were organised before practice teaching by three DIETs (DIET, Cuttack; DIET, Puri and DIET, Bolangir) in the middle of

practice-teaching by five DIETs (DIET, Dhenkanal; DIET, Ganjam; DIET, Koraput; DIET, Sundergah, and DIET, Balasore); and after practice-teaching by three DIETs (DIET, Mayurbhanj; DIET, Phulbani and DIET, Sambalpur).

12. Thorough discussion was made on the strength and weaknesses in the criticism lessons of the pupil-teachers soon after the classes.

(F) Practice Teaching

13. All the DIETs of Orissa organised practice-teaching programmes in the second year. Practice-teaching programme was usually conducted from July to September.
14. Each pupil-teacher delivered 48 lessons (26 mono-grade, 07 multi-grade and 15 activity-oriented).
15. The practice-teaching lessons of the pupil-teachers were supervised by the teacher-educators.

(G) Project Wok

16. Project work was conducted in ten DIETs of Orissa (DIET, Dhenkanal; DIET, Cuttack; DIET, Koraput; DIET, Phulbani; DIET, Sambalpur; DIET, Sundergarh; DIET, Bolangir; DIET, Balasore; DIET, Puri and DIET, Mayurbhanj).

(H) Co-curricular Activities

17. Co-curricular activities were organised in all the DIETs of Orissa. The common co-curricular activities organised in all the DIETs were song, essay, debate, drawing and games.
18. The important days like Republic Day, Independence Day, Teachers'

Day, Children's Day etc. were observed in all the DIETs of Orissa.

19. Festivals like Ganesh Puja and Saraswati Puja were celebrated in all the DIETs of Orissa.

(I) Library

20. Libraries were found in all the DIETs of Orissa equipped with number of books ranging from 1500 to 10,000. Very few libraries of the DIETs possessed magazines. The magazines found in the DIETs were mostly children's magazines like Subatra Science Today. Kaliasuna, Bole Huunti, Gyanaloka, Nandankanan, Ankura, Aina and Nua Sakal.
21. All the DIETs possessed newspapers. These newspapers were mostly Oriya dailies like the Samaj, the Prajatantra, the Dharitri and the Sambad. All the pupil-teachers borrowed books from their libraries.
22. In no DIET of Orissa, seating place was provided for the staff and students in libraries.

(J) Laboratory

23. All the DIETs possessed science laboratories. Whereas DIET, Mayurbhanja, DIET, Puri and DIET, Sambalpur possessed adequate number of apparatus and chemicals, other ten DIETs of Orissa possessed less number of science apparatus and chemicals.

(K) Audio Visual Aids

24. Separate audio-visual rooms were available in eight DIETs (DIET, Dhenkanal; DIET, Koraput; DIET, Cuttack; DIET, Sundergarh; DIET, Sambalpur; DIET, Puri; DIET,

Bolangir and DIET, Keonjhar). The remaining five DIETs did not possess audio-visual rooms.

25. Maximum number of teacher-educators (87%) used teaching-aids occasionally and few teacher-educators (13%) used teaching aids regularly.

26. All the pupil-teachers used teaching aids during their criticism and practice-teaching.

27. All the pupil-teachers were engaged in the preparation of low-cost and no-cost teaching aids.

(L) Action Research

28. Very few teacher-educators (30%) were engaged in action research.

(M) Monitoring

29. All the teacher-educators were engaged in monitoring in their catchment areas.

(N) Examinations

30. In all the DIETs of Orissa, Annual Examination and Test Examination were conducted.

31. In five DIETs (DIET, Dhenkanal; DIET, Koraput; DIET, Cuttack; DIET, Sambalpur and DIET, Bolangir) unit test was conducted.

32. No where in any DIET of Orissa, half-yearly examination was conducted.

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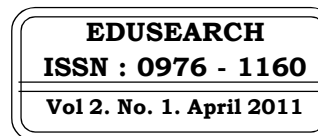
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Teaching Skills as a Process of Teacher Empowerment

*Dr. A. K. Poddar**

Abstract

To carry out the obligation of getting the children to learn, the teachers have to acquire necessary skills to communicate effectively with learners. An entrant teacher must be aware of the variety of objects of learning: knowledge, understanding, skill, attitude, value, appreciation, creativity and problem solving etc. These are called 'competence'. Having developed them a teacher refines these qualities with continued practice. A competent teacher can carry out all tasks effectively.

Introduction

Teaching is basically a system of activities or operations planned and implemented with reference to learning goals in a socio-cultural environment. In this setting, there are two factors :

- the one over which the teacher has no control and
- those factors such as methods, style of talking, presenting, asking questions, structuring and teaching skills etc. where teacher's individuality and impress of personality exercise a great influence.

The art of teaching is adjudged in terms of second set of factors where the practitioner is directly concerned with

deciding and acting in terms of his/her mastery of the art of pedagogy.

To carry out the obligation of getting the children to learn, the teachers have to acquire necessary skills to communicate effectively with learners. They also need to know what resources and methods are effective in promoting learning and how to use them with their learners. Teaching takes place through a variety of approaches: reading, writing, lecturing, discussing, demonstrating, showing a film, conducting a dialogue, questioning and even remaining silent. It calls into play different sources of knowledge and mental faculties: sensory perceptual

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experience, reason, intuition, imagination, creativity, memory and will. They need to learn to match methods with the activities and the objects of learning. This means that teachers have to keep on enriching their repertoire of pedagogical skills.

An entrant teacher must be aware of the variety of objects of learning: knowledge, understanding, skill, attitude, value, appreciation, creativity and problem solving. Having developed them, teacher refines them with continued practice. Such capabilities that enable refined teacher performance are called 'competence'. A competent teacher can carry out all tasks effectively.

The term 'competence' refers to a desired quality of job performance. It involves some knowledge component as well as skill component. The qualities of competence are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift.

Teaching Skills

The term skill is a common term used to refer to any psychomotor behaviour that can be refined with practice. It refers to the extent to which an individual can do something smoothly, fluently and with ease.

During the later half of twentieth century, teaching came to be seen as a skilled task. Several skills relevant during teaching were identified and a full-fledged methodology which came to be called "micro-teaching" laid emphasis on minimal instructional aspects to be practised one at a time. In this scheme of things, every aspirant teacher is given an orientation about a

single teaching skill, followed by a demonstration of an instructional situation in simulation. Peers act as students of particular grade for each student teacher practicing the skill. The instructional situation created thus is artificial in which everyone is role-playing teacher and students. That is, a classroom situation is simulated. Each student teacher plans to create an interactive instructional situation in which the given instructional skill is practised. Care is taken to use the skill to the maximum extent. Having learnt all the skills in this manner, it is expected that a teacher is prepared with the needed equipment and can use the skills in meaningful, smooth combinations in the real classroom situations. The basic instructional skills which generally included in micro-teaching are ;

- ♦ Skill of introducing a lesson.
- ♦ Skill of lecturing.
- ♦ Skill of questioning
- ♦ Skill of probing questions
- ♦ Skill of reinforcement
- ♦ Skill of stimulus variation
- ♦ Skill of recognizing attending behaviour
- ♦ Skill of demonstrating
- ♦ Skill of use of audio visual aids
- ♦ Skill of closure of lesson.

Microteaching provides a technique through which teaching acts could be learned in observable form, with technical rigour and in a non-threatening peer group situation. The basic assumptions contend that human behaviour can be seen in small units of action and learning each-behaviour one

at a time, leads to consolidation or integration to form a composite action. Microteaching has been found quite useful in familiarising the entrants in overcoming inhibitions to talk in front of others. At the same time criticism also grew about the way microteaching exaggerates single behaviours for mastering. It also came to be recognized that such singular training may render the process of rather mechanical and fails to maintain the spirit of teaching. Every one seems familiar with the term learning. Technically several things can

be stated about learning on the basis of one's knowledge and instructional process.

Learning is the expected outcome of teaching. Learning outcome teaching always is in the form of positive aspirations the society expects in every individual. Learning outcomes pertain to cognitive, affective and psychomotor dimensions of human behaviour.

a. Sensing and intuition

Sensing involves observing, gathering data through the senses; intuition involves indirect perception by way of

Models of Learning & Teaching Styles

| Student's Preferred Learning Style | Corresponding Teaching Style |
|--|--|
| <i>Sensory</i> (external)-sights, sounds, physical sensations(other sensory channels;touch, taste, and smell are relatively unimportant in most educational environments and will not be considered here.) | <i>Concrete-</i> factual <i>Abstract-</i> conceptual, theoretical |
| <i>Intuitive</i> (internal)- possibilities, insights, hunches | <i>Reflectively-</i> through introspection |
| <i>Visual</i> -pictures, diagrams, graphs, demonstrations, | Visual- pictures, diagrams, films, demonstrations. |
| <i>Auditory-</i> words, sounds | <i>Verbal-</i> lectures, readings, discussions. |
| <i>Inductive-</i> facts and observations are given, underlying principles are inferred | <i>Inductively-</i> phenomena leading to principles. |
| <i>Deductive-</i> principles are given, consequences and applications are deduced. | <i>Deductively-</i> principles leading to phenomena |
| <i>Actively-</i> through engagement in physical activity or discussion, | <i>Active-</i> students talk, move, reflect, or <i>passive-</i> students watch and listen |
| <i>Sequentially-</i> in continual steps, or <i>globally-</i> in large jumps, holistically? | <i>Sequential-</i> step-by-step progression (the trees), or global-context and relevance (the forest)? |

the unconscious-speculation, imagination, hunches. Everyone uses both faculties, but most people tend to favour one over the other.

b. Visual and auditory

The ways people receive information may be divided into three categories, sometimes referred to as modalities: *visual*—sights, pictures, diagrams, symbols; *auditory*— sounds, words; *kinesthetic*—taste, touch, and smell. An extensive body of research has established that most people learn most effectively with one of the three modalities and tend to miss or ignore information presented in either of the other two. There are thus visual, auditory, and kinesthetic learners.

c. Induction and deduction

Induction is a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (governing rules, laws, theories). *Deduction* proceeds in the opposite direction. In induction one infers principles; in deduction one deduces consequences. Induction is the natural human learning style. Most of what we learn on our own (as opposed to in class) originates in a real situation or problem that needs to be addressed and solved, not in a general principle; deduction may be part of the solution process but it is never the entire process. On the other hand, deduction is the natural human teaching style, at least for technical subjects at the college level. Stating the governing principles and working down to the applications is an efficient and elegant way to organize and present material that is already understood.

d. active and reflective

The complex mental processes by which perceived information is converted into knowledge can be conveniently grouped into two categories: active experimentation and reflective observation. Active experimentation involves doing something in the external world with the information—discussing it or explaining it or testing it in some way—and reflective observation involves examining and manipulating the information introspectively.

e. Active Learning.

An “active learner” is someone who feels more comfortable with, or is better at active experimentation than reflective observation, and conversely for a reflective learner. There are indications that engineers are more likely to be active than reflective learners. Active learners do not learn much in situations that require them to be passive (such as most lectures), and reflective learners do not learn much in situations that provide no opportunity to think about the information being presented (such as most lectures). Active learners work well in groups; reflective learners work better by themselves or with at most one other person.

f. Sequential and global learners

Most formal education involves the presentation of material in a logically ordered progression, with the pace of Global learners should be given the freedom to devise their own methods of solving problems rather than being forced to adopt the professor’s strategy, and they should be exposed periodically to advanced concepts before these

concepts would normally be introduced. learning dictated by the clock and the calendar. Some students are comfortable with this system; they learn *sequentially*, mastering the material more or less as it is presented. Others, however, cannot learn in this manner. They learn in fits and starts: they may be lost for days or weeks, unable to solve even the simplest problems or show the most rudimentary understanding, until suddenly they “get it”—the light bulb flashes, the jigsaw puzzle comes together. They may then understand the material well enough to they apply it to problems that leave most of the sequential learners baffled. These are the *global learners*. Sequential learners follow linear reasoning processes when solving problems; global learners make intuitive leaps and may be unable to explain how they came up with solutions.

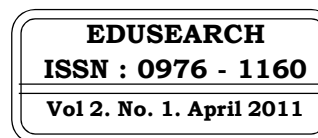
Conclusion

Learning styles of most of the students and teaching styles of most of the

teachers are incompatible in several dimensions. Many of the students are visual, sensing, inductive, and active, and some of the most creative students are global; most of the school education is auditory, abstract (intuitive), deductive, passive, and sequential. These mismatches lead to poor student performance, frustration, and a loss to society. Although the diverse styles with which students learn are numerous, the inclusion of a relatively small number of techniques in an instructor’s repertoire should be sufficient to meet the needs of most or all of the students in any class. Teachers confronted with this list might feel that it is impossible to do all that in a course and still cover the syllabus. Their concern is not entirely unfounded: some of the recommended approaches particularly those that involve the inductive organization of information and opportunities for student activity during class—may indeed add to the time it takes to present a given body of material.

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The HIV/AIDS Education in Schools

M. Udaya Rekha*

Abstract

The present article focuses on institutionalization of HIV/AIDS education in schools and strategies for integration in the school curriculum to provide value-based education'. HIV/AIDS education is a fascinating area in the adolescence education programme. Its main focus is on awareness building, knowledge acquisition, attitude-development, skill-acquisition, and participation through curricular and co-curricular activities to develop, cognitive, affective and psychomotor abilities among children. Nine student activities like Question-box, Group Discussion, Value Clarification, Role-Play, Case Study, Debate, Painting, Essay Writing and Quiz contest have been suggested by NCERT, NACO, New Delhi. Non-conventional methods like value-clarification, enquiry method, counselling, interactive sessions, student activities and use of A-V aids and print materials, Evaluation is an integral part of the entire process to assess the attainment of objectives and also to identify the gaps in transactional strategies and to take corrective measures. The philosophy behind the entire programme is "To inculcate positive attitude" and "To develop rational behaviour."

Introduction:

HIV/AIDS education is a fascinating area in the adolescence education programme, as it is raising certain formidable theoretical questions which have a direct bearing on human existence. It is primarily an approach to learning and deals with human relations with one-self, family, friends, peer-group and members of the opposite sex and to the society. HIV/AIDS education is a complex

disciplinary enterprise. Its main focus will be on:

1. Awareness Building
2. Knowledge Acquisition
3. Attitudes Development
4. Skills-acquisition
5. Participation.

HIV/AIDS education primarily inculcates awareness about contents, relating to causes and consequences of HIV/AIDS, preventive measures and individual and social responsibilities

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towards, persons having HIV/AIDS and inculcation of certain attitudes towards rational behaviour. It must help in the generating alternatives of thinking, how to use adolescence education programme tool kit, and sources of information and also how to reduce HIV/AIDS risk. The most important objectives of HIV/AIDS is how to make HIV/AIDS education an integral part of the value based education.

Institutionalization of HIV/AIDS Education:

Since, 1981, Andhra Pradesh has been implementing National Population Education Project (NPEP) with the assistance of UNFPA.

In December, 2002 NPEP was taken over by Government of India, with an objective to institutionalise population education in School Education System in the Country.

Considering the urgency of this concern a unit on HIV/AIDS is developed and introduced in the Biology text book of Class-X of Secondary Education in 2005. Simultaneously, a unit on guidance and counselling for adolescents on reproductive health-hygiene, (HIV/AIDS), Sex-Education and drug-abuse is developed in psychological foundations of Education of the Teacher-Education Curriculum. In the consequent year a unit comprising of Adolescence education and activities for life-skills was developed by the population education cell and was introduced into the Class-IX by the Government of Andhra Pradesh.

Strategies for Integration in School Curriculum :

Through curricular and co-curricular activities, it is possible to develop certain important cognitive affective and psycho-motor abilities among children. For this purpose-

- (1) A Training package and
- (2) Nine student Co-curricular activities were developed.

The portions of the package-dealing the HIV/AIDS have been repackaged from AIDS Education in schools: A Training packages, published jointly by NCERT and NACO, New Delhi. Nine student activities have also been suggested to be organised in both class-room and out-of-class room situations with basic minimum infrastructural facilities. These activities have been selected and signed by taking into consideration the need to strike a balance between what is desirable, and what is practical.

The activities included are:

1. Question Box
2. Group Discussion
3. Value – Clarification
4. Role – Play
5. Case Study
6. Debate
7. Painting/Poster Competition
8. Essay Writing
9. Quiz- Contest

Sensitisation and Educational Attainment:

Student activities on HIV/AIDS education are expected to attain the following objectives:

1. To make learners aware about HIV/AIDS causes and consequences.

2. To remove myths and misconceptions regarding HIV/AIDS infection.
3. To develop skills among them to assert themselves in, and/or avoid risky situations including the skill to resist social pressures.
4. To develop a healthy and positive attitude among them towards HIV/AIDS related issues and respect for the opposite sex.
5. To develop rational behaviour and be a part of the share 'N' Care Programme of HIV/AIDS education.

As, envisaged in the State Action Plan (SAP) for Adolescence Education Programme 2006, a State Core Committee was constituted under the Chairmanship of Secretary education with the key officials from other departments like higher education, APSACS, DPEP & UNICEF and other departments concerned as its members and the Director, SCERT as member convenor. Red Ribbon Clubs (RRC) equip the students with life-skills and to join hands in promotion of voluntary blood donation.

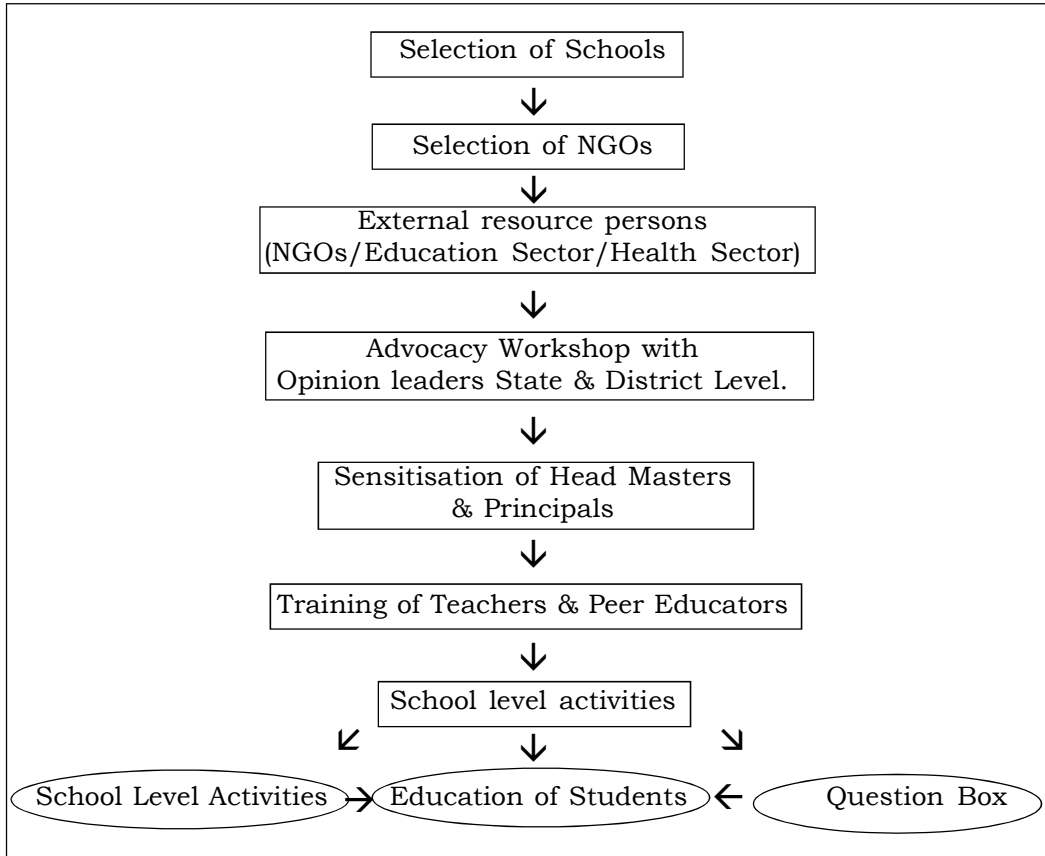
As per the advice of the core-committee, the training material on development of skills in adolescence education was developed by population, education cell, SCERT, with the help of Professors and Lecturers of SCERT, IASE, CTEs and DIET. The source of the material is the training material developed by NPEP, NCERT, NACO and APSACS. This Hand Book was used for training of the teacher-education.

Key Areas of Focus and Target Groups:

An adolescence education tool kit was also developed by MHRD/NACO/UNICEF, together with a module of the training of trainees, a module for the refresher teacher-training, a module for the peer-educators, life-skills, Flip-chart teachers work-book with activities that can be conducted at Class-room level and frequently asked questions (FAQs) was printed and distributed to the schools by APSACS-(Andhra Pradesh State AIDS Control Society). The "National Population Education Project" December, 2002 states that Adolescence Education Programme with Special reference to HIV/AIDS education should constitute a comprehensive and integral part of the school education. HIV/AIDS education should be provided for all ages at all levels and in both formal and non-formal Education. The mass-media has a great responsibility to make their immense resources, available for this educational mission. The traditional teaching methods may not be effective for teaching elements of HIV/AIDS education, primarily because of the sensitive nature of its contents. Moreover, the objectives of AEP focus on the affective domain of the learners. Therefore non-conventional methods like, the following are adopted.

- a) Value Clarification
- b) Enquiry Method
- c) Other interactive methods
- d) Emphasis on Students activities
- e) Counselling of Adolescents
- f) Increased use of Audio-visual/Print materials.

