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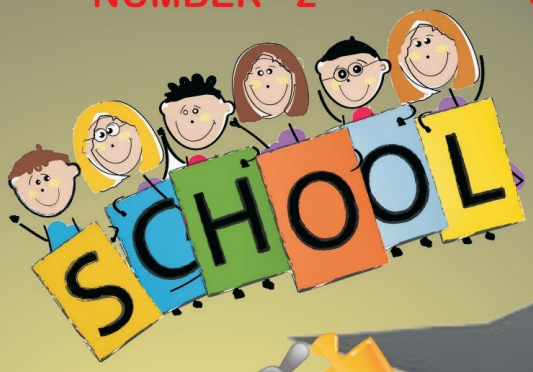

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EDUSEARCH

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From Editor's Desk

Dear Friend,

Education is acquisition of the art of the utilisation of knowledge. It is a continuous process of self-discovery, of learning the truth about oneself. School education is a deliberate and more-or less external intervention in the life of a child. Much learning and teaching takes place at home, in the neighbourhood and in actual living communities. A school introduces the child to an environment of teaching and learning, that quite by design, marks itself off from the rest of the child's environment.

In line with the goal of nation building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. *Rashtriya Madhyamik Shiksha Abhiyan* has been launched as a step to universalize secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education.

In terms of *S. Radhakrisnan*, the basic purpose of higher education is to create skill and knowledge and awareness of our glorious national heritage and the important achievements of human civilization, possessing a basic scientific outlook and commitment to the ideals of democracy, nationalism, pluralism, secularism and peace along as the cherished goals enshrined in the preamble to the Indian Constitution.

Higher education stresses on capacity building of individuals and by and large with the network of educational institutions, contributes

to nation building. Like every other sector, the higher education sector requires key performance indicators. These would obtain in a framework of productivity and quality.

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and coordinates between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

The target of the twelfth Five Year Plan for Indian higher education is to achieve 23.5 percent of GER, through a mission mode national programme of creating new universities and increasing the intake capacity of the existing universities and colleges.

As per the above mentioned facts, we can notice a wide gap between the school and higher education as both are either controlled by different departments or ministries in states as well as at the centre. There is no visible coordination body to bridge this gap.

As per the management theory, the output quality can be enhanced by increasing the input quality. The universities may take the academic quality control of the various examining bodies/boards at the state and central level so that, input quality at higher education may be regularized.

B. V. Ramana Rao

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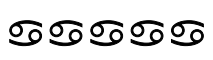

About
RESEARCHERS ORGANIZATION, BILASPUR (C.G.)
(Regd. 13554/11)

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

The prime objectives of this organization are -

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

Secretary
Researchers Organization, Bilaspur (C.G.)

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Formidable Issues of School and Higher Education: A Critical Analysis

Bibhuti Narayan Biswal *

Abstract

India is the second largest populous country in the world having second largest education system after USA. Higher education system plays a catalytic role in economic development in our country. It opens a window towards new frontiers of knowledge, development of research aptitude, skills to use information networks etc for the welfare of self as well as society. Higher education is deeply rooted with school education and serves as the base over which the superstructure of the whole knowledge system rests. This paper highlights some prominent issues that are at the helm of affairs in our school education and higher education scenario. The author advocates cardinal reform which we must incorporate in our system of education such as: microscopic learner centered focus, strong attitudinal change of teachers, binging research to school, strengthening school-community-university ties, accelerated Inter institutional net workings etc.

Introduction:

"A university stands for humanism, for tolerance, for reason, for the adventure of ideas, and for the search of truth. It stands for the onward march of the human race even towards higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people."

Pt. Jawaharlal Nehru,1947.

The aim of education is not to know things superficially. Sri Aurobindo (1994 p.248) says "Simply to know the eternal and to remain in pain, the struggle and inferiority of our present way of being, would be a poor and lame advantage". Thus, knowledge brings us the fullness of being 'brahmavid', "Being" is an existence in its fullness. Since independence, the education system of India has grown in many fold. Today Indian Higher Education is one of the largest systems of education in the world. There are 611 universities, 26,000 colleges with 5,21,843 teachers catering to 26,76,718 students i.e., just 10% of the age group i.e., 18-24. There are 10,30,996 recognized primary, upper primary, secondary and higher secondary schools in the country having work force of 45 lakh teachers catering to the age group of 6-16year. It is often felt that quality and excellence got traded off while universities became more politically inclusive. In general school and higher education are organically linked together and one can not develop at one level, at the cost of other. Stronger improvement

in school education is the panacea for the improvement in higher education. The irony is that the disparity begin with primary school are carried forward to secondary school and subsequently to higher education and are often magnified there. Reduction in, if not removal of inequalities requires creation of abilities or enhancement of capabilities *(Beteille*, 2010). This should start from school level in a big way so that schools produce not only large number of graduates but also graduates who are eligible to get admission in higher education. As per planning commissions estimation schools need 12 lakh more teachers to fulfil the goals of RTE & SSA who will be churned out from higher education system and they will playing crucial role in schools.

Challenges of Students in Higher Education:

According to *Ganapathy* and *Zayapragassarazan* (2008) "Higher education refers to the education in the post higher secondary institutions, colleges and universities. Since it constitutes the top most stage of formal education, it is called higher education". When a school graduate (10+2) student enters newly to the colleges and university departments, he faces innumerable challenges. He experiences anomaly in the curriculum transactions which is mostly one way communication type, leisure activities are less, researches and building up relations with others are difficult task owing to indifferent attitude of lecturers and professors, inactive classroom interactions, frequent interruption of classes due to union activities, adamant attitude of seniors, less focus on students learning difficulty, communication gap between university authority and the learner etc are to name a few. The knowledge about the world, about others and the way one has to reach one's goal is very much present and evident among students. But the knowledge about one self, one's strength and weaknesses and skills is lacking in many students which not only affects the performance of students but also reflect distinct mismatch between actual skill and available skill. This results in the lack of confidence and in some cases overconfidence and arrogance that leads to under utilisation of students actual capacity.

Missing Links

Professional Commitment & Competency

It is a widely accepted fact that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The National Curriculum Framework (NCF) 2005 and RTE-2009 places different demands and expectations on the teachers i.e pre service as well as in-service teachers. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation (NCFTE, 2009). On the other hand today our schools are facing unexpected teacher scarcity issues which has worsen the quality of learning outcome in schools. Further due to the non-availability of students pursuing teacher training courses (B.Ed.), the criteria of admissions

to these courses is being relaxed continuously. Professionally incompetent teachers are the real burden of school education in particular. On the other hand part time/adhoc faculty multiplies the worsening instructional activities in colleges/universities.

Co-Scholastic activities

All round development of the child is the mantra for school educational system where in the school provide a place where students acquire various skills (Bhattacharjee, 2010). Effective schools follow a holistic approach to education i.e. an integrated development stressing on physical, mental, moral and social aspects. Such an approach not only facilitate the total development of a child by providing the right atmosphere for learners to develop and enrich their talent but also helps in building self-concept, self-image, sense of enterprise and sportsmanship and so on should be part of the educational process. The role of teacher is to inspire a child to know things himself through constructive activities so as to unleash their talents, abilities and capabilities. But this type of education is not found in tertiary education (College and University education) system which alienate the learner from achieving good result in college exams as well as university exams. Further less involvement of faculty members deprives the student to get timely guidance to perform and complete co-curricular tasks.

Learning Process

Education is very much intimate with the individuals' process of growth. It is a continuous re-organization or re-construction of the individual life experience. Thus learning process in our schools matters a lot for the learner. Further the National Curriculum Framework 2005 elaborates on the insights of "Learning without Burdon". The guiding principles of this document are: Connecting Knowledge to life outside the school; Ensuring that learning is shifted away from rote methods; Enriching the curriculum to provide for overall development of children rather than remain textbook centric; Making examinations more flexible and integrated into classroom life; and nurturing an over-riding identity informed by caring concerns within the democratic policy of the country. This document has emphasized on the need to recognize the child as a natural learner and knowledge as the outcome of the child's own activity. School education take care of natural curiosity of the learner through Constructivism, activity based learning , experiential learning But the college system of learning is basically lecture base which limits the new leaner to grasp the essence & beauty of the subject and finally he withdraws himself from the subject . This is probably the root cause of dropouts at college level to University level. Also the nature of curriculum at college/university level is very much different from school level curriculum with respect to its approach.

Managing Multiple Intelligences

"An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." *Howard Gardner, (1983)*

After the innovations of multiple intelligence theory by Howard Gardner, it has changed the contour of learning in our school system substantially. Today schools are working on Verbal-Linguistic Intelligence ("word smart" or "book smart"), Mathematical-Logical Intelligence ("math smart" or "logic smart"), Visual-Spatial Intelligence ("art smart" or "picture smart"), Intrapersonal Intelligence ("self smart" or "introspection smart"), Bodily-Kinesthetic Intelligence ("body smart" or "movement smart"), Interpersonal ("people smart" or "group smart"), Naturalist Intelligence ("nature

smart" or "environment smart"). Musical-Rhythmic Intelligence ("music smart" or "sound smart"). However our college and university departments are still continuing the age old tradition of cognitive (IQ) activities like taking classes and conducting terminal examination there by undermining the capacity of self exploration process i.e SQ (spiritual Quotient) and EQ (emotional quotient) of the learner.

Assessment System

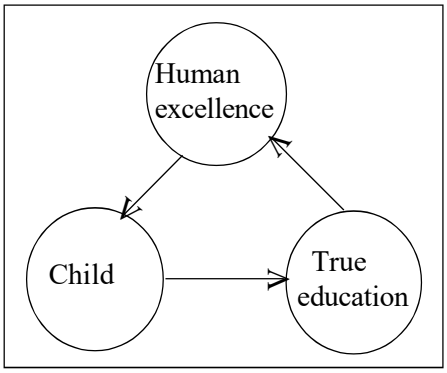
According to the position paper of NCERT on examination reform-2006, the need of effective examination system for our school education system is of utmost important. This is because (a)Indian school board exams are largely inappropriate for the 'knowledge society' of the 21st century and its need for innovative problem-solvers. (b) Because they do not serve the needs of social justice.(c) Because the quality of question papers is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgment. (d) Because they are inflexible. Based on a 'one-size-fits-all' principle, they make no allowance for different types of learners and learning environments. (e) Because they induce an inordinate level of anxiety and stress. In addition to widespread trauma, mass media and psychological counsellors report a growing number of exam-induced suicides and nervous breakdowns. (f) Because while a number of boards use good practices in pre-exam and exam management there remain several glaring shortfalls at several boards. (g) Because there is often a lack of full disclosure and transparency in grading and mark/grade reporting. (h) Because there is need for a functional and reliable system of school-based evaluation.On the other hand the college and university examination system is still one stroke approach that does not reflect true potential of a student.