Monitoring and Evaluation



Monitoring and Evaluation:

Evaluation is an integral part of the entire process of institutionalisation of HIV/AIDS education to assess the attainment of objectives and also to identify the gaps in transactional strategies and to take corrective measures. Monitoring of school AIDS Education Programme should also be integrated with the regular inspection visits of the State AIDS Control Societies/SCERT/Directorate of Education. A review of the entire

programme would be conducted by NACO at the end of one year.

The philosophy behind the entire programme is "To inculcate positive attitude and "to develop rational behaviour." The activities included are only suggestive by the NCERT, NACO, New Delhi other activities may also be planned and conducted to provide similar opportunities to students, where they discuss and explore different aspects of issues relating to "HIV/AIDS education".

Conclusion:

Globally, it is estimated that HIV/AIDS has infected 2.3 million of children under the age of 15, (ICAD 2006). Hence a good quality education is considered one of the key defences against HIV/AIDS 'Education' Programming should consider innovative approaches to deliver education, such as

- 1) Flexible scheduling, radio-based instruction and community schooling which make education more accessible
- 2) Investing in Teacher-Training and Improving the quality of Teaching.
- 3) Including Life-skills education in curricula with a focus on Gender-issues and preventing HIV/AIDS.

- 4) Promoting positive masculinity and feminity for boys and girls or Gender roles.
- 5) Increasing parental and community involvement
- 6) Establishing youth clubs
- 7) Promoting safe schools and protecting students from violence.
- 8) Designing multi-sector responses to combat the spread of HIV/AIDS. One of the key means of HIV/AIDS prevention is education. Schools provide a physical space where interventions can be delivered and have the ability to create a high level of community awareness around important issues.

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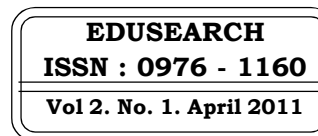
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Professional Commitment and Teacher's Role

*Yojana Srivastava**

Abstract

Teacher Education is responsible for producing 'professionally qualified and competent teachers. For a teacher to be considered as a professional, he must commit himself to some basic norms of the profession. Teaching is an inspired profession or passion. A single inspired teacher can leave a lasting impression on the mind of students and can inspire some of them to emulate their teacher and adopt teaching as a profession. In order to maintain professional standards in teaching, the teachers are supposed to follow their commitments towards family, society, nation etc. The teacher and teacher educators should be self-starter to fulfill their obligations in teaching making themselves committed to the students' learning, honing their knowledge of not only subject but also of new trends of their profession.

Introduction:

A teacher holds an important, critical and direct role in making the formal education system effective and brings out quality products from the system. Teacher Education is responsible for producing 'professionally qualified and competent teachers. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. A true teacher must

have a positive attitude towards teaching.

A profession is a specialized occupation that involves specific orientation & training. It can be defined as a long term education & specialized training which should cater the needs of the society, nation and personal priority & to advise others for a definite fee or salary. Other important characteristic is to follow the professional commitment. For a teacher to be considered as a professional, he must commit himself to some basic norms of the profession. He/she must know all the ethics of teaching which

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is not just imparting knowledge but making sure that subject matter is handled well to bring about a change in student and to make the student a better citizen. Thus, a teacher as a professional should have both professional competence (ability to do) & professional commitment (the will to do). The task of the teacher in education has many dimensions. It involves the provision of a broad context of knowledge, the creation of learning environment and constantly monitoring and reflecting on the processes of teaching and students understanding and seeking to improve them.

Professional commitment of a Teacher :

The profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relation with not only the organization but with a number of other stakeholders, including the parents, students and colleagues. Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting. It is a part of a learned behavior or attitude associated with the professional behavior of teacher. Teachers make conscious and subconscious decisions about their level of willingness from these affective reactions.

Teacher commitment is multi-dimensional. These dimensions are thought to be external to the teacher, but interconnected and have some influence on each other. There is a crucial link between emotional

attachment to the work of teaching and a teacher's personal level commitment. Teacher commitment is not focused exclusively on the external dimension. It has a strong relationship with teacher's passions, values and beliefs. Teaching is a complex professional task which is undertaken in collaboration with colleagues, learners, parents and family as well as with members of the wider community.

Commitment to Students

The primary professional commitment of teachers is to those whom they teach. Teachers nourish the abilities of all students to think so that they can act independently.

Teachers should strive to:

- conduct and maintain relationships with students in a professional way and give foremost consideration to the students' well being, .
- respect the personal integrity and privacy of students unless the law requires disclosure,
- treat each student with dignity and respect without discrimination of any kind,
- update their knowledge about curriculum content and pedagogy,
- present subject matter from a balanced viewpoint,
- motivate students to think critically about social issues,
- guide the students in their physical, social, intellectual, emotional, moral and spiritual development, to cater to the varied learning needs of diverse students,
- refrain from divulging confidential information about students except to

those who are legitimately entitled to it.

Commitment towards Parents and Family

Teachers recognize that they work with parents and family of students to promote their active participation in education of their children. In relation to parents and family of students, the teacher should strive to:

- establish open, cordial and respectful relations with parents,
- encourage parents to take interest actively in the education and welfare of their children,
- provide information regularly to parents regarding the attainments and shortfalls of their wards, of involve the parents in decision making about the education of their children
- refrain from doing anything which may undermine students' confidence in their parents or guardians.

Commitment towards Society and the Nation :

Teachers are a part of society and vested by the public with trust and responsibility. The society has expectation that teachers will prepare such students which contribute to the progress of society. In fulfillment to their obligation to society, the teachers should strive to:

- develop the educational institution as a community and human resource development centre providing knowledge and information and developing skills and attitudes needed for such development,

- act within the community in a manner which enhances the prestige of the profession, support policies and programmes which promote equality of opportunity for all.
- teach widely accepted positive values of the society and motivate students to apply them in their life.
- understand the social problems and take part in such activities as would be conducive to meet the challenges posed by the problem.
- work actively to strengthen national integration and spirit of togetherness and oneness.
- Respect and by loyal the school, community, state and nation.

Commitment towards Colleagues and the Teaching Profession

Teaching is not a simple job. A single teacher can not perform it. The teacher has to collaborate with many of his / her colleagues for professional development. In fulfillment of their obligations to colleagues and profession teacher will strive to:

- treat colleagues and associates in the same manner as he/she himself / herself wishes to be treated, i.e. to refrain from making false or malicious statements about colleagues or the school system.
- refrain from disclosing confidential/ sensitive information concerning colleagues unless required by law,
- co-operate with the head of institution and colleagues in and outside the institution in both curricular and co-curricular activities.
- help junior colleagues in all possible ways.

- regards themselves as learners and participate in programmes of professional development like seminars, workshop symposia conferences, self study etc.
 - contribute to the development of sound educational policy.
 - be honest about statement related to their qualification and competencies.
 - advance the interest of the teaching profession through responsible ethical practice.
- leave a lasting impression on the mind of students and can inspire some of them to emulate their teacher and adopt teaching as a profession. For this, it is necessary that the teacher must know & follow above mentioned commitments. Institutions providing Teacher Education Programme should take efforts to equip prospective teachers not only with desirable teaching skills but also with the knowledge of commitment & professional ethics.

Conclusion

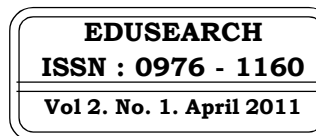
In order to maintain professional standards in teaching, the teachers are supposed to follow their commitments towards family, society, nation etc.

Teaching is an inspired profession or passion. A single inspired teacher can

The teacher and teacher educators should be self-starter to fulfill their obligations in teaching making themselves committed to the students' learning, honing their knowledge of not only subject but also of new trends of their profession.

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Attitude of Bengali Medium Students towards English Language

Taniya Sengupta & Dr. Deb Prasad Sikdar***

Abstract

The present study was carried out in three districts of West Bengal (Murshidabad, Nadia, North-24 Parganas) to assess the attitude of the Bengali medium students towards English language. Data were collected from higher secondary grade students, using 5-point Likert Scale made by the researchers. The researcher selected twelve (12) schools of three district. Six (6) of them are rural and rest of them are urban school. The study reveals that there were significant differences between male and female and rural and urban students.

Introduction

The origination of English language comes from the Germanic language. It is a branch of Indo-European language family. The language has been written in latin alphabet. English is the second most widely spoken language. Just a few centuries ago English was spoken by just five to seven million people. Today there are more non-native users than the native users of English (Kachru, 1996). English has become a world language, spoken by at least 750 million people. English is nowadays the dominant or official language in over 60 countries (Hohenthal, 2003).

This is a fact that English has spread as a result of exploitation and colonization (Cheshire, 1991). In India after independence English got a serious challenge from a group of people, politicians and educationist. But their opinion to make Hindi as a official language of India could not stand before the strong protest of the South-Indian regions. The Indian government decided to further extend the role of English is now recognized as an associate official language. The impact of English is not only continuing but increasing (Hohenthal, 2003). As early as 1948 Radhakrishnan

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Commission observes “English however, must continue Humanistic, Scientific and Technical education.” (Radhakrishnan Commission, 1948)

In West Bengal, English was one of the major preliminary subjects taught in primary education level in 50's and 60's. But situation began to change at 70's era. In 1982-83 the ruling government of West Bengal with the adjective of making education more accessible, abolish teaching English at primary level from public school. Teaching a foreign language like English at primary stage is unscientific and therefore English can be taught after that stage. They also refer several National Education Commission headed by Dr. Zakir Hussain (1948), Dr. S. Radhakrishnan (1948) and Dr. D.S. Kothari (1964-66) which also recommended to study English only after primary level (Roy, 2002). On 2nd February 1998, The Socialist Unity Country of India demanding reintroduction of English language in the curriculum of government aided primary level. So, the government reacted promptly saying that they would reconsider the issue of reintroducing English at primary level. In 1998, the commission headed by Pabitra Sarkar former Vice Chancellor, Rabindra Bharati University recommended that the study of English to be reintroduce at primary level. So, that English came back at next academic session (Chakraborty, 1998).

As there is a dearth of report about the higher secondary grade Bengali

medium students' attitude towards English language, this study aims to focus on correlation between attitude towards English language of Murshidabad, Nadia and North 24-Parganas district of West Bengal.

Objectives :

The main objectives of the study were –

1. To measure the attitude of higher secondary grade Bengali medium students towards English language.
2. Study the effect of gender on attitude towards English of Bengali Medium higher secondary students.
3. Study the effect of locality on attitude towards English of Bengali Medium higher secondary students.

Hypotheses:

The investigator framed the following hypotheses –

H₁-There would be a significant difference between attitude of female and male higher secondary grade Bengali Medium students towards English language.

H₂-There would be a significant difference between attitude of rural and urban higher secondary grade Bengali Medium students towards English language.

Correspondingly, two null hypotheses (H₀₁ and H₀₂) were framed to test the hypotheses.

Method

(a) Sample :

The sample for the study comprised 400 students (gender wise 200 male and 200 female and locality wise 200 urban and 200 rural) from twelve (12) higher secondary grade Bengali medium

schools purposely selected from three districts viz. Murshidabad, Nadia and North 24-Pargan of West Bengal. All these schools are government aided.

(b) Tools used :

The researcher prepared 5-point scale/questionnaire with a view to measure the attitude towards English language among Bengali medium students and has been sent for review to six (6) experts in this field for their valuable comments and suggestions in terms of percentage against each test items for improving the questionnaire. The neutral point on the scale was 102. Reliability of the test was determined by "Test-Retest" method. A gap of fifteen days allowed between test-retest procedure. The value of correlation coefficient (r) was found to be 0.87 (Sengupta and Sikder, communicated, 2009).

(c) Variables :

Attitude towards English language is the dependable variable for this study. The independent variables are sex and location/dwelling place. The working definitions of some of the above variable are as follows :

(i) *Attitude* – The term attitude is derived from Latin word 'aptus' which is also the root of the word aptitude and indicates a state of preparedness or adaptations. Putting a psychological stunt on this analysis, we can state attitude as a giving the person a subjective or psychological state of preparation for action.

(ii) *Dwelling Place* – Dwelling place means the place where the individual used to live. Two areas, urban and rural have been taken under as dwelling

place in the study. An urban area includes all municipal areas towards cantonments and any other areas being administered by local bodies such as town committees, Union Committees etc. Rural area means that area in which person live in it and make a living directly from agriculture.

Data Analysis :

In order to identify the role of gender differences on attitude towards English language attitude scale was applied and score were treated statistically as following. **Table No. 1** of comparison between mean attitude scores of male and female of higher secondary grade students

| Sr. | Gen. | N | Mean | SD | t-value |
|-----|---------------|-----|--------|-------|---------|
| 1. | Male Stude. | 200 | 145.05 | 11.42 | 3.33* |
| 2. | Female Stude. | 200 | 155.59 | 9.06 | |

(*significant at 0.01 level, df=398)

The table no. 1 shows mean attitude towards English scores of male and female were 145.05 and 155.59 and SD's were 11.42 and 9.06 respectively. To study the significance of the difference between means, t-test conducted.(t=3.33, df=398). It is significant at 0.01 level. Therefore the hypothesis H_1 was retained. Hence the corresponding null hypothesis 0H_1 was rejected.

The table no. 2 shows mean attitude towards English scores of urban and

Table No. 2

t' value of Comparison between the nature of dwelling place of higher secondary grade students

| Sr. | Gen. | N | Mean | SD | t-value |
|-----|--------------|-----|--------|-------|---------|
| 1. | Urban Stude. | 200 | 156.05 | 12.07 | 2.60* |
| 2. | Rural Stude. | 200 | 152.60 | 10.50 | |

(*significant at 0.01 level, df=398)

rural were 156.05 and 152.60 and SD's were 12.07 and 10.50 respectively. To study the significance of the difference between means, t-test conducted.

(t=2.60, df=398). It is significant at 0.01 level. Therefore the hypothesis H_2 was retained. Hence the corresponding null hypothesis 0H_2 was rejected.

Findings:

1. Both male and female Bengali Medium students shown highly positive attitude towards English language,
2. Female Hr. Sec. Bengali Medium students shown significantly higher attitude towards English Language than their counterparts.
3. Urban Hr. Sec. Bengali Medium students shown significantly higher attitude towards English Language than their counterparts.

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Human Rights, Fundamental Duties and Value Education

*Dr. Sushma D. Sharma **

Abstract

The "Human Rights" is more of an environmental subject than that of human subject. As we consider all about the plants and trees, microbes and animals important components of our natural environment, we must consider all the human beings equally important components of the natural environment. The existence and development of all the plants, animals and microbes is essential, the existence and development of human beings are equally essential for the existence of environment on this planet. As a section of human beings are developed and scientifically powerful, it is their duty to protect and preserve all the fellow components of this planet and not to harm even the tiniest creature of this planet in any way.

Introduction

The concept of 'Human Rights' took shape during World War-II (1939-1945) when Nazis murdered millions of people. Those incidents shook the world and most of the nations started crying for the sake of humanity. Those were the dark days of the World History. Later four allied nations of the war namely China, the Union of Soviet Socialist Republic (USSR), the United Kingdom (U.K.) and the United States, stood up to organise the World Community to search some device to safeguard humanity. Thus, the United Nations'

Organisation took shape in 1945. After two years of the organisation of the United Nations, its Economic and Social Council (ECOSOC) formed a Commission on Human Rights with *Eleanor Roosevelt* as its first chair person. The commission adopted the Universal Declaration of Human Rights on December 10, 1948. This event marked the birth of modern Human Rights Movement across the world. The "Human Rights" is not just the human subject. Rather, it is more an environmental subject. Just as we

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consider all the plants and trees, all the microbes and animals, as most important components of our Natural Environment, we must consider all the human beings equally important components of the natural environment. Just as the existence and development of all the plants, animals and microbes is essential, the existence and development of human beings are equally essential for the existence of environment on this planet. Since human beings are developed and scientifically powerful, it is their duty to protect and preserve all the fellow components of this planet and not to harm even the tiniest creature of this planet in any way. This is what we call as Environmental Ethics. Zarthusstra has said, "Harass not the tiny ant which labours to carry a grain for survival, for it has life and life is sweet indeed."

Human Rights

A moral, legal or environmental claim to live, to have or receive something, or to behave in a particular way is called 'Right'. It relates to all living beings that share this unique planet which is also called as the 'Mother Earth'. Likewise, humans too have moral, legal or environmental claim to live, to have or to get share in Natural Resources or to behave in a particular way as they would be done by others, is called as Human Right.

International Human Rights

The United Nations (UN) adopted the Universal Declaration of Human Rights in 1948. The Principal Author of the declaration was *Rene Cassin*, the

French Jurist and the Nobel Laureate of that time. The Universal Declaration of Human Rights has been based on the principles expressed in the U.N. Charter. It has got international legal status in 1948 with about 30 Articles. Besides, the declaration on human rights also affirms right of every person to own property (Article 17); to travel from a home country at will and return at will (Article 13); to work under favourable conditions, receive equal pay for equal work and join trade unions at will (Article 23); to marry and raise a family (Article 16); and to participate in government (Article 21) and in the social and cultural life of community (Article 22).

Constitutional Human Rights

A system of fundamental laws, whether written or embodied in tradition, which can be applied both on the governing body and the governed, is called as constitution. The Constitution of India has the provision of Fundamental Rights for its citizens. Part III of the Indian Constitution guarantees Fundamental Rights to its citizens through its Articles 12 to 35. The Fundamental Rights guaranteed to Indian citizens through these articles of the Indian Constitution are:

- Right to equality before law, prohibition of discrimination on grounds of religion, caste, race, sex, place of birth and equality of opportunity in matters of employment;
- Right to freedom of speech, expression, assembly, association or union, residence, movement, occupation and profession;

- Rights against exploitation, prohibition of all forms of child labour, forced labour etc.;
- Right to freedom of conscience, practice and propagation of religion etc.;
- Right to minorities to establish and conduct educational institutions of their choice;
- Right to constitutional remedies for the enforcement of Fundamental Rights.

Human Rights and Environment

The first ever declaration of principles on Human Rights and Environment on international level was drafted on 16th May, 1994 by a group of international experts of United Nations at Geneva. The draft declaration is the first 'International Instrument' which addresses the relation between human rights and the environment. The draft declaration on Human Rights and Environment contains altogether 27 principles, which have been grouped under Five parts - Part I, II, III, IV and V.

Part I:

This part contains 4 principles. It makes provisions of human rights to an ecologically sound environment, sustainable development, peace and right to secure healthy and ecologically sound environment. This part also makes provisions of human rights to freedom from all types of discrimination and right to equitable sharing of environment by present generation without impairing the rights of future generations.

Part II:

This part includes right to freedom from pollution, protection of natural resources, highest attainable standard of health, safe healthy food and adequate water, safe and healthy working environment, adequate housing and sound living conditions. This part also includes human rights to timely assistance in the events of all types of disasters, sustainable use of natural resources for' all purposes, preservation of unique sites and rights of indigenous people on land, territories and natural resources to maintain their traditional ways of life.

Part III:

This group of principles for human rights and environment makes provision of right to information concerning environment; right to hold and express opinions and dissemination of ideas; right to education of human and environmental rights; right to participate in planning and decision making activities concerning environment; right to make associations for environmental protection and right to judicial and administrative redresses of cases related to environmental harm.

Part IV:

This group of principles for human rights and environment relates to duty to protect and preserve environment, duty to avoid using the environment as means of war, duty to respect international laws pertaining to environment.

Part V:

This group of principles empowers all persons to be entitled to a social and

international order so as to realise rights of the declaration.

Fundamental Duties

The Chapter IVA and Article 51A of the Indian Constitution has fixed duties for citizens of India. Article 51A reads:

Fundamental Duties -

It shall be the duty of every citizen of India:

- a) to abide the constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- c) to uphold and protect the sovereignty, unity and integrity of India;
- d) to defend the country and render national service when called upon to do so;
- e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- f) to value and preserve the rich heritage of our composite culture;
- g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- h) to develop the scientific temper, humanism and the spirit of enquiry and reform;
- i) to safeguard public property and to abjure violence;
- j) to strive towards excellence in all spheres of individual and collective

activity so that the nation constantly rises to higher levels of endeavour and achievement.

What is a duty?

Well, something that we feel we have to do because it is our moral or legal responsibility - is called as duty. It is the state of being forced to do something because of moral responsibility or because of law etc. We must not throw garbage or banana skins on road because it is our moral responsibility. It is our moral responsibility because we should not live or behave in such a way that may cause pain, trouble, injury or annoyance to someone. In the same way, an industry must not pollute air and water as it is moral responsibility of the industrialist to run his industry in such a way so that it may not cause pain, trouble, injury, risk, disease, annoyance and so on, to the local public. Since many industrialists do not realise their moral duty of not polluting air, water or land, the Government has converted their moral duty into legal duty and has made provisions of punishments. We all have duties towards our family, school, society, state, government and environment, may it be moral or legal. A duty is an obligation.' Someone of our society is said to have a duty 'in any matter' when he is under an obligation to do or not to do something.

Value Education

Our beliefs about what is right and wrong and what is important in life are called as values. As regards value education, education in values and

education towards the inculcation of values is called value education. The value education is a universal process which is intrinsic to all the learning and education activities, whether at home or in a school. There are different categories of values such as: universal values, cultural or ethnic values, and individual or personal values.

Universal values are the values that can be experienced as life, joy, brotherhood, love, compassion, service, truth, bliss etc. Cultural values are the values that are concerned with right and wrong, good and bad, customs and behaviour etc. These values are generally meant to maintain social order. Educating values to children is very important in view of good citizenship, national language, social hierarchy, aesthetics, growth and protection of environment, education, ethics, philosophy, law, economics and social institutions like family etc. Our private principles which are concerned with our personality and individual experiences are called as individual or personal values. These values are shaped by our parents and teachers and books.

These are the universal values that remain for ever. Teachings of Islam, Christianity and other religions contain universal values as they remain for ever. These values are true in all the ages. Values shape our life; lead us towards peace, development and success. Values also shape our personality and behaviour. These lead us on right path and towards right goals.

A valueless life cares for nothing. Human activities of over use and misuse of natural resources, throwing away of wastes on roads, producing high pitched sound through sound systems, blowing loud horns on busy roads, creating all types of pollutions, causing damage to forests and wildlife, terrorising others for the sake of spoilt interests are examples of activities caused by such persons who live valueless lives. Hence, value education is most important in the present age. This is the reason why more emphasis is being laid down on value education across the world.

Environmental Ethics

Moral principles that control or influence a person's behaviour are called as ethics. The environmental ethics relates to such behaviours which promote and protect the environmental balance and stimulate, human beings to 'conserve, share and care' the resources of environment.

Environmentalists, the world over, are of the opinion that unequal distribution of natural resources, their overuse and misuse have caused serious instabilities in the environment. The explosion of human population in some countries has further aggravated these problems. These conditions are creating persistent conflicts and competitions that are leading the world towards social violence and imbalance of power. Nations of the world are spending big parts of their annual budgets on war preparations including purchase of warheads and training of soldiers

compared to expenses on developmental activities. All these conditions are leading the environment towards a serious crisis which can only be averted through the promotion and adoption of ethical values.

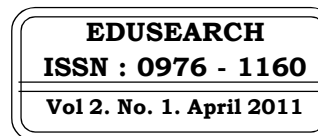
Conclusion

Human rights, fundamental duties and value education are three factors which are interrelated and interdependent

with each other. The human rights are not just the human subject. Rather it is more fundamental duty and environmental value. It is one of the universal values. Value means identification of what is right and wrong and what is important in life. This concept automatically told us about fundamental duties. The value education is universal process which is intrinsic to ail the learning and education activities.

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Social Introspection of Peace and Value Education for 21st Century

*Arun Kumar Mandal**

Abstract

Social philosophy reconciles social understanding and ideas among various components and dimensions. At present severe crisis of values, attitudes and peace has tended to throttle the normal life of society, nation and world. In this backdrop, the present paper has attempted to focus thematically the role of peace and value education in reconciling social understanding and ideas for new millennium among the students through school curriculum as the reflection of society within school as a miniature of society and other informal institutions.

Introduction.

Philosophy integrates new ideas which are put forward for invention, discovery, and novelty activities. Thus it can be said that philosophical thoughts act behind every novel activity. Eminent philosopher Fichte advocated, "The art of education will never attain its complete meaning without philosophy". Philosophy connects education and society. Education is life itself. It is a process of growth and development. Self development is education. It is the reconstruction of experiences and knowledge. Rabinrdanath Tagore remarked "The highest education is one which does not merely give us

information but makes our life harmonious development with all existence". Life-philosophy ensures assimilation of an individual within his/her social environment. The life-philosophy which enlightens the education is conceived as educational-philosophy. Social-philosophy articulates social understanding largely. Educational philosophy, life-philosophy and social-philosophy influence greatly education, life and society. At present severe crisis of values, attitudes and peace has tended to throttle the normal life in the society, nation and world. In this backdrop, the present paper has attempted to focus thematically the role

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of peace and value education in reconciling social understanding and ideas for new millennium among the students through school.

Social Development Through Education.

Education aims both at individualistic and socialistic development of a man. Moral aim of education is related individualistic attitudes. Cultural aim of education is recognized with socialistic attitudes. Though individual demand is more important than social demand, individualistic aims of education secure to achieve the welfare of an individual and understand one's own capability and enable to carry out imposed duties and responsibilities. Individualistic aims mean individual's physical, mental, moral and social progress. Individualistic aims had been supported by different philosophical thoughts i.e. Naturalists, Idealists, and Pragmatists. According to Naturalists; intellectual, moral, and spiritual development must be possible outside the society, not within the society. Idealists accepted individualistic concept as man is potentially divine and strives to realize the absolute power.

Pragmists believed in man and recognized the contribution of mankind. Demerits may be stated as it tends to self-centric and selfish attitudes; Moral education may be impaired for freedom according to naturalistic view; environment is not emphasized. Great men were not free from influence of society. On the other hand, socialistic aim of education is based on German

Philosopher Hegel's Political Theory. Security of an individual depends on security of the society. The school is considered as a means of social control and educational institutions as social control organization.

Educationalist Rosenkrans advocated "Education is the process by which the individual man elevates himself to the social." Drawbacks of Socialistic aims of education may be focused as it gives emphasis on social demand but neglected individual demand completely, creative ability is not possible to some extent and socialist aim desist social progress to some extent. So, education may be dubbed as the process of elevation of intermingling of both individual and social development.

Crisis of Value and Peace.

Presently, we are living in the age of not only advanced science and technology but also the age of privatization, liberalization and globalization (LPG). Globalization aims at the intensification of economic, political, cultural, religious, social, and moral and values transaction across the country. It ensures the integration of Indian-ethos and culture with world culture. We are enjoying the advantages of globalization in every sphere of life. In-spite of this, it appears that moral values and peace may be degraded, education system may be commercialized and weaker section of society may be impaired within the purview of globalization. Albert Einstein aptly remarked, "Peace is not merely the

absence of War but the presence of justice, of law of order, of government". Though following the definition of peace as it is the mere absence of war, O, Kane (1992) considers this definition as vacuous and passive.

The word 'Peace' is involved with the words 'truth', 'beauty', and 'love'. Peace is the buzz-word of existence of human civilization, humanitarian as well as philanthropy. So value education for peace must be inevitable in educational and religious institutions. Peace makes amity among nations, ensures friendship among people, promotes national and international integration and understanding within country and abroad, condenses nationality, contrives peaceful state of citizen, motivates accountability of people, expedites stillness and pacification, assures a rest from pain and brings forth neutrality. Peace removes the dark clouds of communal riots and terrorism and revamps the good socio-economic, political and religious conditions of a country. For this purpose the peacemaker may be dubbed as pacifier, mediator and intermediary.

The peace process also does accept and strive with its alternative war owing to high significance of value status of significance. Sometimes war may have helped in taking place social changes such as racial, freedom, democracy and nationalism. In spite of the facts, Reardon (1998) believes that peace is absent in all its forms-physical, social, psychological and structural.

Resuscitation of Peace and Values by dint of Education.

Education having based on philosophy, psychology, sociology, biology, economy acts like both seeds and flowers in the process of socialization, social mobility and individuation. Socialization seeks to maintain one's social relations with others and regulates his own behaviour according to society's demand. Education also plays an effective and useful role in making various type of values e.g. social, cultural, moral, human, religious, esthetic and economic value of an individual. Values which are integration of some psychophysical factors play an important role for harmonious development of the students. Education also does have a catalectic role for one's adjustment. Adjustment aims at how efficiently an individually satisfies his needs according to his capabilities. Peace may be established having awakened value through education which in turn may influence socialization, nationalism, social and national integration, international understanding, social and emotional adjustment, curriculum, school and society.

Curricula of Peace and Value Education

Values and attitudes must be part and parcel for peace education. These human qualities must be incorporated among the students through curriculum as the reflection of society within the school as the miniature of society. Education makes social and behavioural changes largely. Process of

social change may be Westernization, Industrialization, Urbanization, Secularization, Hindunisation, Politicization, Indianisation, Modernization, Social Mobility and Sanskritisation or Acculturation. According to Talcott Parsons the concept of social system he really means the total social phenomena dealing with of covering the interaction between actors and situations in a given society. So, the social system is another sub-actor situation. Social system is related to social structure, cultural system and personality system. Now the question mooted again and again is, how to restore values and peace in the mind of people and keep existence of well being of human civilization.

Methods for Transaction of Peace and Value Education

Method may be both instructional and motivational. Peace and values in mind may installed through school curriculum, prayer in school, speech of great men, home or religious institutions, spending a day without selfish motive for the sake of national interest, paying honour to parents, teacher and all human beings, transmission of cultural heritage respecting the nation and conserving its resources, participation of social service, social function, role of radiator personality of teacher, mass communication, mass media, feeling of nationalism, brotherhood, international understanding. One should respect others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical and mental ability.

The Role of Teachers for Restoring Value and Peace Education.

The teachers do have pivotal role to instil and fix up the ideas and importance the value and peace education among the mind of students through their exalting personality, maintaining professional ethics, responsibility, accountability, good behaviour, making amicable relationship among the students, helping students and having delicious rapport with colleagues, guardian and social groups.

The Mottoes of Peace and Value Education for New Millennium

Value education for peace may be focused as-

- i) elevated leadership.
- ii) accountable good citizenship,
- iii) environmental awareness,
- iv) universal congregation,
- v) unity and consolidation among religious and social group,
- vi) education for social transformation, national integration and international understanding.

Similarly peace education aims at following goals-

- i) to visualize the nature and origins of violence and its impact on both victim and who used to commit crime,
- ii) to adapt children and adults with individual conflict resolution capacities,
- iii) to illicit for alternatives and possible non-violence mechanism,
- iv) to explore the causes of conflicts and violence having intermingled within perceptions, values morality, aptitudes and attitudes of individual

as well as within social and political structures,

(v) to make awareness about the existence of unpeaceful conditions and situations within societies,

(vi) to chalk out various programmes for achieving peaceful conditions within society, country and the whole world.

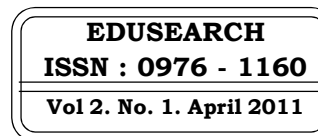
Conclusion:

Value education is closely interrelated with peace education. Value education influences peace education which in turn may induce value education. There are so many complexities in modern human life. So, value education for peace must be inevitable to eradicate complexities in modern human life. Modern life having its consumeristic, individualistic and competitive attitudes has failed to arrest the precious gift of life. So, value education for peace through various programmes

seeks to enrich peace within the individual, peace within the society, peace within the country and peace within the world. The programmes of value education for peace are made possible through the important dimensions i.s psychological, sociological, ecological, and theological and components like self-expression, self realization, self-integration, self-confidence and self-conservation. It paves the way for the fullest development of one's self-esteem and self-control .Value education for peace upholds nationalism having the identification of individual's interest and responsibilities with the national objectives. The direction of social philosophy for new millennium must be survival of existing culture and ethos with world cultural, revival of humanism with peace and rejuvenation of moral and social values.

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Constitutional Safeguards and Educational Development of Tribes in India

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Abstract

The scheduled tribe presents a wide spectrum of not only varying level of cultural development but also a great variety of ethic and linguistic social organization, ritual beliefs, value world view & so forth. Keeping this sketchy general background of the tribal's in mind, we may how pass on the tribal policies of the independent Indian Government, the exposition of which would automatically justify the usefulness of assigning safeguards to the scheduled tribes by the National Government. The resolution was adopted in the second session of the constituent assembly that was held in January, 1947. A very important provision regarding the development of the scheduled tribes is contained in Article 275 of the constitution which provides that these shall be paid out of consolidated fund of India as grant-in aid of the revenue of a state

Introduction

A number of special provisions were made in the constitution of India for safeguarding the rights and interest of the scheduled castes and the scheduled tribes who constitute about 22% of the total population of India for their accelerated rates of development so as to bring them up to the level of general population of the society at large as early as possible. Socio culturally India has been an egalitarian society based on the caste system. Traditionally the lower sections of the population in the social hierarchy has

been deprived not only economically but also politically and educationally. The reason for their educational backwardness was partly the cultural practices associated with the caste system that considered access to education as the prerogative of the upper section of the society. Culturally the poor masses in India have not accorded education the value it deserved in the context of the several adversities faced by them. The masses find it difficult to be convinced of the positive value of and need for education.

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Fundamental Rights in India:

The Indian constitution bestows upon its citizens some necessary prerequisites for a just and equitable life. These are called the fundamental rights. The rights are also value based as they are the manifestation of the valued cherished, aspired by the people of this country. The Indian constitution guarantees safeguards against discrimination on the basis of social, cultural and economical aspects.

Article 15, reads nothing in this articles or in clause (2) of article 29 shall prevent the state from making any special provision for the advancement of socially and educationally backward classes of citizen or for the scheduled castes and scheduled tribes.

Directive Principles of State Policy :

The state shall promote with special care the educational and economic interest of the weaker section of the people and in particular of the scheduled castes and scheduled tribes and shall protect them from social justice and all form of exploitations.

As stated earlier, special provisions are made in the fifth scheduled regarding the administration and control of the scheduled area having a concentration of scheduled tribe population a scheduled areas and scheduled tribes. The President of India has declared certain areas having a concentration of scheduled tribe population as scheduled areas in the state of Andhra Pradesh, Bihar, Gujrat, Madhya Pradesh, Maharashtra, Orissa and Rajasthan. Besides these, Tamil Nadu and West Bengal also have tribal areas and its advisory councils. In the

scheduled areas, the Governor of the state makes regulations for the peace and good governance and also prohibits the transfer of land by or among member of the scheduled tribes.

Constitutional Safeguards for the Development of Tribes.

Article 16, which provides for equality of opportunity in matters relating to employment under the state, contains a very important provision in its clause (4) that lays down that state shall have the power to make any provisions for the reservation of appointment of the post in the favour of scheduled tribes. A connected article 335, that deals with claims of scheduled caste and scheduled tribes to services and posts and indicate that their claims shall be taken into consistently with the maintenance of efficiency of administration in the making of appointment to services and posts connection with affairs of the state.

Concessions allowed to the scheduled tribes in matter of employment in central government are

- a) 7.5% of vacancies have been reserved for tribal in case of direct recruitment by examinations conducted in all India basis by the U.P.S.C.
- b) Relaxation of maximum age limit prescribed for appointment to the post by five years and the reduction of $\frac{1}{4}$ th of fees prescribed for admissions to any examination or selection.

Offering of scholarship, reserving technical institution and quick employment after completion of study are some of the reason which has put a premium on the fast speed of education

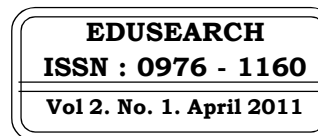
among the some tribes in India and today they are found holding very high posts in different sectors. But other side in the present era many tribal's in India are uneducated, undeveloped and unemployed because of lack of awareness about special educational and financial policies regarding them. Tribal's basic culture is similar to modern culture or we can say that they have more environmental knowledge than the so called modern people. They are working for the sake of environment. But only because of lack of education, interior areas of Gadchiroli in Maharashtra, Rachi in Jharkhand, Satna in Madhya Pradesh is not developed.

Conclusion:-

The constitution of India emphasized the role of formal and higher education for socio-economic development of tribal people and for bringing about social change in certain desired direction consequently there has been rapid expansion of educational institution and enrolment of tribal student at different level of education. The constitution also provide for the appointment of a special officer i.e. commissioner for schedule tribe to investigate all matters relating to safeguards provided for them under the constitutional and reports to the president upon the working of these safeguards.

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Role of ICT in Science Education: Need to Revisit the Policy Framework

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Abstract

In the present paper is an attempt to review the usage of information communication technologies in the Chhatisgarh state. The likely role of ICT tool and pedagogical issues are discussed. Major factors responsible for lack of interest among teachers and students towards ICT as an effective medium of learning centered approach are identified. A phase wise roadmap is suggested for improving the situation.

Introduction

In last few decades, science education has undergone dramatic changes in terms of content and teaching aids and efforts have been made to develop various strategies to make the students aware with the core concepts of each discipline by using different types of teaching aids. The development of information communication technology however, has made a pedagogical shift in the way science subjects were taught at various levels [1]. The development of World Wide Web (www) and the use of internet based electronic resources along with virtual class rooms and modular approach have changed the

situation completely. In fact, now we are faced with a situation where it is becoming difficult to identify how to use these resources for clarifying the subjects due to multiplicity of resources and confusing statements and variable level of content and depths of topics covered by individual online information resources. Therefore, it is obvious to ask how to use these resources optimally and to the best of students learning level?

In this article an attempt has been made to review the situation of ICT tools that are available and propose the use of these materials as a complementary approach along with the class room teaching.

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Objective of Science Education at Secondary Level

In the post globalization world, one view is that science can be perceived as a vehicle of economic development and social transformation and quality skilled manpower trained in science & engineering, especially in the fields of critical technologies such as Information Technology, Biotechnology, Nanotechnology and Pharmaceuticals, is a potential knowledge asset that can bring any country on the top ladder of world economy.

At the same time the developmental agenda especially in developing and underdeveloped countries have pushed the precious natural resources to the maximum use endangering their natural habitat, energy resources and growing green house emissions and carbon credits is being seen as a threat to the very existence of mankind. In fact, after the failure of Copenhagen summit and the attempt by developed world leaders to completely denying the Kyoto Protocol related to compulsory carbon emission cuts, there is a need to revisit the national development strategy especially the challenges faced in the field of education.

In the 1980s, the economic case for science education was successful in arguing that science should be a compulsory part of all school science curricula in many countries across the globe. In recent years, however, it has been increasingly argued that compulsory science education can only be justified if it offers something of universal value to all. Hence, in the last decade the democratic and cultural

arguments have come to the fore to argue that a complete science education should give a much more holistic picture of science, concentrating less on the details and more on the broad explanatory themes that science offers. In addition, a much more comprehensive treatment of a set of ideas about how science is done, evaluated and functions is required.

The most significant challenge in this regard has been the development of a curriculum for secondary school students that should encompass Science for Public Understanding that attempts to articulate a model of school science which meets these challenges. Any such model should incorporate the need and use of e-resources as well as address the limit and dependency of information technologies in conceptualizing the basic traits of specific subjects.

This necessitates a radical change in our learning and teaching approach [4-6]. Traditionally school science has ignored any treatment or exploration of its nature as such knowledge is considered to be either largely irrelevant to its contemporary practice, or to be best acquired en passant. Hence, the pedagogy of school science has tended to be didactic, authoritarian and non-discursive with little room for autonomous learning or the development of critical reasoning. In addition, science teachers, themselves the product of the standard model of science education, often have naïve views about the nature of science. Teaching about science rather than teaching its content will require a

significant change in its mode of teaching and an improved knowledge and understanding in teachers [7-9]. In this paper, an attempt has been made to understand the role of ICT tools in developing such an approach.

Role of ICT in Understanding the Nature of Science

With a view to understand the nature of science and the role of science education in the present perspective, the increasing prevalence of Information and Communication Technologies (ICT) also offers a challenge to the teaching and learning of science, and to the models of scientific practice, teachers and learners encounter. ICTs offer a range of different tools for use in school science activities including:

- Tools for data acquisition, processing and interpretation – data logging systems, databases and spreadsheets, graphing tools, modeling environments
- Multimedia software for simulation of processes and carrying out ‘virtual experiments’
- Information systems
- Publishing and presentation tools
- Digital recording equipment
- Computer projection technology
- Computer-controlled microscope.

These forms of ICT can enhance both the practical and theoretical aspects of science teaching and learning. The potential contribution of technology use can be conceptualized as follows:

- expediting and enhancing work production; offering release from laborious manual processes and more

time for thinking, discussion and interpretation

- increasing currency and scope of relevant phenomena by linking school science to contemporary science and providing access to experiences not otherwise feasible
- supporting exploration and experimentation by providing immediate, visual feedback
- focusing attention on over-arching issues, increasing salience of underlying abstract concepts
- fostering self-regulated and collaborative learning
- Improving motivation and engagement.

ICT Use and Pedagogy

It is not appropriate to assume that the introduction of such technologies necessarily transforms science education. Rather, we need to acknowledge the critical role played by the teacher, in creating the conditions for ICT-supported learning through selecting and evaluating appropriate technological resources, and designing, structuring and sequencing a set of learning activities.

Pedagogy for using ICT effectively includes:

1. Ensuring that use is appropriate and ‘adds value’ to learning activities
2. Building on teachers’ existing practice and on pupils’ prior conceptions
3. Structuring activity while offering pupils some responsibility, choice and opportunities for active participation
4. Prompting pupils to think about underlying concepts and relationships; creating time for

- discussion, reasoning, analysis and reflection
5. Focusing research tasks and developing skills for finding and critically analyzing information
 6. Linking ICT use to ongoing teaching and learning activities
 7. Exploiting the potential of whole class interactive teaching and encouraging pupils to share ideas and findings.

Situation on pragmatic ground: A case of Chhattisgarh State

Author conducted an intense survey of a number of schools in order to find out as to how the ICT tools are available and are being used by the students of class IX-XII in various schools located in Chhattisgarh state- a state where ICT is being popularized in a big way and for which state government have been applauded on more than one occasion. This included all types of schools such as public schools, government run and other private schools.

Observations of the Researcher :

1. In many of the schools, even though the computer based teaching aids such as PC's, software, and in some cases even internet access is available.
2. The ICT resources are not being used for the purpose intended to or are being used only occasionally, very few are in actual use.
3. Teachers' and students are not motivated to use ICT in the classroom.
4. Teachers are themselves not trained in ICT and have hardly any time to gain confidence and experience with technology.

5. In most of the schools, the level and quality of infrastructure for effective use of ICT based resources for classroom teaching is far from being sufficient.