Character Building & Value Practices

Education is not for living but for life so says *Sathya Sai Baba*. The end of education is character. However our education system has deviated from the path of self exploration, evolution to practice of copy pasting, consumption and consummation of information without making the information into useful knowledge.

Fig. 1

True Education



This has resulted in less emphasis on human values like: equality, co-operation, simplicity, dignity of labour, determination, honesty, common goal, Curiosity, Quest for knowledge, Discrimination, discipline, Environmental ethics, Spirit of inquiry, Gratitude, Compassion, Flexibility, Tolerance, loyalty to duty and team work, learning to live together, Love, peace, Non violence, righteousness and truth etc.

However our university education system lacks such clarity in promoting human values concept along with secular education/disciplinary education.

Gross Enrollment Ratio(GER) issues

The Indian Education Commission,1964-66 has pointed out, "There must be a method of taking education to the millions who depend upon their own effort to study whenever they can find to do. So

we consider that correspondence or home study courses provide the right answer for those situations." Although our educational system is large, still it is not catering to the expected large percentage of people (90%) who are out of the system in higher education. When we compare this percentage of relevant age group in the system with developed nations like US and UK, it is very negligible. Similar is the case for school education too. According to ASER 2006 survey (Pratham, 2007) GER is 93.4% in elementary level . However, as at the secondary school level, India is again at a large disadvantage with respect to all three other BRIC countries where secondary enrolment rates are far above those predicted for countries at their levels of per capita GDP (Kingdon, 2007). Brazilian and Russian secondary school net enrolment rates are 27 percentage points higher than India's. India is far behind china in terms of GER in school level.

Systemic Thinking Process

Every nation is measured not in terms of their strength by the size of the army and arsenals, but in terms of world of future knowledge through number of world class institutions that germinate, innovate and incubate new knowledge and new technology," Reformation in universities and colleges. Therefore centre of excellence, excellent departments-research institutions-colleges work in tandem to realize the potential of India's huge human capital. According to the recommendations of National Knowledge Commission (2006) and Yeshpal committee report (2009) attempts are being made to enlarge Gross Enrolment Ratio, achieve excellence, and make education inclusive. India's economic and political standing in the world is dependent on its winning in "Brain Race" that is to say on higher education in global comparison. With this in view Government is allocating huge budgets, opening more institutions and appointing more professors, which is necessary, but not sufficient. At present huge amount of professors, lecturers and school teachers are in need by our colleges, universities and schools which is in terms of lakhs. Critically important is adoption and implementation of world proven visions & missions, policies and practices, systems and procedures. Learning from world experience, it is necessary to reframe the visions and missions and link them up with internal institutional programs and activities. Our higher educational institutions are vulnerable to adapt to include, knowledge/technology generation, technology transfer, innovation, creativity, patent & IPR, spinoff of new technology based firms, corporate development, lifelong education in their visions and missions due to which they are tagged as mediocre institutions & producing mediocre students. In spite of all efforts by UGC, NAAC most of the institutions in India produce graduates today who can at best become efficient technology/knowledge followers and not leaders which reflects the true picture of ill feted higher education system. Therefore a robust, efficient, accountable, deliverable system/institutions are the actual need of the day.

Quality Assurance

The precise meaning of education quality and the path to improvement of quality are often left unheard of by the policy makers and planners. In spite of progress in the increased school access, developing more effective national planning and policy mechanisms, and implementing massive training programs for teachers and administrators ,dissatisfaction persists with the capability of education systems to support national economic and social aspiration. To some extent, plans and policies calling for higher quality

schooling now is replacing expansion and access in the Indian Education. It seems that immediate attention of policymakers in India should be focused on designing and actions to improve education quality. Areas like as reputation, input(numbers of teachers ,amount of teacher training number of textbook), process (amount of direct instructional time, extent of active learning), content output(test scores, graduation rates) and outcome and value added still need huge attention both in higher education as well as school education.

Approach to manage change

In today's technology driven era, bricks and mortar have been supplemented by cyberspace and fibre optics. Great change dominates the world and unless we move with change we will become its victims (Ringel, 2000). Change and resistance to change is a dilemma that we face each and everyday. Change is a non-avoidable part of our very lives. Same is the case for our education system too. Our higher education sector has witnessed tremendous changes like: varying academic interests of students and plethora of new jobs arising due to socio-scientific, socio-cultural, socio-economic, socio-technological needs. Present century universities faces difficult challenges and uncertain future. Our degree programs now need more professional- vocational orientation, continuing education needs immediate overhaul and accrediting institutions needs stringent evolving quality parameters. The school education needs more access, standardisation of quality in rural and urban schools, quality learning, futuristic bent of approach in school functioning. Past experiences tells us that trust and truth develop when our educational institutions /organization embraces a vision that is founded upon clarity and participation. The vision creates the understanding, the necessity and the courage to embrace a new way of doing things. The issue before us can be stated quite simply, change or be changed. In the words of great futurist scientist Alvin Toffler, the solution to our existing problems "is not to suppress change, which cannot be done, but to manage it."

Reform Agenda

Learner centered focus

ASER-2011 reveals that higher proportion of children in different states can not read Std 1 level text or more. In Karnataka in 2011,about 5.3% of children can read Std 1 level text in Std 1. This number grows to 41.5% by Std 3, and 70% in Std 5. In Tamil Nadu in 2011, 3.9% in Std 1, 26.1 in Std 3, and 67.5% in Std 5 can read a Std 1 level text. In Haryana, the proportion of children who can read in Std 5 was around 85% in 2006 while it has steadily declined to 75% in 2011.Times of India reports says most of MBA graduates lack employable skills that reveals poor quality learning in higher educational Institutions(HEI).

Attitudinal change of teachers

Today's classroom seems to be shifting away from the philosophy of education, the community and the world. The scenario of today's school has changed a lot where teacher's role is no longer limited to the four walls of the classroom. He is expected to work with the community, parents and specialists. He has to prepare instructional materials which he cannot handle by himself. Yet the training of teachers remains unchanged. The teachers need to bring back the philosophy of education into the classroom so that proper values and attitudes on the part of students are developed. But the teachers of today are unable to do this because they are simply not trained to do so. The management of resources is critical but is never taught to teachers. They should know the concept of resource management so as

to optimize the use of school facilities. The school can be used for community activities as well as by other institutions in the neighbourhood. This is only possible when the attitude of teachers is changed to ensure the successful realization of objectives of education. Similarly in HEI's faculty members must strive to go for quality research and innovations.

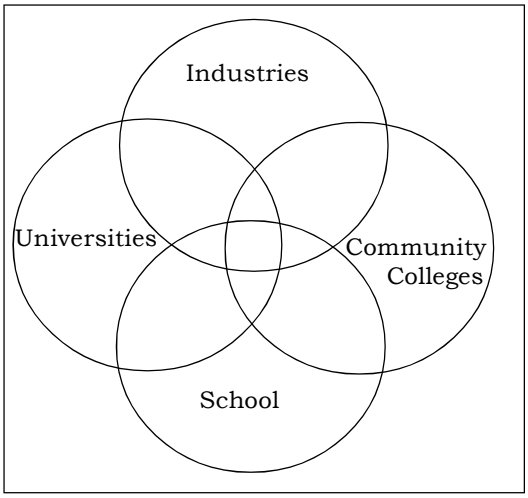
Strengthening School-Community-University ties

Partnerships between communities and higher educational institutions as a strategy for social change are gaining recognition and momentum in recent past. Despite being formed with the best of intentions, however, authentic partnerships are very difficult to achieve. Formal collaborations between community groups and academic institutions to promote economic development have increased substantially over the past 10 years. Today our schools and colleges/ universities lack partnerships with community which has left a gap in the understanding of community experiences and community capabilities-dynamics. Effective partnerships, distinguished by mutual characteristics of interaction, commitment, and reciprocity, focus on the welfare of others, when applied to formal and informal educational settings brings vibrancy in achieving educational objectives. Therefore strong school-university-community partnership is the need of the day which is depicted in fig.2.

School Based Research

Teaching is not an isolated activity alone but integrated with research. Teaching without research is taking food without chewing it. Thus continuous research can propel the educational development in our country which is seen as a most neglected aspect of education. In spite of ivory tower research of higher education, there is little reflection in schools as

Figure 2:
School-University-community partnership



topics of research are selected without knowing its usability.

Inter institutional net workings

Former President of India, Professor A. P. J. Abdul Kalam, in 2007 said that "I envisage India to be a knowledge super-power by 2025. But, we still have a lot of ground to cover in this domain." To achieve this vision, Higher Education has to play a key role. The other pertinent points that can be cited for discussion are disparity of growth and development of Higher Education, responsibility of National Commission on Higher Education and Research (NCHER) in regulating Higher Education, integration of all bodies of Higher Education and concerted growth and how the system of Higher Education can be geared to the developed India in near future. All educational resource institutions like National Council of Educational Research and Training, State Council of Educational Research and Training, National Institute of Educational Planning & Administration and District Institute of Education and Training should be electronically connected and so will the UGC with its Regional Offices. Similarly

COBSE need to be more active to bridge the gap between school education and higher education.

The Way Forward

With the implementation of RTE,SSA and other flagship programmes of govt. of India successfully, if all the children passing out of schools enters Higher Education, India needs another 2,000 universities and 60 thousand colleges, we require another 12 lakh teachers and 10 lakh administrative staff. Similar is case for school education as well. The country is forced to make an overhaul in the system in planned or unplanned manner. If our population is continued to grow at the same rate, the trend of growth of Higher Education has to keep pace with the growth of population. This has, in fact posed a big problem for our nation. The challenge is clear- our educational institutions may it be university or school, must expand and multiply and must be socially inclusive. In order to maintain the credibility of science and scholarship, they must be selective in appointments, admissions and awarding degrees.

The Last Word

The above points indicate us to make quality and relevant education accessible to all Indians. The present generation in schools and colleges are more techno savvy, experience greater exposure to media and international events and are unlikely to patiently endure inadequacies & improprieties in the education system. They will also be more demanding for access of quality educational opportunities like newer curriculum, well developed teaching learning methods and materials so as to meet their aspirations. This will result in ensuring that education is reaching every nick and cranny of India through technological advancements and adding values to life.

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customers, business partners, governments and communities.

When the corporate spends a considerable amount, of money to support education, it is equally important for them to know how effective these investments are and to what extent they are making impact in the lives of people. Impact evaluation would help the corporate heads to know the change that their sponsored programs have brought to the participants/ beneficiaries in the programs and how far the goal is achieved. For NGO's to make effective educational welfare programmes also needs to evaluate the impact of such programs with reference to the Learning outcomes, Community awareness, Teachers competency and future needs.

Conclusion

In the present social environment in India, it is difficult for one single entity to bring about change, as the scale is enormous. Corporate have the expertise, strategic thinking, manpower and money to facilitate extensive social change. Education is the sector which is the most eligible and socially rewarding effort for any corporate or NGO to be looked upon to discharge its social responsibility India has to restructure the education system at all the levels i.e. elementary, secondary and higher education. This is possible when the corporate also perform their responsibilities towards society. They are also the consumers/users of trained/skilled manpower produced by the universities. The role of CSR in education is thus mitigating the skills gap with considerable experimentation, and learning-by-doing along the way. In this process, the affected individuals, companies, and society at large are likely to benefit. Thus, effective partnerships between corporate, NGOs and the government will place India's social development on a faster track.

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projects across 12 cities in India in 2009. Apart from initiating projects, they also mentored and supported the education of 4,000 students in 32 schools in India last year. The focal point of their CSR initiatives in education has been improving academic standards in economically backward schools that train students to become equally competitive and secure a job in government or industry. (The Economic Times; 20 Jun, 2010)

NGO's and Educational Development

Nongovernmental organizations working in education in India are professional resource centers and innovators able to reach children who are educationally disadvantaged. The Indian government could improve the effectiveness of education by increasing its collaboration with such organizations. NGOs extend education to underprivileged children in India and develop innovations that improve the quality of education. To help make learning interesting and worthwhile for such children, teachers in government schools could receive special training in new methods developed by NGOs enhancing quality. Improving the quality of education requires working closely with key agents of change, such as teachers, school heads, school management committees, and village education committees. NGO experiments have given rise to cost effective approaches such as voluntary teachers, community schools, decentralized teacher training models and educational materials. NGO participation strengthens the community link, increases the transparency of Governmental interventions and enhances the accountability of the schooling system to beneficiaries. The NGO sector has developed and implemented incipient concepts such as multi-grade, multi-level teaching, child-centered teaching-learning processes, and cognitive and non-cognitive attributes in children and integrated learning (across subjects).

Current realities

Quality in school education is a much broader context than just learning outcomes of children. The school is a place where children from deprived communities find means of self-expression and interact with each other and with society with dignity. Quality of learning denotes acquisition of both cognitive and non-cognitive skills. Although the NGOs have introduced new concepts of quality and monitored their interventions, qualitative methods of evaluating children's competencies had not yet gained sufficient ground. The NGOs have not yet developed alternative standards and tools for evaluation of quality in learning. Evaluation of student achievement continues to be measured through testing for Minimum Levels of Learning prescribed by the Government. The MLL tool was found to be ineffective in capturing all the dimensions of children's learning e.g. children's cognitive attainment and non-cognitive attainment, as opposed to just scholastic achievement. NGO's stress upon the need for a strong monitoring and back-up system to ensure success. There is a growing recognition of the importance of ensuring quality and conceptuality to curb drop-outs and to increase enrolments. Thus, school-based initiatives are required to improve the quality of education. The key agents of change that need enhanced professional support, training and motivation are the school stakeholders, mainly teachers, Principals and School Management Committees.

Purpose of Impact Evaluation

Companies have determined that their impact on the economic, social and environmental landscape directly affects their relationships with stakeholders, in particular investors, employees,

number of strategic reasons, including building a positive reputation and goodwill among consumers, developing brand recognition, building a more educated workforce; and fulfilling a company mission or mandate. Companies which are willing to contribute to school education, must consider the many demands that schools and educators face daily–low budgets, technology access, standardized testing, and explicit curriculum standards. By providing highly engaging resources, by building in strong connections with instructional needs, and by effectively marketing the resources, more and more corporate are simultaneously meeting educational goals and their own business goals. Community and parents are enthusiastic about the industry involvement, too, so long as it's positive and productive.Thus, corporate can too a great extent help India bridge the existing gaps and make a pathway for better educational opportunities for all and in a way reduce the dropout rates.

Current Realities

CSR is also linked to the broader issue of "Corporate Governance. Needless to emphasize that Indian companies have to take a closer look at CSR and link it to corporate governance, if they really want to make a mark in all the three pillars of CSR. According to a pilot survey by CII in Tamil Nadu, (see *Express Buzz 13th Jan*) only 40 per cent of the companies practice CSR initiatives. The pilot survey, highlighted that a majority of the companies did not take CSR seriously and those who did, did it only with a philanthropic frame of mind. It also revealed that more than 50 per cent of the companies made their employee welfare activities as part of their CSR initiative, not really contributing to an outside community or its development. While companies in India have started taking tentative steps in the CSR direction, apparently there is a long way to go. Historically, Indian companies had always strong philanthropic activities mostly targeting their employees and their families. In India, the corporate have a strong will to dedicate their resources for a social cause, they find it difficult to reach the right people considering the demography and diverse social problems of the country.

Role of Corporate in bringing social and educational development in India.

Corporate Social Responsibility (CSR) has acquired new dimensions in recent years. CSR is not a new concept in India. Corporate like the Tata Group, the Aditya Birla Group, and Indian Oil Corporation, to name a few, have been involved in serving the community ever since their inception. Many other organizations have been doing their part for the society. Today, CSR in India has gone beyond merely charity and donations. It has become an integral part of the corporate strategy. Companies have CSR teams that devise specific policies, strategies and goals for their CSR programs and set aside budgets to support them. These programs, in many cases, are based on a clearly defined social philosophy or are closely aligned with the companies' business expertise. Employees become the backbone of these initiatives and volunteer their time and contribute their skills, to implement them. CSR Programs could range from overall development of a community to supporting specific causes like education, environment, healthcare etc. For example, organizations like Bharat Petroleum Corporation Limited, Maruti Suzuki India Limited, and Hindustan Unilever Limited, adopt villages where they focus on holistic development. In partnership with 35 NGOs and many strategic Volunteers like Rotary Foundation, United Way, Nasscom Foundation, Lead India 2020 and many others, GE Volunteers has supported

been able to reach college. Comparing India to countries with similar income levels – India does not under perform in primary education but has a comparative deficit in secondary education. Private Participation from Industry and other players must be encouraged and is critical for the success of the educational growth in India. Industry's support in education may be effective in the areas of Governance, Curriculum Design, Placements and Funding, Monitoring Outcome. Industry participation is also required for creating production oriented Research and Innovation Labs. Teachers training are an important aspect in-service training programs which can be conducted by teachers for industry employees. Higher education too is facing challenges because there has-been a huge demand and supply gap. India would have to increase existing college seats and increase the number of professors to achieve the 20 percent GER (Gross enrollment ratio) by 2014 cited in the Venture Intelligence report. There is a huge gap between the Aspirations and Availability as actual growth rate in education has been 11.3% as compare to 37% required by Eleventh five year plan set by govt. (Planning Commission). The major question that arises here is that, how can we with Rs. 40,000 crores of investment only for 2.5% of the relevant age group solve the purpose of Higher education? (Edge 2008).

Another challenge is that with the right to education in place, India has crossed a major hurdle in providing education to its young population. However, whether that education is relevant in the commercial world remains an important question. The gap between school education and the education available in colleges remains very wide. The development of standards of education and accountability continue to take the center stage. As compared to these, the question of whether students are able to seamlessly move from their schools to their college is something that needs to be explored further and has not yet struck reformers the way it should have. Historically, reforms in the education sector were restricted to either school education or to higher education. None of the reforms have ever been created keeping both types of education in mind. The lack of coordination between the two leads to a lot of unsuccessful transitions from schools to colleges. This is perhaps also one of the biggest reasons for high rates of dropouts in the first year of college. The higher education institutions on the other hand, do not have any special incentives to counsel students before admissions.

Corporate Social Responsibility and Education

CSR has come a long way in India. From responsive activities to sustainable initiatives, corporate have clearly exhibited their ability to make a significant difference in the society and improve the overall quality of life. It is a potent force for social change and a major agent for determining quality of education as well as shaping up the culture of sustainability and transforming education. In rural India education statistics reveals a lot of facts and it is not at all difficult to comprehend why we are in a situation where a majority of our children dropout from schools every year while those enrolled also lack comprehension of even basic mathematics, reading and writing. For many businesses, education is an important part of their plans, since the needs exist in all geographic areas, across all subject areas, and for all kinds of people. The bottom line is that educational outreach efforts have the potential to make a real and lasting difference for all players involved. Corporate get involved in education for a

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Corporate, NGO & Government Partnership in Strengthening Indian Education: A Need for Impact Evaluation

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Abstract

Educational statistics of rural India, reveals that a majority of our children dropout from schools every year and those enrolled also lack comprehension of even basic mathematics, reading and writing. NGO's and Government together can bring a big difference in the lives of people who are less privileged. The corporate and NGO's has been organizing various educational programs in the rural India, that include the basic literacy skills, acquiring computer literacy, Learning Basic English, Career Counseling and so on. These programs aim to help young students to realize their potential, make informed choices and become an empowered individual. The corporate sector spends a considerable amount, of money to support education, it is equally important for them to know how effective these investments are? Supporting education at any level means, re-energing education sector, which can transform our country into a true knowledge power.

Introduction:

Education is the constitutional responsibility of the government and is primarily being delivered by the government. The role of the private sector has been growing in prominence and scope over the past few years. The most common example of public-private partnership in this field is the government aided school system in the country. Education is the best tool to empower the downtrodden. Therefore corporate society and the NGO's by undertaking such social responsibilities can bring the change and contribute in a greater way to achieve the goal of universalization of quality education and meet the national goals collectively. It's time for the Government to recognize NGOs and Corporate as credible and full-fledged partners for development of education system in India. The collaboration can bring a positive change in certain segments of the education system, notably the hard-to-reach target groups and will be in favor of the Government.

Major Educational Challenges Ahead

There is a high dropout rate at Secondary level. There are 220 million children who go to school in India, of these only aabout 12 percent students reach upto university level. A large section of the 18-24 years age group in India has never

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Education of Muslim Women in India: Present Status and Challenges

Shamim Aara Hussain *

Abstract

Among the various religious groups in India, Muslims are the largest minority group which constitute14 percent of India's total population. Indian Muslims are facing various socio-economic problems which are to be understood in terms of educational background. In the present article, we want to emphasize the problem of educational backwardness of Muslim women. There are various reasons and gaps for Muslim women being educationally backward which include economic, social and cultural causes. Historically, while there has always been a gap between the education of boys and girls in India; in the case of Muslims, the gap has been a yawning chasm. The education of girls has always demanded higher investment in terms of more facilities, more women teachers, separate schools, transport and scholarships to provide the much-needed incentives. There are a large number of minority-run institutions among Christians, Sikhs and others that have made special efforts to provide free education to their girls, but this type consciousness has been late in coming among Muslims.