Students are overloaded with assignments that requires no use of the technology and a lack of subject-specific guidance for using ICT to support learning. While the technology can, in principle, be employed in diverse ways to support different curriculum goals and forms of pedagogy; such constraints have often stifled teachers' use of ICT in ways which effectively exploit its interactivity. Consequently, well-integrated and effective classroom use of ICT is currently rare. Research shows that even where technology is available; it is often underused and hindered by a set of practical constraints and teacher reservations

Whole class interactive teaching is also under-developed. At present, effective use of ICT in science seems to be confined to a minority of enthusiastic teachers or departments. On the whole, use of ICT in school science is driven by – rather than transformative of – the prescribed curriculum and established pedagogy. Of course, there are some positive but subtle changes noted. Teachers use ICT, largely to support, enhance and complement existing classroom practice rather than re-shaping subject content, goals and pedagogies. However, teacher motivation and commitment are high and practice is gradually changing. There is a need to launch a scheme for training teachers in using ICT in the

classroom at least in science to begin with.

Conclusion

In conclusion, it is argued that the pedagogy rather than the technology content should be the focus of science education and ICT tools can be very useful in improving learning experience of student in this regard. Teachers can be motivated toward harnessing the powerful potential of using ICT to support science learning as far as

possible, given the very real operational constraints. Further development depends on providing them with more time, consistent access to reliable resources, encouragement and support, and offering specific guidance for appropriate and effective use. Assessment frameworks (and their focus on end products) may also need to change in order to evaluate – and thereby further encourage – ICT-supported learning.

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विद्यार्थियों की शैक्षिक उपलब्धि पर योग के प्रभाव का अध्ययन

डॉ. शिखा बनर्जी *

सारांश

शिक्षा का तात्पर्य, व्यक्ति का सर्वांगीण विकास है। शिक्षा बालक की सुप्त शक्तियों का जागरण तथा उसके व्यक्तित्व के पूर्ण विकास का सोपान है। बालकों के पूर्ण शारीरिक, मानसिक, बौद्धिक एवं आत्मिक विकास का उत्तरदायित्व शिक्षा पर ही है। शिक्षक का कर्तव्य विद्यार्थियों के मस्तिष्क को विकसित कर उन्हें विभिन्न विषयों का ज्ञान देना माना जाता है ज्ञान की अन्तः परतों को खोलने एवं विद्यालयों के वातावरण को सुधारने हेतु योग का प्रयोग हितकर हो सकता है। योग द्वारा विद्यार्थियों में निहित अनंत सुप्त क्षमताओं को जागृत कर, मस्तिष्क की ग्रहणशीलता को बढ़ाकर शैक्षणिक उपलब्धि में वृद्धि की जा सकती है। प्रस्तुत शोध पत्र में विद्यार्थियों की शैक्षणिक उपलब्धि पर योग के प्रभाव का अध्ययन किया गया है।

भूमिका

“सच्ची और वास्तविक शिक्षा वह है जो मानव की अन्तर्निहित समस्त शक्तियों को विकसित करके उसे सफल बनाने में सहायता प्रदान करती है।”

श्री अरविंद घोष

योग का, मनुष्य के शरीर, मन, बुद्धि और व्यक्तित्व पर सकारात्मक प्रभाव पड़ता है। यह उसके लिए सृजनात्मकता के मार्ग खोलता है एवं उसके व्यवहार को परिवर्तित कर सकता है। योग शब्द संस्कृत के 'युग' धातु से बना है, जिसका अर्थ है 'जोड़ना'। योग के माध्यम से निम्न स्तर की मानव प्रकृति के उच्चतम स्तर की आध्यात्मिक प्रकृति व आत्मा से जोड़ना है। दूसरे शब्दों में आत्मा को परमात्मा से जोड़ना ही योग है। योग एक संयम है जिसे हम-अनुशासन, विद्या,

दर्शन, साधना और विज्ञान मानते हैं। यह शारीरिक और मानसिक संरचनाओं का स्वरूप बनाते हुये जागृति एवं व्यक्ति प्रतिभा से पूर्ण होता है। विज्ञान के अनुसार मस्तिष्क का नब्बे प्रतिशत भाग अक्रियाशील रहता है। इसे जागृत करने का तरीका ही योग है तथा जागृति से जो प्रकाश आता है उसे प्रतिभा का विकास कहते हैं। हर मनुष्य में प्रसुप्त क्षमतायें हैं, जिसका केवल दस प्रतिशत भाग ही मनुष्य उपयोग कर पाता है। व्यक्ति अपने जीवन में समाज, संसार, विज्ञान, योग्यता आदि में जो भी उपलब्धि प्राप्त करता है, वह सब हमारे दस प्रतिशत मस्तिष्क का ही खेल है। इस प्रकार यदि मस्तिष्क के असुप्त भाग जागृत हो जाए तो जीवन में अनंत सम्भवनाओं के द्वार खुल जायेंगे।

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महर्षि पतंजलि के अनुसार— योगश्चित्त वृत्ति निरोधः, योग का अर्थ चित्त की वृत्तियों का निरोध है। मन को वश में करने की युक्ति ही योग है।

शर्मा, पी डी (2001) के अनुसार योग का तात्पर्य है शरीर, मस्तिष्क एवं आंतरिक चेतना का विकास। योग, मनुष्य के मनोशारीरिक तंत्र को पुनर्जीवित करता है। संक्षिप्त रूप से योग एक आंतरिक पद्धति है जो शरीर, मस्तिष्क एवं आध्यात्मिकता (आंतरिक आत्मा) को शिक्षित करती है। संतोष परिहार (2005) के अनुसार योग; यम से शुरू होकर समाधि पर समाप्त होता है, जिसका तात्पर्य है— व्यवहार परिवर्तन से आत्मवास्तवीकरण। स्वास्थ्य एवं शारीरिक शिक्षा व्यक्ति के सर्वांगीण विकास की प्रक्रिया में उसके शारीरिक अंगों की गत्यात्मक क्रियाओं के माध्यम से सीखने की प्रक्रिया को बनाकर अनुभवों में विकसित करने की है। अतः बालक का शारीरिक स्वास्थ्य अच्छा होने से मानसिक स्वास्थ्य का विकास भी भली प्रकार हो सकता है, जैसा कि महान दार्शनिक एवं शिक्षाविद अरस्तु ने कहा है—“स्वस्थ शरीर में स्वस्थ मस्तिष्क का निवास होता है।”

वैज्ञानिकों ने स्पष्ट किया है कि प्रतिदिन योगाभ्यास करने से लोगों के शरीर के सुरक्षा तन्त्र में रोग प्रतिरोध की शक्ति कई गुना बढ़ जाती है। योग के दौरान मनुष्य के मस्तिष्क की स्कैनिंग करने से यह सिद्ध हो गया है कि ध्यान लगाने से मस्तिष्क की कार्य प्रणाली में व्यापक परिवर्तन हो जाते हैं, जिससे तनाव में स्वतः कमी आ जाती है और उनके जीवन में ऊर्जा का संचार कर देती है। आज वैज्ञानिक, योगाभ्यास एवं मस्तिष्क के अन्तर्सम्बंधों को भली भांति जान चुके हैं। योगाभ्यास से मनुष्य के मस्तिष्क की गतिविधियों और बाह्य संवेदना से पहुंचने वाली सूचनाओं को अनिर्णय जैसी स्थिति से बचाया जा सकता है, क्योंकि मस्तिष्क की अव्यवस्था ही सिरदर्द, चिंता, मानसिक थकान एवं विस्मृति का प्रमुख कारण है। चिंता, मानसिक एवं शारीरिक थकान, अनियंत्रित सिरदर्द, एवं विस्मृति

से बचने के लिए योगाभ्यास करना वास्तव में बहुत आसान, कष्ट रहित व सस्ता उपाय है। योग द्वारा विषय ज्ञान को और अधिक स्थायी बनाया जा सकता है ताकि विद्यार्थी ग्रहणशील बन जायें।

विद्यार्थियों का शारीरिक, मानसिक, बौद्धिक एवं शैक्षिक उपलब्धि का स्तर पहले की अपेक्षा दिनों-दिन गिरता चला जा रहा है। योगाभ्यासी विद्यार्थियों में एकाग्रता, मानसिक क्षमता और सीखने की सीमा में विस्तार होने की सम्भावनाएँ बन गयी हैं, विशेषकर स्मरण शक्ति एवं शैक्षिक उपलब्धि में तो यह बात स्पष्ट रूप से सुदृढ़ हो गयी है। विश्रान्ति का विद्यार्थियों की एकाग्रता पर अद्भुत प्रभाव पड़ता है। अल्प प्रयास से योगाभ्यास द्वारा बहुत कुछ पाया जा सकता है। थोड़े से श्वास के अभ्यास से अर्थात् प्राणायाम से विद्यार्थियों में संतुलन लाया जा सकता है। योग से उन्हें ग्रहणशील बनाया जा सकता है।

सम्बंधित शोध साहित्य की समीक्षा में, रघुराज एवं टेलीज (1997), मंजूनाथ एवं टेलीज (1999) ने पाया कि योग अभ्यास तनाव के स्तर को कम करने के साथ, अधिक कार्य करने हेतु पेशीय एवं बौद्धिक क्षमता को बढ़ाती है।

टेलीज एवं अयंगर (1997) के अनुसार संकलित योग अभ्यास जैसे ध्यान, प्राणायाम, आसन तथा शोधन क्रियाओं से अवधान, एकाग्रता एवं विश्रान्ति में प्रभावी सुधार पाया जाता है एवं वानी (1997) ने भी अपने अध्ययन में इसी प्रकार के निष्कर्ष प्राप्त किये। मांडिक एवं बरखेडे (1999) ने अपने शोध में पाया कि ओंकार जाप के प्रभाव से स्मृति एवं ध्यान में वृद्धि होती है तथा थकान के स्तर में कमी पायी गयी।

सरस्वती (2000) के अनुसार सूर्य नमस्कार के नियमित अभ्यास द्वारा मस्तिष्क, तंत्रिका तंत्र एवं अंतः स्त्रावी की क्रियाओं में सकारात्मक प्रभाव पाया गया है, जिससे न केवल अभ्यर्थियों के व्यवहार बल्कि अभिवृत्ति में भी परिवर्तन पाया गया। परिहार एवं मल्होत्रा (2005)

ने अपने शोध में पाया कि शैक्षणिक उपलब्धि एवं ध्यान पर योग का सार्थक प्रभाव पड़ता है। बेरा एवं कुण्डु (2006) ने अपने शोध अध्ययन में बताया कि स्कूली शिक्षा में योग अत्यंत महत्वपूर्ण भूमिका निभाता है। योग शारीरिक स्वास्थ्य के साथ साथ मानसिक स्वास्थ्य को भी स्वस्थ रखने में महत्वपूर्ण है जैसे चिंता कम करना, क्षमता में वृद्धि तथा शैक्षणिक निष्पत्ति में उत्तरोत्तर वृद्धि आदि।

उद्देश्य:

- विद्यार्थियों की शैक्षणिक उपलब्धि पर योग के प्रभाव का अध्ययन करना।
- बालकों की शैक्षणिक उपलब्धि पर योग के प्रभाव का अध्ययन करना।
- बालिकाओं की शैक्षणिक उपलब्धि पर योग के प्रभाव का अध्ययन करना।

परिकल्पनायें :

- विद्यार्थियों की शैक्षणिक उपलब्धि पर योग के प्रभाव का सकारात्मक प्रभाव नहीं पाया जायेगा।
- बालकों की शैक्षणिक उपलब्धि पर योग के प्रभाव का सकारात्मक प्रभाव पाया नहीं जायेगा।
- बालिकाओं की शैक्षणिक उपलब्धि पर योग के प्रभाव का सकारात्मक प्रभाव नहीं पाया जायेगा।

न्यादर्श

न्यादर्श का चयन पं. रामसहाय शर्मा, पूर्व मा. विद्यालय, महोबा बाजार, रायपुर के विद्यालय से किया गया। न्यादर्श हेतु कक्षा 7 वीं के 40 विद्यार्थियों का चयन किया गया है। जिसमें 20 बालक एवं 20 बालिकायें शामिल हैं। अध्ययन हेतु दो समूह बनाये गये हैं। प्रयोगात्मक समूह में 10 बालक एवं 10 बालिकायें तथा नियंत्रित समूह में 10 बालक एवं 10 बालिकाओं को सम्मिलित किया गया है।

शोध विधि

शोध अध्ययन हेतु प्रयोगात्मक शोध विधि का प्रयोग

किया गया है। प्रयोग में दो समानांतर समूह बनाये गये हैं। एक समूह को प्रयोगात्मक समूह एवं दूसरे को नियंत्रित समूह बनाया गया है। प्रयोगात्मक समूह पर प्रयोगात्मक स्तर (योग) का प्रयोग किया गया है एवं नियंत्रित समूह को यथावत रखा गया है। इस प्रकार नियंत्रित समूह उस चर की अनुपस्थिति के प्रभाव को तथा प्रयोगात्मक समूह उस चर की उपस्थिति के प्रभाव को स्पष्ट करता है। इसके आधार पर कहा जा सकता है कि दोनों में परिवर्तन का कारण प्रयोगात्मक स्तर ही है।

शोध प्रक्रिया :

प्रस्तुत शोध अध्ययन में कक्षा 7 वीं के विद्यार्थियों द्वारा दो समतुल्य समूह बनाये गये। प्रयोगात्मक समूह के विद्यार्थियों को योग अभ्यास कराया गया। योग अभ्यास एवं यौगिक क्रिया की अवधि 45 मिनट रखी गयी। यौगिक क्रिया में सूर्य नमस्कार, प्राणायाम, ओंकार जाप एवं योग निद्रा को सम्मिलित किया गया। यौगिक अभ्यास प्रतिदिन लगातार दो माह तक कराया गया। नियंत्रित समूह को यथावत रखा गया।

शोध उपकरण

शैक्षणिक उपलब्धि के मापन के लिये डॉ. ए. सेनगुप्ता एवं प्रो. ए. के. सिंह द्वारा निर्मित 'जनरल क्लासरूम एचीवमेंट टेस्ट' (जी सी ए टी) का प्रयोग किया गया है। यह परीक्षण कक्षा 7 वीं के विद्यार्थियों के लिये बनाया गया है। इस परीक्षण में 3 उप-परीक्षण हैं; जिसके द्वारा अंग्रेजी, विज्ञान एवं सामाजिक अध्ययन में उपलब्धि परीक्षण ज्ञात किया गया है।

विश्लेषण

विद्यार्थियों की शैक्षणिक निष्पत्ति पर योग के प्रभाव का अध्ययन करने के लिये प्रयोगात्मक एवं नियंत्रित समूह के पूर्व तथा पश्चात परीक्षणों के प्राप्ताकों को संकलित किया गया। दोनों समूहों के पूर्व तथा पश्चात परीक्षणों के प्राप्ताकों की सहायता से मध्यमान एवं प्रामाणिक

विचलन की गणना कर टी-मूल्य ज्ञात किया गया। टी-मूल्य की सहायता से पूर्व तथा पश्चात परीक्षण के सार्थकता की जांच की गयी तथा प्रयोगात्मक एवं नियंत्रित समूह में योग के प्रभाव की सार्थकता की जांच की गई।

पाया गया है। तालिका क्रमांक 1 के अनुसार नियंत्रित समूह के विद्यार्थियों के पूर्व एवं पश्चात परीक्षणों के प्राप्तांकों का मध्यमान क्रमशः 43.8, 45.7 एवं प्रामाणिक विचलन क्रमशः 7.28 एवं 6.72 प्राप्त हुआ। प्रामाणिक विचलनों के अंतर की प्रामाणिक त्रुटि 2.21 एवं टी-मूल्य 1.06 प्राप्त हुआ। टी तालिका के अनुसार 0.05 विश्वास

परिकल्पना क्रमांक -1 का परीक्षण

तालिका क्रमांक - 1

विद्यार्थियों की शैक्षणिक निष्पत्ति एवं योग के प्रभाव की सार्थकता की जांच

| क्र | समूह | दशा | संख्या | मध्यमान | प्रामाणिक विचलन | प्रामाणिक त्रुटि | टी मूल्य | सार्थकता |
|-----|-------------|--------|--------|---------|-----------------|------------------|----------|------------------|
| 1 | प्रयोगात्मक | पूर्व | 20 | 43.8 | 7.95 | 3.02 | 4.93 | 0.01 |
| | | पश्चात | 20 | 58.7 | 10.90 | | | |
| 2 | नियंत्रित | पूर्व | 20 | 43.8 | 7.28 | 2.21 | 1.06 | सार्थक अंतर नहीं |
| | | पश्चात | 20 | 45.7 | 6.72 | | | |

तालिका क्रमांक 1 के अनुसार प्रयोगात्मक समूह के पूर्व एवं पश्चात परीक्षणों मध्यमान क्रमशः 43.8 एवं 58.7 प्राप्त हुआ तथा प्रामाणिक विचलन क्रमशः 7.95 तथा 10.9 प्राप्त हुआ। प्रामाणिक विचलनों के अंतर की प्रामाणिक त्रुटि 3.02 एवं टी मूल्य 4.93 प्राप्त हुआ। टी-तालिका के अनुसार 38 स्वतंत्रता कोटि 0.01 विश्वास स्तर पर सार्थकता मूल्य 2.71 है, जिससे गणना द्वारा प्राप्त मूल्य अधिक है। इसलिये 0.01 विश्वास स्तर पर प्रयोगात्मक समूह के विद्यार्थियों की शैक्षणिक निष्पत्ति पर योग के प्रभाव का सार्थक अंतर

स्तर पर सार्थकता मूल्य 2.02 है। इस मूल्य से गणना द्वारा प्राप्त मान कम है। इसलिये नियंत्रित समूह के विद्यार्थियों की शैक्षणिक निष्पत्ति के पूर्व एवं पश्चात परीक्षणों में कोई सार्थक अंतर नहीं पाया गया। नियंत्रित समूह के विद्यार्थियों पर कोई सकारात्मक प्रभाव नहीं पाया गया। जबकि प्रयोगात्मक समूह के विद्यार्थियों में 0.01 विश्वास स्तर पर सार्थक अंतर पाया गया। अतः परिकल्पना विद्यार्थियों की शैक्षणिक उपलब्धि पर योग का सकारात्मक प्रभाव नहीं पाया जावेगा। अस्वीकृति होती है।

तालिका क्रमांक - 2

बालकों की शैक्षणिक निष्पत्ति पर योग के प्रभाव की सार्थकता की जांच

| क्र | समूह | दशा | संख्या | मध्यमान | प्रामाणिक विचलन | प्रामाणिक त्रुटि | टी मूल्य | सार्थकता |
|-----|-------------|--------|--------|---------|-----------------|------------------|----------|------------------|
| 1 | प्रयोगात्मक | पूर्व | 10 | 44.1 | 7.22 | 3.85 | 26.75 | 0.01 |
| | | पश्चात | 10 | 59.1 | 9.82 | | | |
| 2 | नियंत्रित | पूर्व | 10 | 44.2 | 4.95 | 2.26 | 1.15 | सार्थक अंतर नहीं |
| | | पश्चात | 10 | 46.8 | 5.13 | | | |

परिकल्पना क्रमांक-2 का परीक्षण

तालिका क्रमांक - 2 के अनुसार प्रयोगात्मक समूह के पूर्व एवं पश्चात परीक्षणों का मध्यमान क्रमशः 44.6 एवं 59.1 प्राप्त हुआ तथा प्रामाणिक विचलन क्रमशः 7.22 तथा 9.82 प्राप्त हुआ। प्रामाणिक विचलनों के अंतर की प्रामाणिक त्रुटि 3.85 एवं टी-मूल्य 26.75 प्राप्त हुआ। जो कि 18 स्वतंत्रता कोटि पर 0.01 विश्वास स्तर सार्थक है एवं नियंत्रित समूह की शैक्षणिक निष्पत्ति के पूर्व पश्चात परीक्षणों के प्राप्ताकों का मध्यमान क्रमशः 44.2 एवं 46.8 प्राप्त हुआ। प्रामाणिक विचलन क्रमशः 4.95 एवं 5.13 प्राप्त हुआ तथा प्रामाणिक विचलनों की प्रामाणिक त्रुटि 2.26 एवं टी-मूल्य 1.15 प्राप्त हुआ। प्राप्त मान 0.01 विश्वास स्तर पर सार्थक नहीं पाया गया। इस प्रकार नियंत्रित समूह के बालकों की शैक्षणिक उपलब्धि के पूर्व एवं पश्चात परीक्षणों में कोई सार्थक अंतर नहीं पाया गया जबकि प्रयोगात्मक समूह के बालकों शैक्षणिक उपलब्धि में सार्थक अंतर पाया गया। अतः परिकल्पना बालकों के शैक्षणिक निष्पत्ति पर योग सकारात्मक प्रभाव नहीं पाया जायेगा, अस्वीकृति की गई है।

परिकल्पना क्रमांक-3 का परीक्षण

तालिका क्रमांक - 3 के अनुसार प्रयोगात्मक समूह की बालिकाओं के पूर्व एवं पश्चात परीक्षणों का मध्यमान क्रमशः 43 एवं 58.3 प्राप्त हुआ तथा प्रामाणिक विचलन क्रमशः 10 एवं 12.42 प्राप्त हुआ। प्रामाणिक विचलनों के अंतर की प्रामाणिक त्रुटि 5.05 एवं टी

मूल्य 3.02 प्राप्त हुआ जो कि 18 स्वतंत्रता कोटि पर 0.01 विश्वास स्तर पर सार्थक पाया गया।