Introduction

Muslim Girls and women are lagging behind their male counterparts and as compared to other religious minorities except those listed under 'Others' in the Census 2001. However, education of Muslim girls and women cannot be seen in isolation from the overall situation of female lag in education in India, the rural urban, regional and inter group disparities and the poverty of the households. This needs examination of the present educational status of Muslim women and girls in a comparative framework, across communities, across regions in the wake of The First Religion Report, 2001. It may also be stated that educational or economic backwardness is not confined to one community.

The proportion of Muslim women in higher education is only 3.56 per cent. That's lower even than that of scheduled castes, which is 4.25 per cent. Urban location, which has a generally positive association with female education, has no great impact on Muslim women's educational attainment. These lead to poverty as the foremost constraint on access to education, notwithstanding the noticeably greater educational opportunities in urban areas. Of the women who completed their studies, 26 per cent felt that they had to overcome obstacles in order to continue. On the whole, a slightly higher proportion of Muslim women than Hindu women reported that they faced obstacles in their schooling.

A general devaluation of continuing education for girls is also linked to the compulsion of early marriage, as indicated by the mean age of first marriage, which is a low 15.6; in the rural north it dips even lower to 15 years. Early marriage was cited as an important reason for dropping out of school. Now first we see the status of literacy of Muslim community in India.

Elementary Education and Muslims

Enrolment and attendance determine average years of schooling of children upon which in turn depends the benefit they draw from schooling. Those who remain out of school or are never enrolled, therefore, never enjoy any benefit of schooling.

The Census 2001 provides information on literates by their educational level. For enrolment and attendance rates, reference is also made to other sources like NSS data of 55th (1999-2000) and 61st Rounds (2004-05) and the community based DISE data compiled by NUEPA under SSA since 2006-07. As per the Census 2001 report, 17.1% Muslims had completed primary education which was almost the same as that of all communities' average level of primary education. However, only 8.9% of the community members had acquired middle/elementary education which was lower than the all India average of 10.4%. In urban areas, Muslims had fared better with 20.3% having completed primary classes and 11.2% having studied upto elementary stage. But their rural counterparts were not as fortunate as only 15.2% of them had studied up to primary classes and only 7.6% had completed middle school. In both the areas, they were far behind the national average of those who attained primary or middle school education. However, comparing the data of the 55th and 61st NSS Rounds the *Sachar* Committee concluded that between the two rounds (1999-2000 and 2004-05) while an increase has been recorded in enrolment for all socio-religious categories, the increase has been highest among SCs/ STs (95%), followed by Muslims (65%). Though this substantial increase has not really changed the relative position of Muslims in terms of rank, the gap between SCs/STs and Muslims has certainly narrowed down which is a positive trend indicative of better attention being paid by the community to the first level of education of their children. The status of children who are currently not attending school includes (i) those who have never attended any school at any time (never-enrolled) and (ii) those who have enrolled but dropped out before completing elementary education (drop-outs). According to SRI-IMRB Survey- (2005), out of 22.5 million Muslim children in the 6-14 age groups, 9.97% or 2.2 million were out of school (1.2 million boys and 1 million girls). In rural areas, out of school Muslim children constituted 12% of rural Muslim children in the relevant age group and in urban areas this proportion was 7%. The

Table. 1

Distribution of Muslims by level of education in rural-urban areas in 2001 (%)

Muslims	Illiterate	Literate	Literate Without Education	Below Primary	Primary	Middle	Secondary & above
Rural	47.3	52.7	2.7	19.8	15.2	7.6	7.4
Urban	29.9	70.1	2.5	17.3	20.3	11.2	18.8
All	**40.9**	**59.1**	**2.7**	**18.8**	**17.1**	**8.9**	**11.6**

Source: Computed from Census 2001 Report

percentage of out of school Muslim children was the highest in Bihar (28%), followed by Uttar Pradesh and Jharkhand (both 14%), West Bengal (11%) and Assam (8.6%). According to another survey conducted by SRI-IMRB in 2009 though the total number of Muslim children in age group 6-13 years has gone up to 24.4 millions the proportion of out of school children has come down to 7.67%. However, this proportion of out of school Muslim children is highest among all social groups and much higher than the all India average of 4.28%. The constraints in Muslim children's enrolment include parental illiteracy especially that of mothers, non availability of infrastructural facilities within reasonable distance and other socio economic factors. Many economists believe that high incidence of poverty among Muslims (36.9%) is a significant reason for their under enrolment and high dropout.

The latest DISE data (2009) released by NUEPA on enrolment in elementary schools reveals that in 2008-09 out of the total enrolment of 134.38 million children in primary schools, Muslim children were 14.83 million (11.03%). This is significantly higher than their total enrolment of 9.3% in 2006-07 and 10.49% in 2007-08 in primary schools. At the upper primary stage out of the total enrolment of 53.39 million children in 2008-09 the number of Muslim children was 4.87 million or 9.13% as against 8.54% in 2007-08 and 7.5% in 2006-07. Both levels taken together, their enrolment share in elementary schools was 10.4% in 2008-09 as against 9.95% in 2007-08. However, Muslim enrolment share has been significantly lower than the proportion of their population (deficient by 2.9%) in these years though enrolment of SCs/STs has been consistently much higher than their population due to consistent affirmative actions. Looking at the male-female educational attainment differential among Muslims, in 2004-05 attainment of Muslim boys in elementary education in urban areas was highest among all religious groups and was above the all religion average attainment. However, it was lowest among urban Muslim girls as well as among boys and girls in rural areas which indicates continued low enrolment and poor completion of elementary education by Muslim girls in both rural and urban areas, even after the massive interventions of SSA and enrolment drives to ensure universal elementary education in both sexes in all communities. This also indicates that the special schemes for boosting girls' education at elementary stage like, Kastruba Gandhi Balika Vidyalayas (KGBV) and Mahila Samakhya have not much benefited the Muslim girls. According to the Fatimi Committee Report (2007) out of 1954 KGBVs sanctioned until 2006, 388 were located in blocks with substantial Muslim population. The proportion of elementary educated Muslim boys and girls has however consistently improved during 1993-94 and 2004-05 and interestingly it has gone up at the fastest pace. The proportion of elementary educated Christian boys and girls however, remains the highest in rural and urban areas. Dependence of many Muslim children on madrasas for their early education (about 4%) due to non-availability of a primary school in the neighborhood and, even otherwise lack of access of these children to elementary education has led to under-enrolment and under-attainment of Muslim children in elementary schools.

Referring to the faulty state policy, the National Knowledge Commission (2007) observed that "areas with Muslim majority population have tended to be overlooked in the implementation of government educational schemes. In

addition, with a few exceptions, there has been less private initiative in this regard. As a consequence, Muslims as a community could have access to fewer government schools, girls' schools, and higher education institutions. It is important to rectify this gap and commit adequate public expenditure to ensure that the physical and social infrastructure for schooling is made available. This means that the government should have minority component in all its school development schemes and budget outlays, which should be in proportion to the minority population". The Commission cautioned the State that "the strategy cannot be based solely on more public resources provided to madrasas for their modernization as 96% of Muslim children do not attend madrasas for schooling. Indeed, if modernization of madrasa education is the only policy for increasing access for Muslim school children for a modernized education, it will only result in their being further isolated." The Knowledge Commission also recommended that "emphasis should be on creating enabling conditions for Muslim children in general school system". It felt that "language is an alienating factor in the education of many school children, particularly among the minorities." So, there is a need to appoint more teachers for teaching minority languages in government schools to increase intake of children from minority language communities. The Commission also recommended that teachers should be sensitized and instances of discrimination be punished. The Right to Education Act 2009 meant for organizing education of children in the age group of 6-14 years as a fundamental right has substantially addressed these issues as pointed out by the Knowledge Commission and it is hoped that with its enforcement situation will improve both quantitatively and qualitatively.

Secondary Education and Muslims

Secondary education prepares students for higher education and also equips them to step into the world of work successfully. The latest data on Muslim boys and girls attainment in secondary education which is the result of various State initiatives is available from NSS 61st Round published in 2007.

A comparison of the data available from 55th and 61st Rounds of NSS on Muslims attainment in secondary and higher secondary education in rural and urban areas as shown in Table 2 reveals that during the period 1999-2000 and 2004-05 there was no improvement in the overall proportion of achievement of Muslims in secondary education. It remained stuck at 5.7% and 11.5% for rural and urban Muslims, respectively. During this period, while Muslim girls' attainment in secondary education showed some improvement, attainment of Muslim boys surprisingly got

Table 2.

Distribution of Muslim males and females of age 15 years & above by level of secondary education (%)

Year	Rural						Urban					
	Secondary			Hr. Secondary			Secondary			Hr. Secondary		
	male	female	All	male	female	All	male	female	All	male	female	All
2004-2005	7.5	3.9	5.7	3.3	1.6	2.4	13.0	9.9	11.5	6.7	5.5	6.1
1999-2000	8.2	3.2	5.7	3.0	1.0	2.0	13.7	9.0	11.5	7.3	4.5	5.9

Source : NSS 55th and 61st Rounds

deteriorated. However, at higher secondary stage marginal improvement was registered in both areas and by both sexes taken together but the attainment of Muslim boys came down during the period which indicates that as against Muslim boys, Muslim girls showed more steady interest in higher secondary education though proportion of their attainment still remained behind their male counterparts. There is a need to further improve access of Muslims to secondary education both in rural and urban areas and for both sexes to enhance their GER which at present is much behind the national average and incentivize secondary education for them through scholarship schemes of reasonable amount. Girls' secondary schools in the neighborhood and those with residential facility by upgrading KGBVs to secondary level can substantially improve Muslim girls' GER in secondary education. Conscious attempts have also to be made to ensure that diversified secondary education is available in Muslim concentration districts and blocks in all the three streams of arts, science and commerce so that Muslim youth can freely make a choice of the stream as per their need and interest and can later effectively pursue higher and professional education. There is a need to popularize science through various means among Muslim students and arrangements have to be made to recruit science teachers who can also teach in Urdu medium.

The *Fatimi* Committee (2007) report has suggested setting up of secondary schools exclusively for girls in 724 Muslim Concentration Blocks (MCBs) and combined co-educational secondary/ senior secondary schools in 275 towns having more than 20% Muslim population. These schools would be managed by Panchayati Raj Institutions (PRI's) or Urban Local Bodies (ULB's). Similarly, suggestion has also been made to open Jawahar Navodya Vidyalayas (JNVs) (Central Government funded residential schools for classes VI to XII) in all the 88 MCDs with Urdu to be offered as one of the languages and capacity of hostels in the JNVs to be expanded during XI Plan period. National Institute of Open Schooling (NIOS) has also been asked to enroll madrasa pass outs for secondary school examination and to initiate on advocacy programme for them in this regard. NIOS has since started both these programmes and has also taken up translation of material in Urdu for academic stream courses and vocational programmes offered in Jan Shiksha Sansthan. Shortage of Urdu medium teachers in general schools with sizeable Muslim enrolment is affecting quality of student learning. The Fatimi Committee therefore also recommended establishment of Block Institutes of Teacher Education (BITEs) on the pattern of DIETs in all MCBs with an Urdu medium section in these institutes. Implementation of some of these programmes has already started. However, the latest data on the status of these programmes is not available to ascertain the extent of benefit received from them by the community. It is expected that the Government's resolve to universalize the secondary education in the next ten years or so by opening up 6000 model secondary schools in the first phase in all parts of the country would equitably benefit the educationally backward minorities. Attempts should be made to open these schools in the specified MCBs so that Muslim children can also have better access to quality secondary education. With a view to improve quality of education in minority managed schools series of training programmes for principals and managements of these schools have been organized by NUEPA and other centers

during the last few years. There is a need to study the impact of these programmes on leadership quality of principals and performance of teachers in these schools.

Higher Education and Muslims

Higher education equips youth to contribute to the economic development of society and lead it in intellectual, political and social spheres. Development of higher education depends on the out-turn of students from secondary schools, provision of appropriate educational avenues and facilities for them and availability of suitable conditions of their access to these facilities. We have seen Muslims' limited attainment of education at the higher secondary stage which has its ripple effect on their higher education. While some progress has been made in their enrolment in higher education, still they are far behind other communities in this sector of education.

Table: 3.

Persons in Graduation and above by gender during NSS 1999-2000 and 2004-2005 (%)

	Rural			Urban		
Year	Male	Female	All	Male	Female	All
1999-2000	2.1	0.4	1.3	6.0	3.4	4.7
2004-2005	2.7	0.8	1.8	8.9	5.3	7.1

Source: NSS 55th and 61st Rounds

As per the NSS 55th and 61st Rounds, attainment of Muslims in higher education i.e. graduation and above improved from 1.3% to 1.8% in rural areas and from 4.7% to 7.1% in urban areas during 1999-2000 and 2004-2005. Attainment of Muslim males in urban areas showed better improvement (6% to 8.9%) than in rural areas (2.1% to 2.7%). Similarly their females improved in higher education attainment in urban areas from 3.4% to 5.3% but only marginally from 0.4% to 0.8% in rural areas. Sachhar Committee observed that 'while some progress has been made overtime, differences remain and the current generation of Muslims is lagging behind in higher education. Only one out of every 25 undergraduate students and one out of every 50 postgraduate students is a Muslim in premier colleges'.

Table 4 .

Gross Enrolment Ratio by religious groups, age group 18-23 (2004-05)

Religious	Total Hr. Edu.			Graduation		
Group	M.	F.	Total	M.	F.	Total
Hindu	15.2	10.9	13.1	13.1	9.3	11.3
Muslim	9.1	6.2	7.7	7.8	5.8	6.8
Christian	19.7	19.9	19.9	17.2	16.0	16.6
Sikh	10.8	15.0	12.7	9.0	12.5	10.6
Total	14.4	10.6	12.6	12.4	9.1	10.8

Source: UGC (2009)

Like attainment at a particular level of education as an indicator, gross enrolment ratios (GERs) also indicate extent of persons' engagement with higher education. The attainment level is generally lower than enrollment ratio as there is some amount of wastage in the course of completion of education by the enrolled persons.

As shown in Table 4, GER in higher education and graduate programmes widely differs across religious communities. Muslims have the lowest GER of 7.70 in higher education as against Christians who enjoy highest enrolment ratio of 19.85. Muslims are far behind the national GER of 12.59 in higher education. They are the only community who lag behind the national GER. Gross enrolment ratio of Muslims in graduate programmes is far below the national average and lowest among all religious groups. The majority community of Hindus has a much higher GER than the national average in both higher education as well as in graduate programmes. Thus, like the previous

levels of education, in higher education also Muslims are marginalized and their women folk is further deprived of higher education. As against Muslims' all India GER of 7.70 in higher education, their GER in rural areas is only 5.78. In fact, their girls' GER in rural areas is as low as 3.90 which is worse than the S.C. girls GER of 3.94 in rural India. Still, the worst suffers in higher education are the non OBC rural Muslim women whose GER is only 3.08. This situation is caused due to limited or almost no arrangement of unisex institutions of higher education in rural and urban areas as well as their low attainment rates at secondary stage of education.Taking cognizance of the poor enrolment and low attainment of Muslims particularly their women folk in higher education, especially on account of inadequate provision of facilities in areas of their concentration and the problem of perennial poverty of parents, it was decided by the Union Government that while setting up Colleges of Excellence in partnership with States during XIth Plan in each of the 373 districts with lower than national GER in higher education, all the 90 minority concentration districts shall be covered and that five outreach campuses of Aligarh Muslim University to cater higher education needs of Muslims will be opened in minority concentration areas namely, Bhopal, Katihar, Murshidabad, Mallapuram and Pune. The proposal of AMU's 5 outreach campuses has faced many roadblocks which will hopefully be removed soon. However, all these projects will take their own time to take off the ground and start showing their impact on Muslims' access to higher education.

Some reasons behind the Muslim women backwardness in education:

1. Lack of awareness about welfare schemes: The vast majority of women claimed to be unaware of any programmes directed towards women. The advantages of most government schemes, which over the years have specifically targeted women, have generally not accrued to them. Lack of information is an important reason why most welfare provisions pass women by- most women did not know of the existence of special loans and grants to widows, for example, or of credit facilities. Less than 20 per cent of respondents had access to the printed media. More than 50 per cent, however, was illiterate so that even if they do have access they would be unable to read.

2. Wedding bells that ring too early: 88 per cent of Indian women are currently married,there are slightly more Muslim women (86 per cent) than upper-caste Hindus(84 per cent) in this category. Sixty per cent of Muslim and 55 per cent of Hindu women are married by the age of17.

3. It's her womb, but it's his decision: A woman's educational level does not seem to have an impact on her decision making, either for better or for worse. But her socio-economic status has a negative correlation with a rise in economic status: the higher the status, the lower a woman's decision-making powers.

4. Exposure to domestic abuse: The Muslim Women's Survey reported that approximately 20 percent of respondents experienced verbal and physical abuse in the marital home, over 80 per cent of this is at the hands of their husbands.

5. More emphasis on Islamic and Religious Education: Muslims have more emphasis on Quranic and Islamic education which is given at home to the girls and thus they are discouraged to go outside the home.

Conclusion

Muslim women in India are disadvantaged thrice over as members of a minority community, as women, and as poor. Gender discrimination coalesces with class inequalities to perpetuate their structured disempowerment. One way of achieving the goals of equity and

empowerment for Muslim women would be to engage with the secular discourse of development and empowerment. Very rarely do mainstream policy makers acknowledge their poverty. That is why one thrust of state intervention has been to try to shift the balance within the identity of Muslim women, so that being a Muslim will take precedence over a host of other identities such as class or gender. This emphasis invariably leads to two issues, which have been focused on with regard to Muslim women lack of female education and restrictive parda and how the two are linked to religion as an ideology. Thus, it has been widely argued that cultural norms and the relationship of women and Islam are at the core of Muslim women's status, and that the latter's low status is the consequence of a traditional way of life, that is restrictions on women's freedom.

At last: If Muslim mothers, daughters, sisters remain uneducated, can Muslim fathers, sons, brothers better their lot? To paraphrase the words of the famous Urdu poet, Altaf Husain Hali:

'Ai maao, behno, betiyon Is jag ki aas tum se hai'

Report of Sachar Committee on Social, Economic and Educational Status of the Muslim Community of India, November 2006.

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Widening Higher Education Participation in India: A Critique of the Ongoing Policy Discourse

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Abstract

With the emergence of global knowledge economy, the role of human capital in the production process has further accentuated. Participation in the knowledge economy requires a new set of human skills and capabilities. For the creation of these skills and capabilities among people, the role of higher education has become critical. The policy discourse in India in recent years has been emphasising the widening of higher education participation through efforts for the inclusion of deprived sections of society. But at the same time the policy discourse is persistently advocating the full-scale operation of market mechanisms in higher education sector. As a result, there has been an unprecedented growth of private higher educational institutions in recent years. These private institutions basically functioning with profit maximization are only catering to the economically well-off sections of the society. Hence, the objectives of social justice and equity are being bypassed. However, in the name of inclusion, cost-effective and skill-developing (for low-paying jobs) higher education opportunities through community colleges, distance education programmes, open learning institutions and general higher education institutions are being offered.

Introduction

Higher education is recognised as a critical input in human development and social development in any society. It provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. Besides that, it contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival (GOI, 1998:18). Higher education is also a highly desirable asset because it offers the possibility of social mobility and generally carries the promise of high material and non-material rewards (*Deshpande*, 2013:15).

The experiences of many countries in the last six decades or so have convinced many policymakers that mere physical capital resources are not enough for developing a nation; improvement of the quality of people is a necessary condition for achieving sustained and accelerated development (*Lakshmanasamy,* 2004:6). This human capital, an outcome of increased knowledge, skills and efficiency, proves to be an instrument both for individual welfare and for national development. Higher education

has a very decisive role in the creation of such human capital. In order to keep pace with the needs of the global economy, good quality higher education has become a pre-requisite.

In the context of the discourse of knowledge economy, there have been consistent policy prescriptions and concerted efforts in our country for increasing the enrolment at higher education level. Despite these efforts, the number of students entering into higher education constitutes only 17.9 per cent of the eligible population of age-cohort of 18-23 years in 2011-12 (GOI, 2013: 93). This gross enrolment ratio is much below the world average GER of 26 per cent. Further, a perusal of Gross Attendance Ratios (GAR) of different socio-religious groups reveals that the higher education participation of disadvantaged groups like Muslims (9.6%), SCs (11.6%), S.Ts. (7.7%) and OBCs (14.8%) is lower than the all India average of 17.2 per cent as in the year 2007-08. Besides, the Christians and the Hindus belonging to general category with GARs of 44.9 per cent and 32.9 per cent respectively constitute most of the enrolment at the higher education level (GOIa, 2013: 102).

In the year 2007-08, the GAR in higher education of persons residing in urban areas is about three times more than that of the persons from rural areas. Looking at data pertaining to GAR in higher education in terms of gender highlights that rural females with a GAR of 8.3 per cent are not merely lagging behind the rural males in participating in higher education but they are far behind their urban counterparts (ibid.)