नियंत्रित समूह की बालिकाओं के पूर्व एवं पश्चात परीक्षणों का मध्यमान क्रमशः 42.2 एवं 44.6 प्राप्त हुआ। प्रामाणिक विचलन क्रमशः 9.25 एवं 8.15 प्राप्त हुआ। प्रामाणिक विचलनों की प्रामाणिक त्रुटि 3.90 एवं टी मूल्य 0.53 प्राप्त हुआ। प्राप्त मान 0.01 विश्वास स्तर पर सार्थक नहीं है। इस प्रकार नियंत्रित समूह की बालिकाओं पर योग का कोई सकारात्मक प्रभाव नहीं पाया गया जबकि प्रयोगात्मक समूह की बालिकाओं में सार्थक अंतर पाया गया। अतः परिकल्पना " बालिकाओं की शैक्षणिक निष्पत्ति पर योग का सकारात्मक प्रभाव नहीं पाया जायेगा" अस्वीकृत की गयी है।

निष्कर्ष :

प्रस्तुत शोध के आंकड़ों के विश्लेषण एवं परिकल्पनाओं के परीक्षण पश्चात यह निष्कर्ष पाया गया कि -

- विद्यार्थियों की शैक्षणिक उपलब्धि पर योग का सकारात्मक प्रभाव पाया जाता है।
- बालकों की शैक्षणिक उपलब्धि पर योग का सकारात्मक प्रभाव पाया जाता है।
- बालिकाओं की शैक्षणिक उपलब्धि पर योग का सकारात्मक प्रभाव पाया जाता है।

अतः अध्ययन के उपरोक्त परिणामों के समग्र अवलोकन से स्पष्ट होता है कि योग अभ्यास के द्वारा चंचल मन एकाग्र होता है, धारणा शक्ति बढ़ती है, उपलब्धि स्तर में वृद्धि होती है। इसी प्रकार सभी शालेय विषयों में

तालिका क्रमांक - 3

बालिकाओं की शैक्षणिक निष्पत्ति पर योग के प्रभाव की सार्थकता की जांच

| क्र | समूह | दशा | संख्या | मध्यमान | प्रामाणिक विचलन | प्रामाणिक त्रुटि | टी मूल्य | सार्थकता |
|-----|-------------|--------|--------|---------|-----------------|------------------|----------|------------------|
| 1 | प्रयोगात्मक | पूर्व | 10 | 43.1 | 10.0 | 5.05 | 3.02 | 0.01 |
| | | पश्चात | 10 | 58.3 | 12.42 | | | |
| 2 | नियंत्रित | पूर्व | 10 | 42.5 | 9.25 | 3.90 | 0.53 | सार्थक अंतर नहीं |
| | | पश्चात | 10 | 44.6 | 8.16 | | | |

शैक्षणिक स्तर को और अधिक उन्नत बनाया जा सकता है।

शैक्षणिक अनुप्रयोग :

प्राप्त निष्कर्षों द्वारा स्पष्ट है कि विद्यार्थियों की शैक्षणिक उपलब्धि में योग सकारात्मक भूमिका निभाता है। अतः योग पाठ्यक्रम के एक नियमित अंग के रूप में समाविष्ट किया जाये, जिससे संपूर्ण विद्यार्थी जगत का सर्वांगीण विकास होकर, संपूर्ण व्यक्तित्व का विकास

हो सके। प्रातःकाल/विद्यालय कार्य प्रारंभ करने से पूर्व व प्रथम कालखंड योग का रखा जाये। जिसमें प्रार्थना, सूर्य नमस्कार, प्राणायाम, ओंकार जाप एवं योग निद्रा को सम्मिलित किया जाये।

प्रतिदिन यौगिक क्रियाओं विद्यार्थियों में अनुशासन, नैतिकता, समयबद्धता, एकाग्रता, तनाव में कमी, शारीरिक एवं मानसिक आदि गुणों का विकास होता है, जो कि विद्यार्थियों के लिये अति आवश्यक है।

संदर्भ ग्रंथ सूची

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बदलते परिवेश में विद्यार्थियों के जीवन में स्वास्थ्य शिक्षा का महत्व एवं इसमें शिक्षक का योगदान (अहमदाबाद जिले के संदर्भ में)

डॉ. भावना शर्मा *

सारांश

विद्यार्थी के जीवन में अपना भविष्य बनाने के लिये शिक्षा प्राप्त करना जितना आवश्यक है, जीवन में स्वास्थ्य-शिक्षा भी उतना ही महत्वपूर्ण है। यह शिक्षा, विद्यार्थियों के सर्वांगीण विकास में सहयोगी हो सकती है। भारत का सामाजिक और आर्थिक भविष्य, विद्यार्थियों के उन्नत स्वास्थ्य एवं खुशहाली पर निर्भर करता है, उसके लिये शिक्षा के साथ अच्छा स्वास्थ्य भी जरूरी है।

भूमिका

स्वास्थ्य वह स्वस्थ दशा है, जिससे शरीर और मस्तिष्क के समस्त कार्य सामान्य रूप से सक्रियतापूर्वक सम्पन्न होते हैं।

प्रत्येक विद्यालय का कर्तव्य है कि वह विद्यार्थियों को उत्तम स्वास्थ्य एवं स्वच्छता के सम्बंध में बताये, अनेक ऐसे विषय हैं, जिनके बारे में विद्यार्थियों को जानकारी देना अत्यंत आवश्यक है। विद्यालय में अध्ययनरत विद्यार्थियों को प्रारम्भ से ही स्वास्थ्य के प्रति जागरूक बनाया जाये तो परिवार को खुशियाँ, समाज एवं राष्ट्र को समृद्धि प्राप्त होगी, इसी में राष्ट्र का कल्याण है। अतः स्वास्थ्य एवं स्वच्छता को पाठ्यक्रम में स्थान आज की आवश्यकता बन गई है।

प्राचीन भारत में शिक्षा को अत्याधिक महत्व दिया जाता था, इसका प्रमाण है कि शिक्षा को ज्ञान चक्षु और मनुष्य का तीसरा नेत्र माना जाता है। शिक्षा, व्यक्ति को वास्तविक शक्ति से सम्पन्न करती है, उसके

सुख और समृद्धि में योगदान देती है। आधुनिक युग में शिक्षा बिना जीवन अधूरा है। मनुष्य जीवन की प्रगति शिक्षा पर आधारित है, इसलिये आज के युग में शिक्षा का महत्व अधिक है। विद्यार्थी के सर्वांगीण विकास के लिए स्वस्थ्य एवं निरोगी होना आवश्यक है। इसी कारण स्वास्थ्य का महत्व बढ़ता जा रहा है, प्रत्येक व्यक्ति की इच्छा स्वस्थपूर्ण जीवन की होती है। विद्यार्थी के स्वास्थ्य का उसके पर्यावरण, अपने आस-पास का वातावरण रहने की अनुकूलता, घर का वातावरण आवश्यक रूप से सभी के साथ सम्बंध है। किसी भी राष्ट्र की वर्तमान स्थिति एवं भावी उन्नति उस राष्ट्र के विद्यार्थियों के सर्वांगीण विकास पर निर्भर करती है। विद्यार्थियों के सर्वांगीण विकास को प्रभावित करने वाले कारक हैं—आहार, स्वच्छता और स्वास्थ्य। भारत का सामाजिक और आर्थिक भविष्य, विद्यार्थियों के वृद्धि और खुशहाली पर ही निर्भर है, इस हेतु अच्छा स्वास्थ्य एवं स्वास्थ्य शिक्षा जरूरी है।

* वसहायक प्राध्यापक, केरियर कालेज, भोपाल. (म.प्र.)

अध्ययन की आवश्यकता:

विद्यार्थियों के भविष्य निर्माण हेतु शिक्षा प्राप्त करना जितना आवश्यक है, जीवन में स्वास्थ्य शिक्षा का महत्व भी उतना ही है। विद्यार्थी समाज का प्रतिनिधि है। शिक्षा द्वारा विद्यार्थियों को स्वास्थ्य के बारे में जानकारी देकर उनकी जागरूकता बढ़ाई जा सकती है। विद्यार्थियों के स्वास्थ्य के बारे में परेशानियाँ दूर करने का यह सफल प्रयास होगा।

अध्ययन के उद्देश्य

- शासकीय एवं अशासकीय विद्यालय के छात्र-छात्राओं की स्वास्थ्य शिक्षा के प्रति जागरूकता का अध्ययन करना।
- शासकीय एवं अशासकीय विद्यालयों में स्वास्थ्य शिक्षा के प्रति शिक्षकों के योगदान का अध्ययन करना।

अध्ययन की परिकल्पना

1. शासकीय एवं अशासकीय विद्यालय के विद्यार्थियों में स्वास्थ्य शिक्षा के प्रति जागरूकता में सार्थक अंतर नहीं होता है।
2. शासकीय एवं अशासकीय विद्यालयों के शिक्षकों में स्वास्थ्य शिक्षा के प्रति योगदान में सार्थक अंतर नहीं होता है।
3. शासकीय एवं अशासकीय विद्यालय के छात्रों में स्वास्थ्य शिक्षा के प्रति जागरूकता में अंतर नहीं होता है।
4. शासकीय एवं अशासकीय विद्यालय की छात्राओं में स्वास्थ्य शिक्षा के प्रति जागरूकता में सार्थक अंतर नहीं होता है।

न्यादर्श :

शोध अध्ययन हेतु अहमदाबाद जिले के शासकीय एवं अशासकीय विद्यालयों के 50-50 विद्यार्थी (25 छात्र-25 छात्रायें) एवं 13-13 शिक्षकों को न्यादर्श के रूप में चयनित किया गया है।

शोध उपकरण :

शोध अध्ययन हेतु स्वरचित प्रश्नावली का उपयोग

किया है। प्रश्नावली को दो भागों में बाँटा गया है :-

1. विद्यार्थियों के लिये स्वरचित प्रश्नावली में 30 कथन हैं, जो स्वास्थ्य, भोजन, स्वच्छता, व्यायाम, विद्यालय से सम्बंधित हैं।
2. शिक्षकों के लिये स्वरचित प्रश्नावली जिसमें 15 कथन हैं, जो स्वास्थ्य, स्वच्छता, भोजन, विद्यालय आदि से सम्बंधित हैं।

अध्ययन विधि :

शोधकर्ता ने वर्णनात्मक सर्वेक्षण विधि का उपयोग किया है।

तथ्यों का विश्लेषण एवं व्याख्या :

परिकल्पना : 1 शासकीय एवं अशासकीय विद्यालय के विद्यार्थियों में स्वास्थ्य शिक्षा के प्रति जागरूकता के प्रदत्तों का मध्यमान, मानक विचलन, टी मूल्य, निम्न प्रकार से दर्शाया गया है-

सारणी क्र. 1.

| विद्यार्थी | संख्या | मध्यमान | मानक विच. | टी | सार्थक |
|------------------------|--------|---------|-----------|------|------------|
| शा.वि. के विद्यार्थी | 50 | 24.44 | 3.73 | 2.31 | सार्थक .05 |
| अ.शा.वि. के विद्यार्थी | 50 | 22.68 | 4.06 | | स्तर पर |

शासकीय एवं अशासकीय विद्यालय के विद्यार्थियों का स्वास्थ्य के प्रति जागरूकता के प्रदत्तों का मध्यमान क्रमशः 24.44 तथा 22.68 प्राप्त हुआ। मध्यमानों में अंतर की सार्थकता की जाँच हेतु टी-परीक्षण किया गया। जिसका मान 2.31 प्राप्त हुआ। यह मान 0.05 स्तर पर न्यूनतम 1.98 से अधिक है। अतः परिकल्पना अस्वीकृत की जाती है।

परिकल्पना : 2

शासकीय एवं अशासकीय विद्यालयों के शिक्षकों में स्वास्थ्य शिक्षा के प्रति योगदान के प्रदत्तों का मध्यमान, मानक, टी-मूल्य निम्न प्रकार से दर्शाया गया है :-

सारणी क्र. 2

| शिक्षक | संख्या | मध्यमान | मानक विच. | टी | सार्थक |
|--------------------|--------|---------|-----------|------|------------|
| शा. वि. के शिक्षक | 13 | 10.53 | 1.49 | 6.00 | सार्थक .01 |
| अ.शा.वि. के शिक्षक | 13 | 14.01 | 1.54 | | स्तर पर |

शासकीय तथा अशासकीय विद्यालयों के शिक्षकों का स्वास्थ्य शिक्षा के प्रति योगदान का मध्यमान क्रमशः 10.53 एवं 14.01 है। मध्यमानों में अंतर की सार्थकता की जाँच हेतु टी- परीक्षण किया गया। जिसका मान 6.0 प्राप्त हुआ, जो कि 0.01 स्तर पर सार्थक है। अतः परिकल्पना अस्वीकृत की जाती है।

परिकल्पना : 3

शासकीय एवं अशासकीय विद्यालय के छात्रों में स्वास्थ्य शिक्षा के प्रति जागरूकता का मध्यमान, मानक विचलन, टी-मूल्य, मानक त्रुटि निम्न प्रकार से दर्शाया गया है—

सारणी क्र. 3.

| छात्र | संख्या | मध्यमान | मानक विच. | टी | सार्थक |
|-------------------|--------|---------|-----------|------|------------|
| शा.वि. के छात्र | 25 | 23.76 | 3.47 | 3.88 | सार्थक .01 |
| अ.शा.वि. के छात्र | 25 | 21.08 | 2.87 | | स्तर पर |

शासकीय एवं अशासकीय विद्यालयों के छात्रों का स्वास्थ्य शिक्षा के प्रति जागरूकता का मध्यमान क्रमशः 23.76 एवं 21.08 प्राप्त हुआ। मध्यमानों में अंतर की सार्थकता की जाँच हेतु टी- परीक्षण किया गया। जिसका मान 3.88 प्राप्त हुआ जो कि 0.01 स्तर पर सार्थक है। अतः परिकल्पना अस्वीकृत की जाती है।

संदर्भ ग्रंथ सूची

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 शर्मा. एन. पी. (2005) : शिक्षा में शारीरिक शिक्षा, खेल सहित्य, केन्द्र दरियागंज, नई दिल्ली।
 श्रीवास्तव, शिखा (2007) : शारीरिक शिक्षा शिक्षण, वंदना पब्लिकेशन, नई दिल्ली।

परिकल्पना : 4

शासकीय एवं अशासकीय विद्यालय के छात्राओं में स्वास्थ्य शिक्षा के प्रति जागरूकता का मध्यमान, मानक विचलन, टी-मूल्य, मानक त्रुटि निम्न प्रकार से दर्शाया गया है—

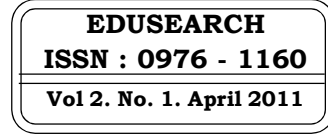
सारणी क्र. 4.

| छात्र | संख्या | मध्यमान | मानक विच. | टी | सार्थक |
|--------------------|--------|---------|-----------|------|-------------|
| शा.वि. के छात्रा | 25 | 25.12 | 3.81 | 0.87 | सार्थक नहीं |
| अ.शा.वि. के छात्रा | 25 | 24.28 | 3.01 | | |

शासकीय एवं अशासकीय विद्यालयों के छात्राओं का स्वास्थ्य शिक्षा के प्रति जागरूकता का मध्यमान क्रमशः 25.12 एवं 24.28 प्राप्त हुआ। मध्यमानों में अंतर की सार्थकता की जाँच हेतु टी- परीक्षण किया गया। जिसका मान 0.87 प्राप्त हुआ जो कि सार्थक नहीं है। अतः परिकल्पना स्वीकृत की जाती है।

निष्कर्ष

- शासकीय विद्यालय के विद्यार्थियों की स्वास्थ्य शिक्षा के प्रति जागरूकता अशासकीय विद्यालय के विद्यार्थियों से सार्थक रूप से उच्च होती है।
- अशासकीय विद्यालयों के शिक्षकों का बच्चों के स्वास्थ्य शिक्षा के प्रति योगदान शासकीय शालाओं के शिक्षकों से सार्थक रूप से अधिक होती है।
 - शासकीय विद्यालय के छात्रों में स्वास्थ्य शिक्षा के प्रति जागरूकता अशासकीय विद्यालय के छात्रों से सार्थक रूप से अधिक होती है।
 - शासकीय एवं अशासकीय विद्यालय की छात्राओं में स्वास्थ्य शिक्षा के प्रति जागरूकता में सार्थक अंतर नहीं है।



बाल श्रम परियोजना के अंतर्गत अशासकीय संगठनों द्वारा चलाये जा रहे बाल श्रम विद्यालयों का समीक्षात्मक अध्ययन : उज्जैन नगर के विशेष संदर्भ में

भटनागर अंजली *

सारांश

शिक्षा के लोकव्यापीकरण हेतु सरकार अनेक प्रयास कर रही है और उन्हीं प्रयासों के अन्तर्गत, श्रमिक बालकों के लिए कुछ विशेष बाल-श्रम विद्यालय खोले गए हैं जो बच्चों को श्रम से मुक्ति दिला कर शिक्षा प्रदान करने का कार्य सम्पन्न कर रहे हैं। केन्द्र सरकार के सहयोग से बाल श्रम परियोजना सन् 2001 में उज्जैन नगर में प्रारंभ की गई है। जो कि मुख्यतः अशासकीय संगठनों द्वारा संचालित हैं। इस शोध अध्ययन में उज्जैन नगर के बाल श्रम विद्यालयों को चिन्हित करना तथा उनके कार्य प्रणाली को अध्ययन करना तथा इन संस्थाओं द्वारा इन बच्चों एवं अध्यापकों को दी जाने वाली सुविधाओं का समीक्षात्मक अध्ययन करना है।

प्रस्तावना -

कहावत है- "बालक, मनुष्य का जनक होता है।" हमारे आज के बच्चे भविष्य की पीढ़ी का निर्माण करेंगे। भविष्य के निर्माता इन बालकों की आज जो स्थिति है, उसे देखकर लज्जा से सिर झुक जाता है। आज तक न तो हम उन्हें पौष्टिक आहार देकर स्वस्थ व सुखी बना सके हैं और न ही उचित शिक्षा देकर, उनके भावी जीवन का मार्ग प्रशस्त कर सके हैं। मानव जीवन में श्रम का महत्व प्रतिपादित होने पर भी वर्तमान समाज में हमें, "बाल श्रम" जैसी समस्या सुरसा के समान चहुँ ओर अपना मुँह फैलाए दृष्टिगोचर होती है। माता-पिता की आर्थिक विपन्नता बालकों से श्रम कराने के लिये मजबूर कर रही है। अन्तर्राष्ट्रीय श्रम संगठन के अनुसार "बाल श्रमिक" वे हैं जो नियमित रूप से वयस्कों की तरह जीवन जी रहे हैं

तथा कम मजदूरी पर ऐसी दशाओं में कार्य करते हैं जो उनके मानसिक व शारीरिक विकास में बाधक हैं। परिस्थिति वश उन्हें अपने परिवार से कभी-कभी दूर रहना पड़ता है तथा वे अपनी शिक्षा से वंचित रहते हैं।

हमारे समाज में बाल श्रमिक विभिन्न स्थानों एवं क्षेत्रों में देखे जा सकते हैं- जैसे रेल्वे स्टेशन, प्लेटफार्म, बस स्टैण्ड, फुटपाथ पर रहने वाले बच्चे, होटलों, ऑटो गैरेज, कुटीर उद्योगों, भवन निर्माण, ढाबों में कार्य करते, कँचरा बीनते, फल-सब्जी बेचते, जूते पॉलिश करते, अखबार बाँटते आदि। इसका वास्तविक कारण उनकी आर्थिक परिस्थितियों को माना जा सकता है जिसके कारण वे अपनी शिक्षा से दूर होकर श्रम करने के लिए मजबूर होते हैं।

* सहा. प्राध्यापक, गुरु वशिष्ठ शिक्षा महाविद्यालय, देवास, मध्यप्रदेश

“बाल श्रम” की समस्या निश्चित रूप से एक वृहत सामाजिक समस्या है। जिसकी उत्पत्ति परिवार की अल्प आय, परिवार के सदस्यों की अधिक संख्या, परिवार के मुखिया अथवा वरिष्ठ सदस्यों में विद्यमान बुरी आदतों जैसे शराब पीना, जुआँ खेलना आदि साथ ही साथ शैक्षिक दृष्टि से अक्षम होने के कारण भी निर्मित होती है।

बाल श्रमिक प्रायः कम मजदूरी पर काम करने के लिये मिल जाते हैं। अतः लोग भी अपने लाभार्जन के लालच में इन मासूम बच्चों के भविष्य को अनदेखा कर देते हैं तथा अवैधानिक रूप से अपने व्यवसाय में काम पर लगा लेते हैं। इस तरह बालक धीरे-धीरे शोषण का शिकार बनते जाते हैं और हानिकारक उद्योगों में निरंतर काम करने के कारण इनके स्वास्थ्य पर भी प्रतिकूल प्रभाव पड़ता है।

इन बाल श्रमिकों के लिये ऐसी शिक्षा की आवश्यकता है जो इनका भविष्य सुरक्षित करें एवं समाज में प्रतिष्ठा पूर्ण जीवन-यापन करने हेतु सहयोग प्रदान करे। स्वयं के अधिकारों का पूर्ण ज्ञान न होने के कारण ये बाल श्रमिक शोषण का शिकार होते हैं। इसलिए सरकार व समाज को चाहिए कि वह कुछ इस प्रकार कि शिक्षा व्यवस्था करें जो इन बाल श्रमिकों के भविष्य को उज्ज्वल बनाने में सहायक हो सके।