The roots of this low level of GER in higher education in India and relative disparities among different socio-religious groups in access to higher education can be traced on the one hand in the school education scenario and in the educational policy discourse in the post-economic reforms period on the other.

Imbalances in School Education

The universalisation of elementary education programme has resulted considerable improvement in the enrolment at elementary level, but, the disparities at school level has not been completely dealt with. The enrolment at elementary stage for the underprivileged sections of the society has considerably improved, but the high dropout rate among them has created imbalances in participation in school education. As a result of high dropout rate of students at elementary stage, the GERs at the secondary (Class IX–X) and senior secondary (Class XI–XII) levels are 62.7 per cent and 35.9 per cent, respectively, leading to a combined GER for Class IX–XII at a considerably low 49.3 percent (ibid.: 68). The data pertaining to the number of pass-outs at 10+2 level vis-à-vis enrolment in higher educational institutions reveals the further exclusion of significant proportion of eligible population from education.In the year 2007-08, the number of 12th pass-outs was 65.66 lakh, of which 40.36 lakh students enrolled in higher educational institutions. The transition rate was thus 61.46 per cent. This transition rate registered a somewhat increase to 67.55 per cent in 2009, with74.96 lakh students completing 12th level that year (GOI, 2013b: 19).

It is a well-established fact that the socio-economic disparities prevalent in our society are at the very basis of the persistent dropping out of students during subsequent years of schooling resulting in lower enrolment rate at higher education level.

Educational Policy Discourse in Post-Economic Reforms Period

In the post-economic reforms period, a significant feature of educational policy discourse has been the pitting of school

education against higher education as far as government financing is concerned. An important document responsible for creating a dichotomy between higher education and school education was a discussion paper entitled *Government Subsidies in India* issued by the Ministry of Finance, Government of India in May 1997, wherein it was sought to differentiate between merit goods and non-merit goods on the basis of their externalities.In case of education sector, education up to elementary level was classified as a merit good, and education beyond elementary level, i.e. secondary and higher education, was labelled as a non-merit good. The rationale behind such a stance was that the private benefits of public spending on higher education outweigh the social benefits. Besides, as most of the subsidies in the higher education sector accrue to the middle or high-income groups and the target population is not actually benefited by the subsidies, hence the 'subsidy regime is not tangibly progressive'. In this backdrop, it was proposed that the subsidy on higher education should be reduced from the existing 90 per cent to 25 per cent over a period of five years.

Such a position adopted by the Government of India regarding the nature of higher education, was undoubtedly based on the idea set out by the World Bank in its report *Higher Education: The Lessons of Experience (1994*), that social rates of return on investments in primary and secondary education usually exceed the returns on higher education and the governments, particularly in the developing world, should allocate their limited resources accordingly.

The *Report on a Policy Framework for Reforms in Education,* submitted to the Prime Minister's Council on Trade and Industry in April 2000 proved to be a another significant development for setting up of priorities for the Indian education policy making. This report was prepared by the Special Subject Group on Policy Framework for Private Investment in Education, Health and Rural Development with business tycoons Mukesh Ambani and Kumarmangalam Birla respectively as its convenor and member. As far as the perspective for financing of higher education is concerned, the Report also echoed the World Bank's version by suggesting that 'given the sustained fiscal deficits, the government must focus strongly on primary and secondary education and leave higher and professional education to the private sector' (Ambani & Birla, 2000: vi). Such, privatisation of higher and professional education can relieve government funding from these areas, which can be used for primary education and improving literacy (ibid.:110).

The Report suggested two methods in order to overcome the problems in financing higher education. The first method is to recover the cost of higher education and the second is to develop the credit market for education, together with provision of selective scholarships in higher education. It stated categorically: "Subsidies for higher education should be gradually withdrawn through higher fees and changes in fee structure" (ibid.,110) and "User pays principle to be enforced strictly for higher education supported by loan schemes as well as financial grants for economically and socially backward sections of the society" (ibid., iv).

However, the Government of India revised its earlier position of defining higher education as a non-merit good probably by taking into consideration the revised version of the World Bank's conception regarding the nature of higher education highlighted by its report *Constructing Knowledge Societies: New Challenges for Tertiary Education(2002)* and also

responding to the strong criticism to its earlier stand. In its report on Central Government Subsidies in India 2004, the Ministry of Finance, reclassified higher education as 'Merit II' good, while school education was termed as 'Merit I' good. It was recognised that Merit II goods also need to be subsidised, but the extent of subsidy could be much less than that in case of Merit I goods. But despite such revised version, the policy discourse for privatisation of higher education went unabated.

A significant policy intervention in the field of education in recent years has been the Report to Nation by the National Knowledge Commission (NKC) set up by the Prime Minister Dr. Manmohan Singh as an advisory body on October 2, 2005 under the chairmanship of Sam Pitroda. The recommendations of the Commission pertaining to the expansion of higher education envisage a larger role for private sector in the higher education. The Commission insists that even with the best will in the world, government financing cannot be enough to support the massive expansion in opportunities for higher education on a scale that is now essential (NKC, 2007:56). Therefore, it is essential to stimulate private investment in education as a means of extending educational opportunities (ibid.: 44). The Commission favours private investment as well as public-private partnership in setting up new universities.

With regard to providing people with access to higher education the Commission opines that a major aim of the higher education system must be to ensure that access to education for economically and historically socially underprivileged students is enhanced in a substantially more effective manner (ibid.: 47). Therefore, it recommends that economic barriers to higher education can be addressed by ensuring financial viability for all students wanting to enter the world of higher education (ibid.: 61).To this effect, the Commission recommends that every institution will be free to use a variety of instruments to achieve this aim: scholarships or cross-subsidies. In addition, academic institutions would be able to set a fee of their own choice subject to the provision that there are at least two banks that are willing to finance the entire cost of education at that institution, without any collateral other than the fact of admission (ibid.: 61). Besides, there must be a well-funded and extensive National Scholarship Scheme targeting economically underprivileged students and students from groups that are historically, socially disadvantaged (ibid.: 47).

Thus, on the one hand, the Commission has provided a policy framework for proliferation of private sector in higher education and on the other hand instead of recommending enhanced public funding for ensuring the higher education participation of the excluded social groups, it has laid more emphasis on the provision of educational loans. Of course such recommendations are corroborating the private good character of higher education.

The Eleventh Five Year Plan recommended for the establishment of new central universities, IITs, IIMs and colleges in backward districts in order to improve accessibility to higher education. A large number of these institutions have been established in recent years. However, how far these institutions are socially inclusive is yet to be ascertained.

Further, the Eleventh plan envisaged inclusion as one of the cherished goal in higher education along with expansion and excellence. Therefore, it wished to focus on access and affordability in SCs, STs, OBCs, and minority concentration districts and implementation of the recommendations of the Sachar

Committee with respect to educational development of the Muslim community (GOI, 2008: 26). However, in the backdrop of its recommendation of gradual increase in fees in the universities and other higher education institutions, the Plan document emphasised that it must be recognized that there will be some students who cannot afford to pay the increased fees and they should receive scholarships. From a fiscal perspective, government has to bear the cost either by undercharging fees or providing scholarships. The latter method is most preferable because not all students need scholarships and those that do should be able to avail of the scholarship at any recognized university (ibid.:32). However, in the case of professional courses which provide better employment opportunities, but wherein the fees are higher due to higher operating cost, the Plan proposed that the additional cost of taking these courses could be met through student loan programmes. It also suggested for evolving a framework for facilitating student loans for professional programmes including a Higher Education Loan Guarantee Authority for covering bank loans to students of accredited universities. Thus, this Plan document although often referred to be as a significant move towards developing public higher education, does not reflect any shift in paradigm of viewing higher education more or less a private good. However, of late, there has been a tendency in the policy discourse even to rationalise the commercial aspects of private sector participation in higher education.

As a precursor to the Twelfth Five Year Plan, the Narayana Murthy Committee put forward the market's agenda in higher education. Its recommendations outlined the expectations of the market from higher education i.e. moulding higher education only to the needs of corporate sector, and secondly, making private investments in higher education sector profitable by providing land grants, tax exemptions, financial autonomy and academic autonomy to the corporate sector in running the higher educational institutions. Besides these incentives and free hand to run the educational institutions in a profitable manner, the Committee also seeks to absolve the corporate sector of any commitment to affirmative action and social inclusion in higher education by recommending that administrative autonomy should be inclusive of the freedom with respect to admissions (subject to the current reservations as applicable in public institutions while the private institutions will continue with the current practice of no reservations) (Planning Commission, 2012:4).

The Twelfth Five Year Plan furthered the agenda of privatisation and commercialisation of higher education. The Plan, while recognising that private institutions now accounts for 58.5 per cent of higher education enrolments proclaims that that the private sector will be encouraged to establish quality higher education institutions. To this effect, the Plan document outlines its strategy in the following words: Currently, for-profit entities are not permitted in higher education and the non-profit or philanthropy driven institutions are unable to scale-up enough to bridge the demand-supply gap in higher education. Therefore, the 'not-for-profit' status in higher education should, perhaps, be re-examined for pragmatic considerations so as to allow the entry of for-profit institutions in select areas where acute shortages persist. For-profit private higher education can be taxed and the revenue from it can be channeled into large scale scholarship programme to promote equity as is practiced in Brazil and China (GOI, 2013a: 100).

Besides, even in the traditional not-for-profit higher education, the Plan document outlines some proposals to encourage the infusion of more private capital. These proposals include: (*i*) enabling liberal financing options for the sector, like allowing private institutions to raise funds through public offerings of bonds or shares; (*ii*) changing the legal status of the sector to attract more investors, like allowing all types of institutions to be established under Section 25 of the companies Act and allowing existing trusts and societies to convert to institution under Section 25 of the Companies Act; (*iii*) giving priority recognition to the sector, like providing it 'infrastructure' status with similar, financial and tax treatment (ibid.).

Further, the Plan document advocates the raising of fees in public higher educational institutions. It also puts forth a premise, even without providing any substantive basis for it, that with growing prosperity, rising household incomes and strong family values, more and more households are now willing to pay higher fees (ibid.:120). Therefore, it argues that maintaining low levels of fees is not sustainable; in fact, it is regressive since it often tends to benefit the better-off students. Hence, the process of raising fees should be continued and brought to reasonable levels. The State Governments should also be encouraged to raise fees to reasonable and sustainable levels in State universities and colleges (ibid.). With regards to the private higher education institutions, the document is in favour of providing them flexibility in matters related to fee fixation.

Critical Appraisal of Policy Recommendations vis-à-vis Widening Higher Education Participation

The above policy recommendations are in the direction of making higher education more private investment friendly and hence more profitable by diluting the regulatory mechanism and giving free hand to private investors. In fact, there has been a very significant shift from philanthropy to profits in private higher education over the years in most countries- developing and even developed– but more pronounced in developing countries like India *(Tilak,* 2011:21). India being the third largest education system in the world, the private capital looks at it with having enormous investment potential. With a population of approximately 540 million in the 0-24 age bracket, it is also the largest education market in the world (Venture Intelligence, 2011:15). Keeping in view this situation, there have been attempts of restructuring the higher education sector with the objective to make it more capital-friendly. There have been policy prescriptions particularly by the National Knowledge Commission and Yashpal Committee to establish a single regulator of higher education instead of different regulatory bodies with the purpose to facilitate the establishment of private and foreign higher education institutions by minimizing the regulatory 'barriers' and providing a single window clearance mechanism. In this emerging policy scenario, one can conclude that the concern for poverty, gender and caste based inequities no longer constitute the priority of the Indian state and it blatantly proclaims that capital must play an important role in even the basic sectors such as education (*Kumar,* 2012: 275).

However, in conjunction with the pro-private sector recommendations, the Plan claims to place an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments (GOI, 2013a: 47). But, in the face of most of the expansion of higher education taking place in private sector and governmental focus on the

establishment of elite institutions like central universities, IITS, IIMs etc. in recent past do not go hand in hand with the above claim. In fact, if large-scale privatisation, towards which higher education appears to be moving, becomes reality, social justice is likely to be the first casualty, as an overwhelming majority of eligible students would be deprived access to education (Panikkar, 2011: 41). In this regard, it would be quite relevant to quote *Satish Deshpande* as he states: "There are, broadly speaking, two kinds of partially conflicting equity effects at work in response to the privatized expansion of higher education". There is first the easing of the supply bottleneck as more capacity is created in the sector to help meet the pent up demand for higher education. The more affluent and privileged sections of all groups– including the lower castes and discriminated communities – benefit from this expansion. Because they already had the social and economic capital required to convert credentials into mobility, these sections were being hurt by the stagnation of the state sector and its inability to expand the supply of higher education. This might be termed the 'crowding-in' effect of the easing of supply constraints in a situation of considerable excess demand But there is also a countervailing 'crowding-out' effect at work: the less affluent sections of disadvantaged communities that are dependent on the subsidised state sector are now crowded out of higher education because only private sources are available (*Deshpande* 2013: 34).

In fact, an education system that is largely private and run for profit, even though the profit motive may be camouflaged by reinvestment policy, will be necessarily non-inclusive, not just in the sense of preventing or diluting affirmative action, but also in the sense of keeping out students from impecunious families *(Patnaik,* 2011: 199).

Further, one significant recommendation of the Plan is the expansion of skill-based programmes and establishment of community colleges with multiple objectives such as to (i) provide career oriented education and skills to students interested in directly entering the workforce; (ii) provide contracted training and education programmes for local employers; (iii) provide high-touch remedial education for secondary school graduates not ready to enrol in traditional colleges, giving them a path to transfer to three or four year institutions; (iv) offer general interest courses to the community for personal development and interest. Given these objectives, community colleges would be located to afford easy access to underprivileged students (ibid: 101). Thus, instead of providing access to equitable higher education opportunities based on merit and talent, the government is contemplating to divert the higher education aspirants from underprivileged sections to skill development programmes keeping in view the manpower needs of the emerging economy. Secondly, the Plan has reliance on Open and Distance Learning (ODL) for improving access to higher education in a cost-effective and flexible manner. In this way, instead of an equitable higher education system, a dual system is emerging merely to prepare 'foot soldiers' for the global economy.

Conclusion

The policy discourse in India, in recent years, has been persistently advocating the full-scale operation of market mechanisms in higher education sector. Given the significant gap between demand for higher education and supply, the private sector is looking for a huge potential for profitable investment. As a result, there has been an unprecedented growth of private higher educational institutions in recent years. These

private institutions basically functioning with profit maximization are only catering to the economically well-off sections of the society. Hence, the objectives of social justice and equity are being bypassed. Thus, by promoting privatisation of higher education especially of the professional higher education, which is considered meaningful for having a place in the emerging economy, but where fees are not affordable to the aspirants from economically not so well-off sections and where the reservation policy for deprived social groups is also generally not be adhered to and by recommending for raising fees in public universities and other institutions the government is in fact closing the doors of higher education of high value for the common people. However, in the name of inclusion, cost-effective and skill-developing (for low-paying jobs) higher education opportunities through community colleges, distance education programmes, open learning institutions and general higher education institutions are being offered.

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Bridging Gaps between Higher and School Education

Dr. Veenu Khurana *

Abstract

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that, higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. The NCF 2005 looks upon education as a journey towards personal enrichment and empowerment, as a mechanism to uphold social justice and as an important tool for inclusion and employability.

Higher education itself is confronted with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

Introduction

In our educational system, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for socio-cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals**.** Higher education includes 'all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities'. However higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

Without higher education and research Institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous development cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, International co-operation and new technologies can offer new opportunities to reduce the gap.

Higher education has given ample proof of its viability over the centuries of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential component of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

Recalling also the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960), which, by Article 4, commits the States Parties to it to 'make higher education equally accessible to all on the basis of individual capacity', Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions.

It is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end. Emphasizing that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigor and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the coming century.

Higher Education and their relationship in context to School Education

1.Educate, disseminate knowledge, to train and to undertake research at the School Level

The core mission of higher education is the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) Educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills.

(b) Provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well

as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society.

(c) Advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures**,** in a context of cultural pluralism and diversity.

2.Ethical role, autonomy, responsibility and anticipatory function

Higher education institutions and their personnel and students should:

(a) Preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigor in their various activities;

(b) Enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

(c) Enjoy full academic autonomy and freedom, play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

3. *Shaping a new vision of secondary education by Emerging trends in Higher Education*

(*A). Equity of access*

(a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time

(b) Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs.

(B). Enhancing participation and promoting the role of women towards higher Education

Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit. Further efforts are required to eliminate all gender stereotyping in higher education, women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

4. Reinforcing the role of service to community by encouraging them towards higher education

Higher education should reinforce its role of service to society**,** especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and trans disciplinary approach in the analysis of problems and issues.**5.**

5.Strengthening co-operation with the world of work and analyzing and anticipating societal needs

Links with the world of work can be strengthened, through the participation of its representatives in the

governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

6. *Diversification for enhanced equity of opportunity Through Flexible courses*

Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

7. *Innovative educational approaches: critical thinking and creativity*

Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyze problems of society, look for solutions to the problems of society, apply them and accept social responsibilities. New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

8. *Guidance and Counseling Services for the upliftment of Society*

Guidance and counseling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

9. *From Vision to Action*

Quality in higher education is a multidimensional concept**,** which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists,

10. *The potential and the challenge of technology*

(a) Creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society.

11. *Strengthening higher education management and financing*

Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.(b) Society as a whole must support education at all levels, including higher education, given its

role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

12.From 'brain drain' to 'brain gain'

Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin.

Framework for Change and Development of Higher Education

(a) Reinforce the links between higher education and research;

(b) Consider and use higher education as a catalyst for the entire education system;

(c) Develop innovative schemes of collaboration between institutions of higher education and different sectors of society

(d) Provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy

(e) The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning

(f) Promote and develop research, which is a necessary feature of all higher education systems

(g) Remove gender inequalities and biases in curricula and research,

The NCF Aims At:

1. Encouraging children and young people and teachers to work together and learn from each other.
2. Sustaining individual attention, so that all children fulfill their capacity.
3. Supporting schools to fulfill the expectations of children and their parents.
4. Providing quality time for social interaction, non-formal learning and peer activity.
5. Directing education leaders to rationalize the content of Learning Programmes so as to ensure quality and not magnitude.
6. Ensuring that, in the context of the holistic entitlement of the Learning Areas, young people in compulsory education have as an indispensible prerequisite mastery in Maltese and English, Mathematics, a Science subject and Digital Literacy.

Suggestions for bridging the gap

Thus to bridge the gap between school education and higher education following measures are suggested.

A. To minimize the menace of Absenteeism:

NCF addresses the gaps in our learning processes that over the years have led to absenteeism, to significant rates of early school leavers and to low skills and competences for a proportion of students. It will strengthen the already existing structures that are transforming schools into modern education centers where active and meaningful learning can take place. It will lead to an increased participation rate in postsecondary and tertiary education. It will attract more students to lifelong learning, encouraging them to embark on further and higher education streams leading to new and better formal qualifications.

B. Principles of Knowledge:

Our key guiding principle has been to develop children's and young people's knowledge, skills, competences, values and attitudes to satisfy personal, social, cultural, and economic needs.

C. Job oriented Curriculum: By adopting a flexible approach, this curriculum

framework challenges the realities of our syllabi load and breadth. It also challenges teachers to regard all students as entitled to a secondary school certificate and profile that portrays meaningful learning experiences and opens the doors to further and higher education, employability and a good quality of life.

D. Lifelong Learning: The ultimate goal of the NCF is to enable individuals to become lifelong learners. This implies an effort by all to give learners the knowledge, skills, competences, attitudes and values necessary to be attracted to further and higher education, to re-skilling and up-skilling during the working years and to active participation in the civic and social life of our country.

E. Vocationalisation at the Secondary and Senior Secondary stage: For the reinforcement of knowledge, skills, competences, and attitudes due importance should be imparted to vocational subjects in the Secondary Years Cycle with the scope of providing more diverse pathways of learning leading students to new skills and to new jobs.

F. Acknowledgement for Inculcation of CCE: The NCF acknowledges that formative assessment should be balanced and supplemented with summative assessment in the Junior Years Cycle. Colleges and Schools are encouraged to carry out a summative assessment directed to assist teachers and students to obtain an indication of the development of knowledge, skills, competencies and attitudes achieved in the different Learning Areas at least

G. Education for Diversity: Education for Diversity respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all. It provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society which enable them to respect, understand and show solidarity among individuals,

H. Parental involvement: The role of parents as partners in the education process is important throughout the different cycles, especially during the Early Years. The influence of the home on children's personal achievements cannot be negated and the effects of home are tangible at a very early age. Parents and the Early Years settings need to support each other through a range of facilities which allow easy communication and sharing of essential information and their achievements.