इन सब समस्याओं का समाधान, मात्र शिक्षा के द्वारा ही संभव है। बालक के इन समस्त शैक्षिक उद्देश्यों को प्राप्त करने के लिये ही बाल श्रम परियोजना के अन्तर्गत कुछ विशेष बाल श्रम विद्यालय वर्तमान में संचालित किये जा रहे हैं। अब आवश्यकता इस बात की है कि देश का प्रत्येक बच्चा पढ़े और आगे बढ़े तथा अपने परिवार समाज देश तथा राष्ट्र का नाम गौरवान्वित करे।

अध्ययन की आवश्यकता -

बच्चे, समाज के महत्वपूर्ण घटक हैं तथा राष्ट्र विकास के लिये। *हर बच्चा संसार में यह संदेश*

लेकर आता है कि ईश्वर अभी मनुष्य से निराश नहीं हुआ है। किन्तु हमारे देश में यह संदेश लाने वाले

लगभग 16 लाख बच्चे मनुष्य से निराश हो चुके हैं। अभी भी समय है जबकि अन्तर्राष्ट्रीय बाल वर्ष मनाने के बाद हम अपनी शाला त्यागी बच्चों के महत्व को समझें तथा उनके प्रति अपने दायित्व का निर्वाह करें। उनके लिये हर मोर्चे पर चाहे वह परिवार हो अथवा शैक्षणिक, युद्ध स्तर पर प्रयास करें, उनके व्यक्तिगत आवश्यकताओं की पूर्ति करें तथा उनकी शिक्षा-दीक्षा की समुचित व्यवस्था करें। “बच्चों की मुस्कान-राष्ट्र की शान” को हम सच्चे अर्थों में सार्थक करें।

शोधार्थी को इस “बाल श्रम परियोजना” को जानने व समझने की उत्सुकता तब हुई जबकी अपने चारों ओर कार्य करते ये मासूम बालक/बालिकाएँ कभी अपनी माँ के साथ काम करते दिखाई दिये कभी ट्रेनों में स्वयं के पहने हुए वस्त्रों से सफाई करते मिले, कभी सड़क पर पानी पाऊच, अखबार या मूँगफली बेचते दिखाई दिये, तभी ना जाने क्यों इन बालकों के शैक्षणिक पक्ष का ध्यान मन में एक सवाल बनकर उभर आया। मन में एक विचार ने जन्म लिया कि इन बाल श्रमिकों के लिये सरकार द्वारा क्या किया जा रहा है। क्या ऐसी भी कोई संस्थाएँ हैं जो इन बाल श्रमिकों के लिये संचालित की गई हैं। इसी भाव ने मेरे मन में कोतुहलमय वातावरण निर्मित कर दिया और मैं ने इसी सवाल के हल को जानने व समझने के लिये अपने लघु शोध का विषय “बालश्रम परियोजना” द्वारा चलाये जा रहे “विशेष बाल श्रम विद्यालयों” को चुना।

अध्ययन का उद्देश्य -

प्रस्तुत अध्ययन उद्देश्य निम्नानुसार हैं -

1. ऐसे बालक/बालिकाओं के सम्बंध में जानकारी प्राप्त करना जो बचपन से ही श्रम कार्य में लगे हुए हैं।
2. ऐसी संस्थाओं को चिन्हित करना जहाँ ये बाल श्रमिक कार्यरत हैं।
3. उन परिस्थितियों से अवगत होना जिनके कारण

- बालक/बालिकाएँ श्रम करने हेतु बाध्य हुए हैं।
4. श्रमिक बालक/बालिकाओं की शैक्षणिक स्थिति की जानकारी प्राप्त करना।
 5. बालकों में व्यावसायिक दक्षता उत्पन्न करने सम्बन्धी जानकारी प्राप्त करना।
 6. बालकों में विद्यालय के प्रति नियमितता एवं शैक्षणिक गुणवत्ता का विकास करना।
 7. बाल श्रमिकों के लिये सरकार द्वारा चलाई जा रही योजनाओं की जानकारी प्राप्त करना।
 8. अशासकीय संस्थाओं द्वारा दी जाने वाली विभिन्न सुविधाओं (प्रोत्साहनों आदि) का अध्ययन करना।

न्यादर्श :

प्रस्तुत शोध अध्ययन हेतु उज्जैन नगर के 60 विशेष बाल श्रम विद्यालयों में अध्यापनरत शिक्षक/शिक्षिकाओं का चयन यादृच्छिक विधि से किया गया।

शोध अध्ययन की परिकल्पनाएँ –

1. अशासकीय संस्थाओं ने केन्द्र सरकार की योजनाओं में सहयोग देकर बाल श्रमिकों की शिक्षा के सुदृढीकरण में अपनी महत्वपूर्ण भूमिका का निर्वहन किया है।
2. अशासकीय संस्थाओं द्वारा दी जाने वाली सुविधाओं से श्रमिक बालकों की शिक्षा को प्रोत्साहन मिलता है।
3. शिक्षा के लोकव्यापीकरण में "बाल श्रम परियोजना" जैसी संस्थाएँ सार्थक सिद्ध हो रही हैं।
4. बाल श्रम परियोजना के अन्तर्गत चल रहे विद्यालयों के माध्यम से बालक/बालिकाओं को शिक्षा सुविधा प्राप्त करने के सुअवसर प्राप्त होंगे।

शिक्षकों से पूछे गये प्रश्नों का स्पष्टीकरण एवं विश्लेषण –

प्र. 1 बाल श्रम विद्यालय में आपकी नियुक्ति किस प्रकार हुई ?

उत्तर : 1.6 % लिखित परीक्षा के आधार पर, 26.6 % मौखिक परीक्षा के आधार पर, 30 % लिखित एवं मौखिक परीक्षाओं के आधार पर तथा 41.6 % शिक्षकों का मत है कि उनकी नियुक्ति सीधी भर्ती के आधार पर हुई है।

प्र. 2 विद्यालय किस योजना के द्वारा संचालित किया जाता है?

उत्तर- 100 % शिक्षकों ने लिखित मत व्यक्त किये है कि विशेष बाल श्रमिक विद्यालय "राष्ट्रीय बाल श्रम परियोजना" के अन्तर्गत चलाये जा रहे हैं।

प्र. 3 इन विशेष बाल श्रम विद्यालयों में किस प्रकार के बच्चों को प्रवेश दिया जाता है ?

उत्तर-33.3 % शिक्षकों का मत है कि इन विशेष बाल श्रम विद्यालयों में ऐसे बच्चों को प्रवेश दिया जाता है जो वर्तमान में कहीं श्रम कर रहे हैं, 46.6 % का मत है कि जो पूर्व में श्रम कर रहे थे, 20 % का मत है कि जो बच्चे श्रमिक बनने की स्थिति में हैं।

प्र. 4 इन विशेष विद्यालयों में बालक के प्रवेश के नियम क्या हैं ?

उत्तर-विशेष बालश्रम विद्यालय के शिक्षकों को वितरित समस्त प्रश्नावलियों के आधार पर उनके द्वारा बच्चों के प्रवेश के निम्न नियम बताए गए हैं –

1. इन विशेष बाल श्रम विद्यालयों में केवल उन्हीं बालकों या बालिकाओं को प्रवेश दिया जा सकता है जिनकी आयु 8 से 14 वर्ष तक की हो।
2. जो निरक्षर हों और जिन्होंने आज तक शाला में प्रवेश नहीं लिया हो।
3. जो शाला त्यागी हों अर्थात् जिन्होंने शाला में प्रवेश तो लिया किन्तु अपनी पढ़ाई 5 वीं तक पूर्ण करने से पूर्व ही विद्यालय छोड़ चुके हैं।
4. ऐसे बालक/बालिका जो कचरा व पन्नी बीनने, मोटर गेरेज, होटल में काम करते हैं, पशु/मावेशी चराते हैं, मजदूरी/हमाली करते हैं, गिट्टी खदान, ईट भट्टों में काम करना, सुपारी काटना, टेम्पो आदि में कन्डेक्टरी करना, खेती में कार्य करना इत्यादि बाल श्रम का कार्य करते हैं।
5. वे बालक/बालिका जो किसी भी दिन के (दिवा स्कूल) विद्यालय में शिक्षा ग्रहण नहीं कर रहे हैं।

प्र. 5 इन विशेष विद्यालयों में शिक्षण सत्र कब से कब तक रहता है ?

उत्तर— 40 % शिक्षकों ने कहा कि शिक्षण सत्र पूरे वर्ष भर चलता है अर्थात् अप्रैल से अप्रैल कुछ ने बताया कि छः-छः माह के आधार पर वर्ष भर शिक्षण सत्र चलता है, 60 % शिक्षकों ने उत्तर दिया की कक्षा पहली से चौथी तक छः-छः माह में पाठ्यक्रम को पूर्ण कर एक वर्ष में दो कक्षा पास करवाई जाती है इसी तरह तीन वर्ष की अवधि में एक छात्र पाँचवीं कक्षा उत्तीर्ण कर लेता है।

प्र.6 एक बालक इन विशेष विद्यालय में कितने वर्षों तक अध्ययन हेतु रह सकता है?

उत्तर— 70 % शिक्षकों का मत है कि इन विशेष विद्यालयों से 1 से 3 वर्ष तक बालक अध्ययन हेतु रह सकता है, 26.6 % का मत है कि 3 से 5 वर्ष तक बालक इन विद्यालयों में रह सकता है, 3.3 % शिक्षकों का मत है कि 5 से अधिक वर्ष तक बालक विशेष बाल श्रम विद्यालय में अध्ययन कर सकता है।

प्र.7 विद्यालय संचालन हेतु वित्त कहाँ से प्राप्त होता है।

उत्तर—93 % शिक्षकों का मत है कि विद्यालय संचालन हेतु वित्त केन्द्र सरकार से प्राप्त होता है, 3.3 % का मत है कि वित्त राज्य सरकार द्वारा प्राप्त होता है तथा 3.3 % शिक्षकों का मत है कि स्वयं सेवी संस्थाओं के द्वारा विद्यालय संचालन हेतु वित्त प्राप्त होता है।

प्र.8 इन विद्यालयों में अध्ययनरत बालकों को शिक्षा की मूलधारा से जोड़ने की प्रक्रिया क्या है ?

उत्तर—100 % शिक्षकों का मत है कि जब उनके विद्यालय में अध्ययनरत बालक/बालिका पाँचवीं कक्षा उत्तीर्ण कर लेते हैं तो वे उन छात्रों को अन्यत्र किसी भी शासकीय संस्था में निरन्तर अध्ययन हेतु प्रवेश दिलवा देते हैं इस तरह अध्ययनरत बालक शिक्षा की मूलधारा से जुड़ा रहता है।

प्र.9 छात्रवृत्ति किस रूप में प्रदान की जाती है?

उत्तर—33.3 % शिक्षकों का मत रहा कि छात्रवृत्ति

नगद रूप में प्रदान की जाती है। 66.6 % का मत है कि छात्रवृत्ति चेक द्वारा प्रदान की जाती है, अन्य विकल्पों में वस्तु रूप में तथा सुविधा रूप में छात्रवृत्ति प्रदान की जाती है पर शिक्षकों का मत शून्य प्रतिशत रहा।

प्र.10 क्या इन बालकों को मध्याह्न भोजन दिया जाता है?

उत्तर—100 % शिक्षकों ने इस विकल्प पर की प्रतिदिन मध्याह्न भोजन दिया जाता है पर अपनी सहमति प्रस्तुत की है।

प्र.11 एक छात्र हेतु भोजन खर्च कितने रूपये प्रतिदिन का निर्धारण है?

उत्तर—प्रत्येक छात्र हेतु भोजन खर्च के रूप में प्रतिदिन 3 से 5 रूपये पर 61.6 % शिक्षकों ने अपनी सहमति प्रदान की तथा 38.3 % शिक्षकों ने 5 से अधिक रूपये प्रतिदिन पर अपना समर्थन प्रस्तुत किया।

प्र.12 यदि मध्याह्न भोजन का विद्यालय में प्रावधान है तो उसमें किन-किन भोज्य पदार्थों का समावेश किया जाता है ?

उत्तर—लगभग 95 % शिक्षकों ने अपने उत्तर में लिखा है कि मध्याह्न भोजन में इन बाल श्रम विद्यालयों में रोटी, सब्जी, दाल, चावल, पुलाव, खिचड़ी, हलवा—पुरी, खीर, मौसमी फल, कभी—कभी समोसा, कचौरी, क्रीमरोल इत्यादि भी दिया जाता है।

प्र.13 गणवेश प्रदान किया जाता है या नहीं ?

उत्तर—29.3 % शिक्षकों का मानना है कि इन विशेष बाल श्रमिक विद्यालयों में बालक/बालिकाओं को गणवेश प्रदान की जाती है, तथा 76.6 % शिक्षकों ने अपना मत गणवेश प्रदान नहीं की जाती है पर दिया है।

प्र.14 क्या पुस्तकों का वितरण किया जाता है ?

उत्तर—100 % शिक्षकों का मत है कि इन विशेष विद्यालयों में बालकों को पुस्तकों का वितरण किया जाता है।

प्र.15 विद्यालय में अध्ययनरत बालकों का स्वास्थ्य

परीक्षण करवाया जाता है या नहीं ?

उत्तर— 100 % शिक्षकों का मत है कि विद्यालय में अध्ययनरत बालकों का स्वास्थ्य परीक्षण करवाया जाता है।

प्र. 16 इन बालक/बालिकाओं को व्यावसायिक प्रशिक्षण किस प्रकार से दिया जाता है?

उत्तर— शिक्षकों द्वारा प्राप्त मतों के अनुसार बालक/बालिकाओं की रुचि के आधार पर व्यावसायिक प्रशिक्षण दिया जाता है, जैसे — कपड़े के बेग बनाना, सिलाई—कढ़ाई, कागज के फूल, क्रोशिये का काम, आर्टीफिशियल ज्वेलरी, मोती की ज्वेलरी, दोने, मोमबत्ती, मोम के फूल, कागज की लुगदी के खिलौने, सितारे, सुतली व कलावे के गणेशजी, जूट एवं सूतली के आसन, बैग, आईस्क्रीम की लकड़ियों के शो पीस, कपड़े की रंगाई, बंधेज का समान, नील, फिनाईल, मंजन बनाना, रंगोली, हाथों पर मेहन्दी मांडना इत्यादि का प्रशिक्षण दिया जाता है।

निष्कर्ष

उज्जैन नगर के प्रत्येक विशेष बाल श्रमिक विद्यालय में जाकर शोध हेतु जानकारी ली गयी, एवं प्राप्त आँकड़ों का विश्लेषण करने पर जो निष्कर्ष प्राप्त हुए, उनका विवरण निम्नानुसार है—

1. राष्ट्रीय बाल श्रम परियोजना के सम्बन्ध में सामान्य प्रश्नों के विवेचन से स्पष्ट है कि यह परियोजना उन बालक/बालिकाओं के लिए विशेष रूप से संचालित की जा रही है जिनकी उम्र 6 से 14 वर्ष के बीच है और वे निर्धन श्रमिक परिवारों के हैं जिनको भरण पोषण के लिए अपने पालकों के साथ श्रम कार्य में बाध्य होकर लगना पड़ता है और उन्हें शिक्षा ग्रहण करने के लिये समय ही नहीं मिल पाता है।
2. बालक के श्रम कार्य सम्बन्धी प्रश्नों के आधार पर यह ज्ञात होता है कि उज्जैन नगर में विशेष रूप से ये बच्चे अगरबत्ती बनाने का काम करते हैं, कुछ ही

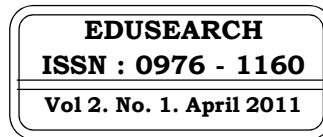
बालक ऐसे पाये गये जो पूर्व में कहीं गैरेज या ढाबों पर कार्य करते थे परन्तु वर्तमान में वे इन विशेष बाल श्रमिक विद्यालय में शिक्षा प्राप्त कर रहे हैं।

3. प्रश्न के आधार पर ज्ञात हुआ है कि जिन बालकों के अभिभावक अगरबत्ती बनाने एवं ईट भट्टों में काम करते हैं एवं बालकों को निर्धनता के कारण शिक्षा नहीं दिला पाते ऐसे निर्धन श्रमिक अभिभावकों के बच्चे इन विद्यालयों में अध्ययन करते हैं।
4. विशेष बाल श्रम विद्यालयों में अध्ययनरत निर्धन बच्चों को मध्याह्न भोजन, निःशुल्क पुस्तकें, स्वास्थ्य सुविधाएँ एवं मनोरंजन की सुविधाएँ विशेष रूप से प्रदान की जाती है।
5. मध्याह्न भोजन की व्यवस्था सम्बन्धी प्रश्न के विवेचन से स्पष्ट है कि कुछ विद्यालयों ने भोजनालयों को यह दायित्व दिया हुआ है एवं कुछ विद्यालयों में भोजन विद्यालय परिसर में ही प्रतिदिन बनता है।
6. गणवेश की व्यवस्था लगभग विद्यालयों में नहीं है क्योंकि परियोजना से गणवेश वितरण का आदेश नहीं है। जिन विद्यालयों में गणवेश वितरित की गई है, वह दान दाताओं के माध्यम से प्रदान की गई है।
7. प्रत्येक विशेष बाल श्रमिक विद्यालय में 100 रुपये प्रतिमाह के आधार पर छात्रवृत्ति प्रदान की जाती है, छात्रवृत्ति के लिए बालक की 90 प्रतिशत उपस्थिति अनिवार्य है एवं पाँचवीं कक्षा उत्तीर्ण कर लेने के पश्चात् ही चेक द्वारा प्रदान की जाती है।
8. व्यावसायिक प्रशिक्षण के सम्बन्ध में प्राप्त आँकड़ों के विश्लेषण से स्पष्ट है कि इन बालक/बालिकाओं को ऐसा व्यावसायिक प्रशिक्षण दिया जाता रहा है जो उन्हें कुशलता प्रदान कर भविष्य में रोजगार प्राप्ति में सहायक सिद्ध होगा।
9. विशेष बाल श्रम विद्यालय में बालक 3 वर्ष की समय अवधि में प्रथम से पंचम कक्षा उत्तीर्ण कर लेता है एवं उसके पश्चात् उसका प्रवेश किसी

- शासकीय विद्यालय में करवाकर उसे शिक्षा की मूल धारा से जोड़ दिया जाता है।
10. शिक्षकों की नियुक्ति सम्बन्धी प्रश्न के विवेचन से स्पष्ट है कि इन विद्यालयों में शिक्षक की नियुक्ति अस्थाई है एवं व्यावसायिक शिक्षक तो केवल तभी तक रहता है जब तक की उसे आने वाला कौशल बच्चे सीख नहीं लेते, उसके पश्चात् उसे बदल दिया जाता है।

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समावेशी शिक्षा और प्रभावी शिक्षक की अवधारणा: कुछ विचारणीय बिंदु

डॉ. दीपा मेहता * एवं जीतेन्द्र कुमार **

सारांश

आधुनिक विश्व के लगभग सभी देशों में शिक्षा के सार्वभौमीकरण हेतु जोर-शोर से प्रयास किए जा रहे हैं। भारत भी इन प्रयासों से अछूता नहीं है। इस हेतु विभिन्न कार्यक्रम एवं योजनाएँ चलाई जा रही हैं जिनसे भारत संपूर्ण साक्षर देश बन सके। इस संदर्भ में समावेशी शिक्षा (Inclusive Education) योजना विकलांग विद्यार्थियों को शिक्षा का मूल अधिकार प्रदान करने में सबसे महत्वपूर्ण योजना है। यह योजना इस सिद्धान्त पर आधारित है कि विशिष्ट एवं सामान्य बच्चे साथ-साथ शिक्षा प्राप्त कर सकें। समावेशी शिक्षा की सफलता हेतु आवश्यक विभिन्न आयामों में से सबसे महत्वपूर्ण आयाम शिक्षकों से जुड़ा हुआ है। समावेशी शिक्षा के तहत शिक्षकों में सामान्य विद्यार्थियों के साथ-साथ विशिष्ट विद्यार्थियों के परिप्रेक्ष्य में भी कुछ मूल योग्यताएँ, कौशल एवं मूल्य आवश्यक हैं जिससे वह समावेशी शिक्षा की चुनौतियों का सामना कर सके। प्रस्तुत लेख में समावेशी शिक्षा की सफलता हेतु प्रभावी शिक्षक की संकल्पना यथां विचारों को प्रकट किया गया है। समावेशी शिक्षक का सुशील व खुशमिजाज होना, उनमें समर्पण भाव एवं विकलांगता पहचान की क्षमता होना कुछ महत्वपूर्ण गुण हैं जिसे प्रस्तुत लेख के माध्यम से वर्तमान एवं भावी समावेशी शिक्षकों में स्थापित करने का प्रयास किया गया है।

भूमिका

वर्तमान आधुनिक समाज में शिक्षा को मानव अस्मिता एवं गरिमा सुनिश्चित करने का महत्वपूर्ण साधन माना गया है। शिक्षा के माध्यम से न केवल व्यक्तिगत वरन् सामाजिक, राष्ट्रीय एवं अंतर्राष्ट्रीय विकास भी अपने सर्वश्रेष्ठ स्वरूप में संभव हुए हैं।

शिक्षा विकास के एक साधन के रूप में अनादि काल से मनुष्य के सर्वांगीण विकास का एक महत्वपूर्ण साधन रही है। विकास के पैमाने के रूप में यह परिलक्षित हुआ है कि जो समाज जितना अधिक शिक्षित एवं सुसंस्कृत था, वह उतना ही परिष्कृत एवं

प्रगतिशील रहा और वैश्विक पृष्ठभूमि पर अपना परचम लहराया। इस संदर्भ में यह स्पष्ट है कि शिक्षा की पहुँच प्रत्येक व्यक्ति के लिए एक आवश्यक अवधारणा है। ऐतिहासिक परिदृश्य में देखने पर यह स्पष्ट होता है कि प्राचीन काल में शिक्षा कुछ विशेष वर्ग समूह तक ही सीमित थी। पाठक (2007) के अनुसार “अत्यंत प्राचीन काल में शिक्षा पर ब्राह्मणों का आधिपत्य था। शूद्रों को घृणा की दृष्टि से देखा जाता था और उन्हें शिक्षा से वंचित रखा गया। इस काल में स्त्री शिक्षा की भी उपेक्षा की गयी”। किन्तु समय के विकास के साथ-साथ मानव गरिमा हेतु

* वरिष्ठ प्रवक्ता, शिक्षा संकाय, काशी हिन्दू विश्वविद्यालय, वाराणसी, उत्तर प्रदेश

** राजीव गाँधी शोध अध्येता, शिक्षा संकाय, काशी हिन्दू विश्वविद्यालय, वाराणसी, उत्तर प्रदेश

पर्याप्त प्रावधान विकसित किया गया एवं मानव को नागरिक, सांस्कृतिक, राजनैतिक आदि अधिकार दिए गये। इन अधिकारों के संदर्भ में ही आधुनिक समाज में शिक्षा को प्रत्येक व्यक्ति हेतु उपलब्ध कराने को एक अधिकार के रूप में प्रतिस्थापित करने पर चर्चा प्रारम्भ हुई एवं वर्तमान में शिक्षा को एक मानवाधिकार या मूल अधिकार के रूप में पहचान प्राप्त हुई। आज सरकार सभी व्यक्तियों को चाहे वे किसी जाति, धर्म, क्षेत्र, भाषा, लिंग आदि से सम्बन्धित हो, एक सहज एवं उपयुक्त वातावरण में शिक्षा देने के लिए दृढ़ प्रतिज्ञ है। सार्वभौमिक मानवाधिकार घोषणा के अनुच्छेद 26 के अनुसार, उपयुक्त शिक्षा प्रत्येक नागरिक का अधिकार है। इसी कड़ी में भारतीय संविधान के अनुच्छेद 45 में भी प्रत्येक व्यक्ति को शिक्षा देने की पुरजोर वकालत की गयी है।

समाज की एक महत्वपूर्ण विशेषता होती है उसकी विभिन्नता; जातीय विभिन्नता, धार्मिक विभिन्नता, लैंगिक विभिन्नता आदि। इसी तरह विकलांगता भी एक प्रकार की विभिन्नता है। समाज के सभी लोग शारीरिक, सामाजिक, मानसिक भावात्मक आदि रूप से समान नहीं होते हैं। आज लगभग हर देश की 10-15 प्रतिशत जनसंख्या विकलांगता से प्रभावित है। इस समय पूरे विश्व में 650 मिलियन विकलांग हैं।

(United Nations Convention on Right of Persons with Disabilities-2007)

जनगणना 2001 के अनुसार भारत में 21.9 मिलियन लोग विकलांग हैं जिसमें 7 मिलियन केवल बच्चे हैं जिनकी उम्र 19 वर्ष से कम है। इन विकलांग बच्चों में केवल 10 प्रतिशत बच्चे ही शिक्षा ले रहे हैं शेष 90 प्रतिशत अशिक्षित एवं लाचारी की जिन्दगी जी रहे हैं।

यदि हम एक दो अपवाद को छोड़ दें तो प्राचीन काल में विकलांग जनों की स्थिति अच्छी नहीं थी। किन्तु आज इन्हें न केवल शिक्षित करने की बात हो रही है बल्कि इन्हें समाज के मुख्य धारा से जोड़ते हुए

सामान्य बच्चों के साथ सम्मिलित कर "समावेशी शिक्षा" के अन्तर्गत शिक्षा प्रदान करने की योजना है जो पूरे विश्व में संचालित है।

समावेशी शिक्षा का प्रत्यय वैश्विक रूप से सर्वप्रथम *सालमानका वर्ल्ड कान्फरेन्स आन स्पेशल नीड्स* , t q šku LVveš (Salamanaca World Conference on Special Needs Education Statement (1994) द्वारा प्रस्तुत किया गया। कथन के अनुसार समावेशी विद्यालय का मूलभूत सिद्धान्त यह है कि जहाँ कहीं भी संभव हो सभी बच्चों को उनमें निहित समस्याओं एवं विभिन्नताओं के बावजूद साथ-साथ सीखना पढ़ना चाहिए। उपयुक्त पाठ्यक्रम, संगठनात्मक प्रबन्धन एवं शिक्षण प्रविधि, संसाधन और सामुदायिक साझेदारी के माध्यम से सभी के लिए गुणात्मक शिक्षा को निश्चित करते हुए एवं सीखने पढ़ने के विभिन्न विधियों को अनुकूलित करते हुए समावेशी विद्यालय को अपने सभी बच्चों की आवश्यकताओं की पहचान कर उसका समुचित समाधान अवश्य करना चाहिए (लिप्की एवं गार्टनर 1999)

समावेशी शिक्षा के अन्तर्गत विद्यालयी संरचना में इस प्रकार संशोधन किया जाता है कि वहाँ पर सभी -सामान्य एवं विशेष आवश्यकता वाले बच्चों को एक साथ बैठाकर शिक्षा दी जा सके। यह विद्यालय का कर्तव्य है कि वह अपने आप को बच्चे की आवश्यकता के अनुरूप ढाले। अतः समावेशी शिक्षा विशेष शिक्षा में सुधार न हो कर सामान्य शिक्षा व्यवस्था की पुनर्संरचना है जो कि विकलांगों के अनुकूल होती है।

भारत में समावेशी शिक्षा के संदर्भ में राष्ट्रीय शिक्षा नीति (1986) में कहा गया है कि, शारीरिक एवं मानसिक रूप से विकलांग बच्चों को सामान्य बच्चों के साथ सम्मिलित कर एक साथ सामान्य विद्यालय में शिक्षा दी जाय। किन्तु यहाँ पूर्ण समावेशी शिक्षा की बात नहीं की गई है। उपर्युक्त प्रावधान में विकलांगों को सामान्य विद्यालय में शिक्षा प्रदान करने की बात तो कही गई थी। किन्तु यह प्रावधान शारीरिक विकलांग

एवं निम्न मानसिक विकलांगकता हेतु दिया गया था साथ ही साथ सामान्य विद्यालयों में अध्ययन से पूर्व भी इनमें कुछ न्यूनतम प्रशिक्षण एवं सुधार की आवश्यकता बतलाई गयी थी। जबकि समावेशी शिक्षा का मूलभूत सिद्धान्त है कि, सामान्य विद्यालय की पुनर्संरचना इस प्रकार की जाए कि चाहे कोई विकलांग बच्चा हो, उसकी विकलांगता की सीमा चाहे जिस स्तर की हो, विद्यालय उसकी आवश्यकताओं को पूरा करके उसे शिक्षा प्रदान करेगा।

शिक्षा के सार्वभौमिकरण का दिवास्वप्न विकलांग बच्चों को सम्मिलित किये बिना पूरा नहीं हो सकता। अतः सर्व शिक्षा अभियान के माध्यम से सर्वप्रथम भारत सरकार द्वारा समावेशी शिक्षा को नीति स्तर पर अपनाया गया जिसके तहत यह निश्चित करने की कोशिश की गयी कि प्रत्येक विशेष आवश्यकतायुक्त बच्चे को (चाहे जो विकलांगता हो या विकलांगता का स्तर चाहे जो हो) उपयोगी एवं गुणात्मक शिक्षा प्रदान की जायेगी। वर्तमान समय में सर्व शिक्षा के तहत करीब 15 लाख विशेष आवश्यकता युक्त बच्चे पंजीकृत हैं। (सर्व शिक्षा अभियान 2005)।

भारत में सर्वशिक्षा अभियान के तहत समावेशी शिक्षा की योजना पूर्ण है और इसका अनुपालन भी हो रहा है। किन्तु विशेष शिक्षकों की संख्या आनुपातिक रूप से बहुत ही कम है। अतः सामान्य शिक्षकों को ही अल्प कालीन विशेष प्रशिक्षण दिया गया है ताकि वे विकलांग बच्चों के साथ अन्तःक्रिया कर सकें एवं उन्हें शिक्षा प्रदान कर सकें।

विकलांग बच्चों को शिक्षा प्रदान करना हमेशा से ही एक रोमांचक एवं चुनौतीपूर्ण कार्य रहा है। विकलांग बच्चों के साथ शिक्षण कार्य उतना सरल एवं सुचारु रूप से नहीं हो पाता है जैसा कि सामान्य बच्चों के साथ हो जाता है। विशेष आवश्यकता वाले बच्चों को पढ़ाने के लिए विशेष शिक्षा की सहायता लेनी पड़ती है। विशेष शिक्षा के अन्तर्गत विशेष प्रशिक्षण, विशेष विषयवस्तु, विशेष यंत्र, विशेष शिक्षण सामाग्री, विशेष

तकनीकी, विकलांगता की पहचान करना एवं मापना आदि समाहित है जिनकी सहायता से एक विशेष आवश्यकतायुक्त बच्चे में वांछित परिवर्तन लाया जाता है। उदाहरण के लिए—एक दृष्टिबाधित बच्चे को पढ़ाने के लिए बड़े आकार के अक्षरों अथवा ब्रेल की आवश्यकता होती है वहीं एक श्रवणबाधित के लिए श्रवण यंत्र एवं श्रवण प्रशिक्षण की आवश्यकता होती है। अतः समावेशी शिक्षा के अंतर्गत विशेष आवश्यकतायुक्त बच्चों के साथ शिक्षण करने वाले सामान्य अथवा विशेष शिक्षकों में कुछ अपेक्षित विशेष योग्यताएँ/क्षमताएँ हैं, जो कि निम्नलिखित हैं—

1. सुशील एवं खुशमिजाज – समावेशी शिक्षा के अंतर्गत कार्यरत शिक्षकों की एक महत्वपूर्ण विशेषता होती है उनका सुशील एवं खुशमिजाज होना ताकि शिक्षक की कक्षा में उपस्थिति से बच्चे न सहमे। बच्चे अपनी जिंदगी का सबसे सुनहरा, कोमल एवं अनमोल क्षण विद्यालय में बिताते हैं। विकलांग बच्चे कक्षा में सामान्य बच्चों की अपेक्षा कुछ डरे सहमे होते हैं। शिक्षक का डरावना चेहरा एवं कड़ा व्यवहार उन्हें और भयभीत कर देता है। शिक्षक एवं विकलांग छात्रों के बीच एक दोस्त जैसा संबन्ध होना चाहिए। शिक्षक की आवाज कर्णप्रिय हो। ऐसे शिक्षकों के साथ छात्र जल्दी घुलमिल जाते हैं और अपनी समस्या एवं आवश्यकता को निःसंकोच बताते हैं।

2. सहयोगी प्रवृत्ति— विकलांग बच्चों का शिक्षण कार्य केवल शिक्षक पर ही निर्भर नहीं करता है। उनके शिक्षण में उनके माता-पिता, भाई-बहन, सहपाठी, मनोवैज्ञानिक, चिकित्सक, परामर्शदाता, थेरेपिस्ट एवं समुदाय आदि सम्मिलित होते हैं। अतः एक शिक्षक में ऐसा गुण होना चाहिए कि वह इन सभी के साथ अंतःक्रिया कर सके और इनसे बेझिझक सहयोग लेकर एवं देकर विकलांग बच्चों को शिक्षित करें। इस प्रकार विकलांग विद्यार्थियों के प्रभावी अधिगम हेतु शिक्षक में यह गुण होना चाहिए कि वह विद्यार्थी से सम्बन्धित विभिन्न संस्थाओं से सहयोग प्राप्त कर सके।

3. शिक्षण व्यवसाय के प्रति प्रेम, समर्पण व सम्मान भाव— अपने व्यवसाय से प्रेम एवं लगाव, उत्कृष्ट व्यवसायिक दक्षता प्राप्ति हेतु महत्वपूर्ण कारक हैं। समावेशी शिक्षा के अंतर्गत कार्यरत शिक्षकों हेतु आवश्यक है कि उन्हें शिक्षण व्यवसाय से प्रेम एवं अपने व्यवसाय के प्रति सम्मान की भावना होनी चाहिए। चूंकि विकलांग विद्यार्थियों को शिक्षण हेतु धैर्य एवं सहनशीलता आवश्यक है अतः शिक्षक को विद्यार्थियों के प्रति स्नेहभाव रखना अति आवश्यक है। निष्कर्षतः कहा जा सकता है कि शिक्षकों को शिक्षण कार्य मात्र रोजगार के रूप में करने की बजाय एक सामाजिक समर्पण एवं सामाजिक भागीदारी के भाव से करने की आवश्यकता है क्योंकि वे ऐसे बच्चों के साथ शिक्षण कार्य करते हैं जो लम्बे अरसे से उपेक्षित एवं तिरस्कृत रहे हैं।

4. बच्चों की विकलांगता की पहचान एवं मापन करना विकलांग विद्यार्थियों के परिप्रेक्ष्य में सूक्ष्म अवलोकन की क्षमता का होना समावेशी शिक्षक में अत्यन्त महत्वपूर्ण है। समावेशी शिक्षक में विद्यार्थियों के ऐसे व्यवहार का गहन अवलोकन की क्षमता का होना अति आवश्यक है जिससे वह विद्यार्थियों में सकारात्मक परिवर्तन ला सके। प्रारम्भिक चरणों में बच्चे की विकलांगता की पहचान करना शिक्षक का ही कार्य है क्योंकि वह ज्यादा से ज्यादा समय बच्चों के साथ अन्तःक्रिया में बिताता है।

कुछ चीजें जैसे बच्चे में अल्प दृष्टिबाधित (low vision), अधिगम अक्षमता (learning disabilities), ऑटिज्म (autism) अति क्रियाशीलता (hyper activities) आदि की उपस्थिति सामान्यतया परिलक्षित नहीं होती है। इसके लिये सूक्ष्म अवलोकन की आवश्यकता होती है। एक शिक्षक से यह अपेक्षा है कि वह इन विभिन्न प्रकार की विकलांगता की पहचान कर उसका मापन करे अथवा इस कार्य में चिकित्सक की सहायता प्राप्त करें जिससे कि आवश्यकताओं के अनुरूप विद्यार्थी को अवसर एवं सुविधा मुहैया करायी जा सके।

5. लचीलापन— विकलांग बच्चों के साथ कार्यरत शिक्षकों को दृढ़, पारम्परिक एवं कठोर नहीं होना चाहिए। उनमें नवाचार एवं लचीलापन का गुण होना चाहिए। विकलांग बच्चों को पढ़ाने के लिए नये-नये कौशल एवं तकनीकी का विकास किया गया है। एक प्रभावी समावेशी शिक्षक पाठ्यक्रम में गौण संशोधन करके उसे बच्चों की विकलांगता, आवश्यकता एवं रुचि के अनुकूल संयोजित करता है और अपनी शिक्षण विधि में बदलाव करके नये-नये तकनीकी का प्रयोग करते हुए उन्हें शिक्षित करता है।

6. व्यवस्थित शैक्षिक दिनचर्या— अनुशासन सफलता का मूलमंत्र है। समावेशी शिक्षक को आत्मनिर्भर, सहनशील एवं समय का पाबन्द होना चाहिए। विकलांग बच्चों के साथ कार्य करने वाले को व्यवस्थित (organized) होना अत्यन्त आवश्यक है। चूंकि इन बच्चों को ध्यान केन्द्रित करने में समय लगता है। अतः बार-बार बदलते वातावरण एवं परिस्थिति में ऐसे विद्यार्थी अपने को समायोजित नहीं कर पाते हैं। इसलिए शिक्षक की एक व्यवस्थित शैक्षिक दिनचर्या हो जिससे बच्चे चिरपरिचित हो और उसमें अपने आप को सहज महसूस करते हों।

7. सृजनशील— विकलांग विद्यार्थियों में एकाग्रता क्षमता तुलनात्मक रूप से कम होने की वजह से शिक्षण अधिगम प्रक्रिया में विविधता का होना अति आवश्यक है। विषयवस्तु का एक ही स्वरूप में निरन्तर शिक्षण से कक्षा में एकरसता आ जाती है और विद्यार्थी एकाग्रता कायम नहीं रख पाते हैं। अतः शिक्षक को शिक्षण अधिगम प्रक्रिया में विविधता लाने हेतु सृजनशील होना भी आवश्यक है जिससे वह नित नई पाठयोजना बनाकर आनंदपूर्ण अधिगम विद्यार्थियों को प्रदान कर सके। विद्यार्थियों में तार्किक क्षमता एवं प्रभावी सम्प्रत्यय निर्माण हेतु विषयवस्तु को विभिन्न आयामों में विद्यार्थियों के समक्ष प्रस्तुत करना एक सृजनशील समावेशी शिक्षक

का आवश्यक गुण है। अर्थात् विकलांग बच्चों के साथ कार्य करते-करते उनकी आवश्यकता एवं विकलांगता के अनुकूल सहायक शिक्षण सामग्री विकसित करने की योग्यता समावेशी शिक्षक में होनी चाहिए।

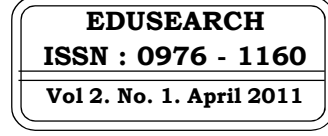
8.मूल्यांकन एवं संचालन- अन्त में एक शिक्षक से यह अपेक्षा की जाती है वह यह जान सके कि किस स्तर तक एक विकलांग बालक की आवश्यकताओं की पूर्ति कक्षा में अथवा विद्यालय में हुई है, क्या विशेष बच्चों के अनुकूल शिक्षण गति एवं पाठ्यक्रम, सहायक शिक्षण सामग्री एवं शिक्षण विधि आदि में सुधार अथवा बदलाव किया गया था अथवा नहीं। प्राप्त परिणामों के आलोक में आवश्यक परिवर्तन करने की दिशा स्वमूल्यांकन द्वारा प्राप्त हो सकती है। इस प्रकार शिक्षक निरन्तर अपने द्वारा प्रस्तावित कार्यक्रमों की प्रभावशीलता जांच सकता है और संपूर्ण प्रभावी शिक्षक बनने की तरफ तेजी से अग्रसरित हो सकता है।

उपसंहार

समावेशी शिक्षा एक चुनौतीपूर्ण क्षेत्र है जिसमें शिक्षक से अनेक अपेक्षाएं होती हैं। समावेशी शिक्षा के माध्यम से विकलांग बच्चों को सामान्य बच्चों के साथ सम्मिलित कर लेने से विद्यालय जाने वाले विकलांग बच्चों की प्रतिशत मात्रा में वृद्धि हो जाएगी। अतः समावेशी शिक्षा हेतु निर्धारित योग्यता वाले शिक्षक उपर्युक्त वर्णित गुण एवं कौशल युक्त हों। चूंकि किसी भी शैक्षिक सुधार की कुंजी शिक्षकों के हाथ में होती है अतः समावेशी शिक्षा की सफलता भी शिक्षकों पर ही विशेषकर है। पूर्व सेवा शिक्षक प्रशिक्षण कार्यक्रम में भी इन मुख्य तत्वों को शामिल किया जा सकता है जिससे कि समावेशी शिक्षा की सफलता सुनिश्चित की जा सके और भारत संपूर्ण साक्षर देश के रूप में अपनी पहचान वैश्विक परिदृश्य में स्थापित कर सके।

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वैकल्पिक विद्यालयों व औपचारिक विद्यालयों के प्रति समुदाय के दृष्टिकोण का तुलनात्मक अध्ययन

डॉ. जे. डी. सिंह *

सारांश

विश्व प्रसिद्ध शिक्षा शास्त्री जॉन डीवी के अनुसार "ईंटों से बने भवन को विद्यालय नहीं कहते, अपितु ऐसी सामाजिक संस्थाओं को विद्यालय कहते हैं जहाँ बच्चों में वांछित गुणों और शक्तियों के विकास हेतु वातावरण प्रदान किया जा सके।" उनके शब्दों में- "विद्यालय एक ऐसा विशिष्ट वातावरण है जहाँ जीवन के निश्चित गुण और कुछ विशेष प्रकार की क्रियाओं और व्यवसायों की शिक्षा इस उद्देश्य से दी जाती है कि, बालक का विकास, वांछित दिशा में हो। विद्यालय शिक्षा के औपचारिक अभिकरण होते हैं। विद्यालय वातावरण के अन्तर्गत बच्चों का शारीरिक, मानसिक, चारित्रिक, नैतिक, सामाजिक, सांस्कृतिक तथा आध्यात्मिक विकास होता है।" राजकीय मानदण्डों में शिथिलता प्रदान कर जिला प्राथमिक शिक्षा कार्यक्रम के अन्तर्गत विद्यालय खोलने के ऐसे आवास स्थलों पर वैकल्पिक विद्यालय खोलने का प्रावधान किया है, ताकि 6-14 आयु वर्ग के अनामांकित बच्चों को प्राथमिक शिक्षा से जोड़ा जा सके। अतः ऐसे बालक-बालिकाओं को प्राथमिक शिक्षा से जोड़ने हेतु उनके कामकाज के समय को ध्यान में रखते हुए सुविधाजनक समय व अवधि के वैकल्पिक विद्यालय चलाये हैं। अतः इस शोध अध्ययन के द्वारा वैकल्पिक विद्यालयों व औपचारिक विद्यालयों के प्रति समुदाय के दृष्टिकोण को जानने का प्रयास किया गया है।

विषय प्रवेश

वर्तमान में विज्ञान एवं तकनीकी शिक्षा का तेज गति से विस्तार हो रहा है। जनसंख्या अधिक होने के कारण परिवारों का विभाजन स्वाभाविक है। इस बढ़ती जनसंख्या को शिक्षित करने के लिए औपचारिक विद्यालयों के साथ-साथ वैकल्पिक विद्यालयों की भूमिका अहम हो गई है। समुदाय में शिक्षा के स्तम्भ इन विद्यालयों के प्रति सकारात्मक दृष्टिकोण पैदा किया जाना है। राष्ट्रीय शिक्षा नीति-1986 की यह विशेषता रही है, कि इसमें सर्वाधिक बल, प्रारम्भिक शिक्षा के सार्वभौमीकरण या 'सभी के लिए शिक्षा' पर दिया है। प्रारम्भिक शिक्षा के सम्बंध में संविधान द्वारा

किये गये प्रावधान सम्बंधी लक्ष्यों की प्राप्ति के लिए किये गये प्रयासों से बहुत हद तक प्राथमिक शिक्षा का प्रसार नहीं हो पाया। प्राथमिक शिक्षा के सार्वभौमीकरण को प्राप्त करने के लिए केन्द्र सरकार के साथ-साथ राज्य सरकार व गैर-सरकारी संस्थाएँ भी प्रयत्नशील रही हैं। केन्द्रीय शिक्षा सलाहकार बोर्ड द्वारा 1992 में दिये गये प्रारम्भिक शिक्षा के संदर्भ में प्रतिवेदन में की गयी अनुसांशाओं के साथ विद्यालय में ऑपरेशन ब्लेक बोर्ड योजना के अंतर्गत तीन कमरे तथा तीन अध्यापकों की नियुक्ति आवश्यक मानते हैं तथा साक्षरता आंदोलन में 50 प्रतिशत महिला अध्यापिकाओं की नियुक्ति भी अपरिहार्य मानते हैं।

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इन सुविधाओं को बढ़ाने के साथ-साथ अनौपचारिक अभिकरणों को और अधिक क्रियाशील एवं उपयोगिता आधारित बनाने पर जोर दिया गया। उपर्युक्त प्रयासों एवं शिक्षा हेतु कुल बजट की 60.33 प्रतिशत राशि शिक्षा पर खर्च होने के बावजूद भी अभी तक राजस्थान में 12.21 लाख बालक तथा 28.22 लाख बालिकाएँ कुल 40.43 लाख विद्यालयों से बाहर हैं। विद्यालय नहीं जाने वाले बालक-बालिकाओं को विद्यालय से जोड़ने की चुनौती को स्वीकार करते हुए राज्य सरकार ने सम्पूर्ण राजस्थान को विभिन्न परियोजनाओं से जोड़ा गया है। राज्य के दूरस्थ एवं दुर्गम आवास स्थलों में शैक्षिक सुविधा उपलब्ध नहीं है, इन आवास स्थलों के बच्चे आस-पास के विद्यालयों में भी अधिक दूरी के कारण नहीं जा पाते हैं। राजकीय मानदण्डों को पूरा नहीं होने के कारण इन आवास स्थलों (गांव-ढाणियों) पर प्राथमिक विद्यालय नहीं खोले जा सकते हैं। राजकीय मानदण्डानुसार 250 की आबादी तथा 1.5 किमी दायरे में स्थित आवास स्थलों पर कम से कम 40 अनामांकित बच्चे उपलब्ध होने पर ही प्राथमिक विद्यालय खोले जा सकते हैं। राजकीय मानदण्डों में शिथिलता देकर जिला प्राथमिक शिक्षा कार्यक्रम के अन्तर्गत विद्यालय खोलने के ऐसे आवास स्थलों पर वैकल्पिक विद्यालय खोलने का प्रावधान किया गया है, ताकि 6-14 आयुवर्ग के अनामांकित बच्चों को प्राथमिक शिक्षा से जोड़ा जा सके। 8-14 वर्ष आयु वर्ग के समस्त बालक-बालिकाओं को सन् 2003 तक प्राथमिक शिक्षा के अन्तर्गत नामांकित करने का लक्ष्य निर्धारित कर राज्य सरकार प्राथमिक शिक्षा के सार्वजनीन हेतु प्रयत्नशील है। इस लक्ष्य के लिए सरकार की ओर से प्राथमिक शिक्षा के क्षेत्र में विभिन्न नवाचार युक्त परियोजनाओं एवं कार्यक्रमों पर कार्य किया जा रहा है। इनमें औपचारिक व अनौपचारिक विद्यालयों को भी सम्मिलित किया गया है। वैकल्पिक विद्यालय को सरकार द्वारा ऐसी जगह चलाया जाता है जहाँ नियमित विद्यालय अर्थात् औपचारिक या

निजी विद्यालय 1 से 3 किमी की परिधि में नहीं हो। ऐसी ढाणियों व गावों के बच्चों को पढ़ने के लिए वातावरण देना है, जिससे वे अपनी प्रारम्भिक शिक्षा आसानी से पूरी कर सकें। इसके लिए राजीव गांधी पाठशाला व शिक्षा-मित्र जैसी योजना चलाकर बच्चों को शिक्षा दी जाती है।

अध्ययन की आवश्यकता एवं महत्व

सार्वजनीन शिक्षा के महत्व को आदि काल से स्वीकारा गया है तथा यह भी एक सर्वमान्य तथ्य है कि शिक्षा लोगों में जागरूकता पैदा करने का एक सशक्त माध्यम है। इससे उन्हें अपने अधिकारों एवं कर्तव्यों का बोध होता है। छात्र को राष्ट्र का भविष्य निर्माता कहा गया है। अतः समाज व राष्ट्र को उन्नत करने के लिए छात्र को सुसंस्कारित व शिक्षित करना बहुत आवश्यक हो गया है। छात्रों में अच्छी शिक्षा व आदतों को विकसित किया जाएगा तो वह उतना ही अच्छा नागरिक बनेगा। काफी संख्या में 6-14 आयुवर्ग के बालक-बालिकाएँ कई कारणों से विद्यालय होने के बावजूद भी विद्यालय से नहीं जुड़ पाते हैं। इस तरह के बच्चे कल-कारखानों, ईट भट्टों, होटल, थडियों आदि पर काम करते हैं या घरेलू कामकाज जैसे छोटे बालक-बालिकाओं की देखभाल, पशु चराना आदि में व्यस्त रहते हैं, इनके कारण विद्यालय नहीं जा पाते हैं। इस वर्ग में भिखारी/कचरा बीनने वाले बच्चे भी आते हैं। कामगार बालक-बालिकाएँ जीविकोपार्जन कार्यों में व्यस्त रहने के कारण काफी प्रयासों के बाद भी विद्यालयों से नहीं जुड़ पाते हैं। अतः ऐसे बालक-बालिकाओं को प्राथमिक शिक्षा से जोड़ने हेतु उनके कामकाज के समय को ध्यान में रखते हुए सुविधाजनक समय व अवधि का वैकल्पिक विद्यालय चलाये हैं। अतः समुदाय में विद्यालयों के प्रति अभिवृत्ति को जाँच कर उनमें इनके प्रति सकारात्मक दृष्टिकोण विकसित करना आवश्यक हो गया है। प्राप्त आंकड़ों के अनुसार भारत में लगभग 90 प्रतिशत बच्चे प्रारम्भिक शिक्षा स्तर पर नामांकित हो जाते हैं लेकिन वास्तविक

नामांकन 60 प्रतिशत के लगभग रहा है। अर्थात् 30 प्रतिशत से अधिक प्रविष्ट विद्यार्थी बीच में ही विद्यालय छोड़ जाते हैं और लड़कों का नामांकन लड़कियों की अपेक्षा अधिक प्राप्त हुआ है। लड़कों का नामांकन 98 प्रतिशत से अधिक है जो वास्तविक नामांकन से घटकर 71 प्रतिशत रह जाता है अर्थात् 27 प्रतिशत बच्चे बीच में विद्यालय छोड़ देते हैं। लड़कियों की स्थिति लड़कों की अपेक्षा अधिक खराब है। लड़कियों का सकल नामांकन 81 प्रतिशत है जबकि वास्तविक नामांकन 48 प्रतिशत रह जाता है। अर्थात् 33 प्रतिशत बालिकाएँ बीच में ही विद्यालय छोड़ देती हैं। प्राथमिक शिक्षा के लक्ष्य प्राप्ति का वर्ष 2000 तक था लेकिन आज भी हमारी स्थिति यह है कि 60 वर्षों की अवधि में हम 61.63 प्रतिशत लक्ष्य तक ही पहुँच पाये हैं।

स्वतंत्रता प्राप्ति के पश्चात् इस क्षेत्र के उत्थान के लिए अनेक प्रयास किए गए हैं। केन्द्र एवं राज्य सरकार ने शिक्षा के लिए विशेष रूप से प्रयास किए हैं। शिक्षा की स्थिति में उत्थान हेतु अनेक योजनाएँ यथा— वैकल्पिक विद्यालयों व मोबाइल स्कूलों की व्यवस्था की है। अतः वैकल्पिक विद्यालयों व औपचारिक विद्यालयों के प्रति समुदाय के दृष्टिकोण का तुलनात्मक अध्ययन किया जाना आवश्यक समझा गया।

उद्देश्य

इस शोध कार्य के लिए निम्नांकित उद्देश्यों का निर्धारण किया गया—

1. वैकल्पिक विद्यालयों के प्रति समुदाय का दृष्टिकोण को जानना।
2. औपचारिक विद्यालयों के प्रति समुदाय के दृष्टिकोण को जानना।
3. वैकल्पिक विद्यालयों व औपचारिक विद्यालयों के प्रति समुदाय के दृष्टिकोण का तुलनात्मक अध्ययन करना।
4. विद्यालयों के प्रति समुदाय का सकारात्मक दृष्टिकोण बढ़ाने हेतु सुझाव देना।

परिकल्पनाएँ

इस अध्ययन में निम्नलिखित परिकल्पनाओं को लिया गया—

1. वैकल्पिक विद्यालयों की अपेक्षा औपचारिक विद्यालयों के प्रति समुदाय का सकारात्मक दृष्टिकोण अधिक है।
2. डीपीईपी के बाद विद्यालयों के प्रति समुदाय का सकारात्मक दृष्टिकोण पूर्व की अपेक्षा अधिक हुआ है।

अध्ययन सीमा

बालक—बालिकाओं के प्राथमिक स्तर तक अध्ययन करने के लिए राजस्थान के हनुमानगढ़ जिले के हनुमानगढ़ व संगरिया तहसील के प्राथमिक व उच्च प्राथमिक औपचारिक व वैकल्पिक विद्यालयों और राजीव गांधी पाठशालाओं का चयन किया गया।

न्यादर्श

समय, श्रम व आर्थिक सीमाओं को ध्यान में रखते हुए हनुमानगढ़ जिले की इन दोनों तहसील से समुदाय के 100 व्यक्तियों को न्यादर्श में सम्मिलित किया गया।

विधि, प्रविधि एवं उपकरण

अध्ययन हेतु अनुसंधान में सर्वेक्षण विधि को अपनाया गया, जिसमें अध्ययन के अन्तर्गत आने वाले विद्यालयों व समुदाय के व्यक्तियों के विचारों को प्रश्नावली व साक्षात्कार की सहायता से इकट्ठा किया गया। इस अध्ययन में आंकड़ों के विश्लेषण हेतु प्रतिशत का प्रयोग किया गया।

मुख्य निष्कर्ष

इस शोध अध्ययन के मुख्य निष्कर्ष निम्नलिखित प्राप्त हुए हैं—

1. किसी भी अभिभावक ने वैकल्पिक विद्यालय में अपने बच्चों को भेजना पसन्द नहीं किया है। जबकि 47 प्रतिशत अभिभावकों ने औपचारिक विद्यालय तथा 53 प्रतिशत अभिभावकों ने अन्य विद्यालय में भेजने के प्रति अपना मत व्यक्त किया।

2. 4 प्रतिशत अभिभावक ही अपने बच्चों को प्राथमिक स्तर पर वैकल्पिक विद्यालय व्यवस्था में पढ़ाने के इच्छुक हैं। 80 व 16 प्रतिशत समुदाय के व्यक्तियों ने कहा है कि वे क्रमशः औपचारिक व निजी विद्यालयों में अपने बच्चों को पढ़ा रहे हैं या पढ़ाया है।
3. 90 प्रतिशत अभिभावकों ने कहा है कि औपचारिक विद्यालयों के अध्यापक अधिक शिक्षित होते हैं। जबकि 2 प्रतिशत अभिभावकों ने वैकल्पिक विद्यालयों के स्टाफ को अधिक शिक्षित माना है और 8 प्रतिशत अभिभावकों ने कहा है कि अन्य विद्यालयों में स्टाफ अधिक शिक्षित होता है।
4. 4 प्रतिशत अभिभावक ये मानते हैं कि वैकल्पिक विद्यालयों में अध्यापकों की संख्या अधिक होती है। 30 प्रतिशत अभिभावकों ने कहा है कि औपचारिक विद्यालयों में अध्यापकों की संख्या अधिक होती है। जबकि 66 प्रतिशत समुदाय के व्यक्तियों ने माना है कि निजी विद्यालयों में अध्यापकों की संख्या अधिक होती है।
5. 57 प्रतिशत अभिभावकों ने माना है कि निजी विद्यालयों में कमरों की संख्या अधिक होती है तथा 42 प्रतिशत अभिभावकों के अनुसार औपचारिक विद्यालयों में कमरों की संख्या अधिक होती है। केवल 1 प्रतिशत अभिभावकों ने वैकल्पिक विद्यालयों में कमरों की संख्या अधिक बताई है।
6. 57 प्रतिशत अभिभावकों ने निजी विद्यालयों में पढ़ाई अधिक होना बताया है। 40 प्रतिशत अभिभावकों ने माना है कि औपचारिक विद्यालयों में पढ़ाई का स्तर अच्छा है। केवल 3 प्रतिशत अभिभावकों के अनुसार वैकल्पिक विद्यालयों में पढ़ाई अधिक अच्छी होती है।
7. 60 प्रतिशत समुदायिक व्यक्तियों ने निजी विद्यालयों में मूलभूत सुविधाओं का अधिक होना माना है और 35 प्रतिशत अभिभावकों ने औपचारिक विद्यालयों में इन सुविधाओं का अधिक होना माना है। केवल 5 प्रतिशत समुदाय के व्यक्तियों ने वैकल्पिक विद्यालयों में मूलभूत सुविधाओं को अधिक माना है।
8. 76 प्रतिशत अभिभावक मानते हैं कि निजी विद्यालयों के विद्यार्थी अधिक स्वच्छ रहते हैं। 20 प्रतिशत अभिभावकों के अनुसार औपचारिक विद्यालयों के बच्चे अधिक स्वच्छ होते हैं। केवल 4 प्रतिशत अभिभावकों ने वैकल्पिक विद्यालय के बच्चों को स्वच्छ माना है।
9. 67 प्रतिशत अभिभावकों ने माना है कि निजी विद्यालय के बच्चों का औसत ज्ञान अधिक होता है। 30 प्रतिशत अभिभावकों ने माना है कि औपचारिक विद्यालय के बच्चों का औसत ज्ञान अधिक होता है। केवल 3 प्रतिशत अभिभावकों के अनुसार वैकल्पिक विद्यालय के बच्चों का औसत ज्ञान अधिक है।
10. 52 प्रतिशत अभिभावकों ने माना है कि औपचारिक विद्यालय के अध्यापक गाँव के विकास में अधिक सहयोग करते हैं। 38 प्रतिशत ने माना है कि अन्य विद्यालयों के अध्यापक गाँव के विकास में सहयोग करते हैं। जबकि 10 प्रतिशत अभिभावकों के अनुसार वैकल्पिक विद्यालय के अध्यापक गाँव के विकास में मदद करते हैं।
11. 72 प्रतिशत अभिभावकों ने माना है कि निजी विद्यालय के अध्यापकों को कम वेतन दिया जाता है। जबकि 16 प्रतिशत अभिभावकों ने महसूस किया है कि वैकल्पिक विद्यालय के अध्यापकों को कम वेतन मिलता है और 12 प्रतिशत अभिभावकों के अनुसार औपचारिक विद्यालय के अध्यापकों को कम वेतन दिया जाता है।
21. 76 प्रतिशत व्यक्तियों ने औपचारिक विद्यालयों को नियमित रूप से चलाने के लिए अपनी राय दी। जबकि 10 व 14 प्रतिशत अभिभावकों ने क्रमशः वैकल्पिक व अन्य विद्यालय को नियमति चलाने के बारे में अपने मत दिये हैं।
13. 53 प्रतिशत अभिभावकों ने औपचारिक विद्यालयों के वातावरण को अधिक उपयुक्त माना है। 2 व 45

प्रतिशत अभिभावकों ने अपनी राय क्रमशः वैकल्पिक व अन्य विद्यालयों के वातावरण को अधिक अच्छा मानने के सम्बन्ध में दी है।

14. विद्यालयों में शोध कार्य के दौरान अवलोकन में पाया गया कि शहर के नजदीक विद्यालय जहाँ 80-90 विद्यार्थी हैं, वहाँ पर 6-7 अध्यापकों को लगाया गया है और जहाँ 300-400 विद्यार्थी हैं वहाँ 3-4 अध्यापक ही कार्यरत हैं। विभाग द्वारा इस पर बात सामने आने पर दिखावटी कार्यवाही की जाती है और थोड़े दिन बाद फिर वैसी ही स्थिति बन जाती है।

सुझाव

जिले में वैकल्पिक विद्यालयों व औपचारिक विद्यालयों के प्रति समुदाय में सकारात्मक दृष्टिकोण विकसित करने के लिए अग्रांकित प्रयासों पर बल देना चाहिए—

1. विद्यालय वातावरण में शिक्षकों, प्रधानाध्यापक व समुदाय के मध्य सहयोग एवं मित्रता की भावना प्रेम एवं उत्तरदायित्व की भावना होनी चाहिए, जिससे विद्यालय वातावरण स्वच्छ व सुन्दर बन सके। अध्यापकों का मनोबल बढ़ाने का प्रयास होना चाहिए, जिससे गुणवत्ता आधारित शिक्षा दी जा सके और समुदाय का लगाव बन सके। शिक्षकों को मल्टीग्रेड शिक्षण के प्रति गंभीर होना चाहिए।
2. प्राथमिक शिक्षा में समुदाय के भाग लेने से प्राथमिक शिक्षा में पंचायतीराज संस्थाओं व शहरी स्थानीय निकायों के कार्य को आसान किया जा सकता है। गाँव शिक्षा समिति, पालक-अध्यापक संघ, अभिभावक- अध्यापक संघ की गावों में विद्यालय प्रबन्ध में महत्वपूर्ण भूमिका हो सकती है। कठिनाई से विद्यालय पहुंचने वाले व नहीं पहुंचने वाले बच्चों को विद्यालय तक लाने हेतु विशेष कार्य योजना बनाकर वंचित वर्ग के बच्चों को भी इस सर्व शिक्षा अभियान में सम्मिलित हो किया जा सकता है।

3. सरकारी विद्यालयों में पढ़ने वाले बच्चों के अभिभावक जागरूक न होने के कारण वे बच्चों को पढ़ाई पूर्ण न करवा कर बीच में ही छुड़वा लेते हैं। उन्हें पढ़ाई के लाभों को बताया जाना जरूरी है। उनके दिमाग में सदैव एक बात रहती है कि बच्चों को नौकरी तो मिलती नहीं फिर उन्हें पढ़ाने से क्या फायदा है। जबकि बच्चों को केवल नौकरी करने के लिए ही नहीं पढ़ाया जाता है अपितु सर्वांगीण विकास के लिए शिक्षा जरूरी है।

4. अध्यापक द्वारा विद्यार्थी को सही मार्ग निर्देशन मिलने पर वह सकारात्मक ढंग से कार्य करेगा अन्यथा तोड़-फोड़ के कार्य करेगा। लेकिन सच है कि वह बिना कुछ किये नहीं बैठ सकता। अतः ऐसे अध्यापकों की समाज को जरूरत है जो बालकों से क्रियात्मक कार्य करवाने हेतु सकारात्मक दिशा दे सकें, तभी औपचारिक व वैकल्पिक विद्यालयों के बालक-बालिकाओं के शैक्षिक स्तर में गुणात्मक वृद्धि की जा सकती है।

5. पाठ्यविषय पर चर्चा प्रारंभ करने, मुख्य बातों पर बल देने व शिक्षण में सुधार हेतु समुदाय का सहयोग लेना चाहिए। शिक्षक को आवश्यकतानुसार शिक्षण विधियों में परिवर्तन भी करना चाहिए। उसे किसी विशेष विधि तक सीमित होकर कार्य नहीं करना चाहिए।

6. बालिका शिक्षा, अनुसूचित जाति/जनजाति के बच्चे, काम पर लगे बच्चे, विशेष आवश्यकता वाले बच्चे, शहरी वंचित बच्चे, अल्पसंख्यक समुदाय के बच्चे, गरीबी रेखा से नीचे जीवन-यापन करने वाले बच्चे और वे बच्चे जो बहुत कठिनाई से विद्यालय पहुंच पाते हैं उनके लिए विशेष व्यूह रचना बनानी चाहिए जिससे सार्वत्रिक शिक्षा मिल सके।

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