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Education in Jammu and Kashmir : Strengths and Shortcomings

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Abstract

The paper focused on school-based programs designed to increase the percentage of high school students of rural areas of state J &K. The sample for this study consisted of students from 46 schools of different zones of rural area. Based on a multiple regression analysis of school Zone-level data, we concluded that the school-based programs did not work because they were swamped by social and economic contextual factors over which policy makers have little or no control. These findings are consistent with the more general observation that contextual factors, such as median family income and urban/ rural location, are the primary determinants of high school outcomes. The rural areas of J&K State, have a very different social and economic environment wherein school-based programs designed specifically to promote college and university enrolments are poorly developed. Nevertheless, prominent public and private interests in the state have emphatically voiced the view that high schools may do a better job of facilitating the transition to post-secondary education.

Introduction

There is a strong connection between school and higher education as both are interrelated. Universities & Board set standards and issue syllabus to students for the issue of examination.The virtual linkage availabe is through teacher preparation programs in schools of education. 'Bridging the gap between high school and higher education' is not an easy task. It is a challenge. Without the right start, these students may become unsuccessful, and become droputs. Without adequate reading comprehe-nsion, writing proficiency and critical thinking skills, students pursuing higher education are vulnerable to failure. Educators must deliberately create opportunities for young people to succeed. Students have to communicate their thoughts and develop an understanding in them about the subject matter and show their individual abilities. It is essential for teachers, educational designers and authorities to critically examine whether the current teaching methods, instructional design and learning environments are adequate for the needs of the education. However, this is a demanding process that cannot be carried out just by telling teachers to change their work. Neither teachers nor students can change their ways overnight. Clear targets, meaningful

procedures and support are needed.

The results of educational research provide us basis for generalizing across a variety of circumstances. This paper shows a concern towards the identification of means to increase the percentage of high school pass-outs, who subsequently enrol in a college or university. In state J& K, policymakers' have shown interest in bridging the gap between high school and higher secondary/ college study is premised on a commonsense analogue of economists' human capital theory (*DeYoung*, 1989). According to this view, investment in education is an indispensible part of the process of promoting economic development in any complex, modern society. Whether or not this view has merit with the claim that substantial increases in the percentage of high school matriculates who go to a college or university can be accomplished without prohibitively costly initiatives aimed specifically at overcoming economic obstacles. Our approach seeks to determine if the same kinds of factors are likely to facilitate the transition between high school and college in the very different state particularly in rural area. By understanding the attributes and behaviours of students who are successful in higher education, schools can structure the experiences of their students to maximise the chances of success and ease the transition. "Aptitude counts, but it is not enough. Schools must consider how they can build on ability." (*Coughlan*, 2012)

Development and Higher Education in J & K State

In contrast with contemporary views of rurals area in participation in higher education is probably best known as an example of stagnation, poverty, and under-development. Its per capita income is among the lowest in the India. Nearly 4.47 percent of all students drop out before reaching the eighth standard. Only 23.4 percent of the state's high school matriculates enrol in a college. Ongoing out migration of 'born and bred' among poor in search of employment and improved prospects for themselves and their families is a source of continuing concern. Our policymakers' with few exceptions express painful awareness of rural people economic difficulties and the need to find effective responses. As a result, for the past three years, J&K State has spent one-tenth of its annual state budget on education. Of this amount, about 20 percent has gone to higher education (JK Budget 2009-10)

Post-Secondary Enrolments in J & K State

The literature on both 'the common sense and academic versions' of human capital theory is voluminous. Whatever the validity of this perspective, State policymakers' commitment to do better job of bridging the gap between high school and college is stronger than ever. Prescriptions as to how increases will be accomplished remain vague. The state's financial difficulties, moreover, statements of this point of view are expressed that improved access can be accomplished without substantial increases in public education expenditures. As with many current discussions of general educational improvement, it is assumed that the high school-based adjustments and raising academic standards, will provide students with the skills and motivation needed to get into college and complete a degree. The commonplace perspective, does acknowledge the possibility that students' educational limitations or lack of motivation are the primary reasons for low post-secondary enrolment rates (*Hearn et al.,* 1985). It ignores the real possibility that in rural areas, social and economic circumstances, over which the state exercises little or no control, may be the

most important factors in determining zone-to-zone differences in the percentage of high school matriculates.

Using data for school-zone level analysis, we found that the primary determinants of zone-to-zone differences in college and university enrolment rates for the state's 46 schools of different zones were median family income (positively related to enrolments) and the percentage of each zone's population which was rural (negatively related). A variety of school characteristics were not related to post-secondary enrolment rates. These factors included investments in programs aimed at promoting college and university enrolments through means such as dual enrolment in high school and college. For rural area, it seems reasonable to argue that attempts to foster economic development by promoting post-secondary enrolments through conventional school-based means will be of little value. Even if the economic development role of increased post-secondary enrolments were more firmly established, it is not evident that school-based reforms would be able to overcome social and economic contextual factors.

Determinants of Post-Secondary Enrolment Rates

We apply multiple regression analysis and then principal components regression analysis to a rural data used in the research (SSA; DISE 2009-10). Our objective is to identify factors which increase or diminish college and university enrolment rates. We are especially interested in determining if enrolment rates seem to be responsive to school-based factors, to intractable social and economic contextual factors, or to both.

The seventeen independent variables can be divided into two categories: (1) Zone social and economic characteristics and (2) Zone school characteristics, used in the analysis are included in Table No.1

Table 1
Descriptions of All Variables

Variable	Description
Enroll	Percent of High School pass -out in 2009-10 Who Enrolled in a College, Community College, or University
Zone Social and Economic Characteristics	
Boys	Percent of Male Students
Girls	Percent of Female Students
Edavg	Average Educational Level of All zone Residents
Income	Median Per Capita Income
Disadvan	Percent of Students Falls in BPL Category
Rural	% of Population Living in Rural Areas
Private	% of Students Attending Private Schools
Wage	Average Earnings Per Job for 2009-10
Unemploy	Average Unemployment Rate for 2009-10
Mas	Average Score of Mid-Term Achievement Survey (2008)
Zone School Characteristics	
Size	Total Number of Students in high class
Ratio	Student-Teacher Ratio (Students Measured as Full-Time Equivalents)
Expend	Expenditure Per Full-Time Equivalent Student
Salary	Average Teacher Salary
Degree	Percent of Teachers with Advanced Degrees
Years	Average Teachers' Experience in Years
Postsec	Number of Public Community College, and Uni. (Enrolment Headcount)

Table 2

Descriptive Statistics

Variables		Outcome
Measure		
	Mean	***SD***
ENROLL	58.3%	2.1
Zone *Social and Economic*		
Characteristics		
BOYS %	31.5%	2.4
GIRLS %	26.8%	1.1
EDAVG	21.3%	1.5
INCOME	6,037.5	1,325.0
DISADVAN	45.3%	12.4
RURAL	79.7%	21.4
PRIVATE	33.2%	0.3
WAGE	7,046.4	2,190.7
UNEMPLOY	36.6%	4.6
MAS	17.4%	1.5
Zone *School Characteristics*		
SIZE	7,937.0	1,236.9
RATIO	17.6	1.7
EXPEND	3,198.3	405.7
SALARY	21,376.3	3,726.0
DEGREE	45.3%	8.9
YEARS	9.5	1.6
POSTSEC	5024.8	1621.3

Source : *Data used in the analysis were provided by the National University of Educational Planning & Administration, New Delhi through, www. nuepa. org; www.dise.in; National Achieve- ment Survey (MAS 2008) NCERT, New Delhi; Economic Survey 2012-13 (http//indiabudget.nic) and Department of Education (SSA), Govt. of J&K , www. jkeducation. gov.in.*

Outcome Measure and Unit of Analysis

The outcome measure is the percentage of each school zone high school matriculates during 2009-10, who enrolled in a private college, government college, or university. The unit of analysis is the school Zone. School level data or individual-level data would be preferable, thus Zone-level data for the outcome measure and most of the other variables used in the analysis. Such as for most measures only Zone-level data is available. The value of Zone–level data is enhanced due to the fact that state's school Zones are coterminous with the state's 46 Zones in the rural area. In addition, some of our social and economic contextual variables and the post-secondary opportunities variables would be difficult to estimate below the Zone level. Use of the Zone as the unit of analysis, moreover, does not appear to have averaged out or disguised differences in post-secondary enrolment rates from place to place. To illustrate, even with this high level of aggregation, enrolment rates have range, from 53.4 to 65.2%.

Descriptive statistics for all variables are reported in Table 2

These ten variables are conventional measures of the social and economic com-position of each school Zone. Use of these variables is commonplace in educational policy and the sociology of education.

Zone Social and Economic Characteristics

These ten variables are conventional measures of the social and economic composition of each school Zone. Use of these variables is commonplace in educational policy and the sociology of education. If Zone social and economic characteristics have a decisive impact on post-secondary enrolment rates, the inequity suggested by these relationships may be difficult to remedy (Bickel *et al.,* 1988). Such findings would be consistent with the claim that affluent and advantaged areas have relatively high levels of educational attainment, while less advantaged areas are deficient by comparison. This was the general conclusion reached in the rural sector (Bickel, 1988). For example, if the percentage of students who enrol in a college or university is determined by

variables such as median family income, urban/rural composition, or other factors over which policymakers have little or no control, it may not be possible to formulate educational policies that will increase these rates. Instead, means of addressing this issue, insofar as they exist, may be located outside of schools. Location of Zones' average MAS (Mid-Term Achievement Survey) score in this group of variables is problematic. However, one crucial distinction between Zone social and economic characteristics and Zone school characteristics is that variables in the latter group are subject to manipulation for policy-making purposes, while variables in the former group are not. According to this criterion, average MAS score seems best treated as a measure of the social and economic character of each Zone.

Zone School Characteristics

The seven variables in this category are characteristics of the Zone school systems themselves. As with the social and economic characteristics, each variable reflects factors which are widely employed in educational research and policy studies wherein the school Zone is the unit of analysis. In contrast with social and economic characteristics, however, the school characteristics variables represent factors over which policymakers have at least some control. It is also true that each of these Zone school characteristics may be determined in whole or in part, by the Zone social and economic characteristics discussed above. While use of variables such as these is commonplace in educational research, the impact of these factors on outcomes of interest has shown a good deal of variability from one piece of research to another (Bickel, 1986).

Regression Results

The results of our regression analysis are presented in Table 3. While there are seventeen independent variables in the regression equation, only four have statistically significant regression coefficients, out of which two are interpreted here viz. the percentage of students categorized as disadvantaged (DISADVAN), and student/ teacher ratio (RATIO). The coefficients corresponding to the DISADVAN and RATIO variables are both negative, meaning that as the percentage of disadvantaged students increases, post-secondary enrolment rates decrease, and as student/teacher ratios increase, enrolment rates again decrease. Taken together, these two variables account for nearly 41 percent of the Zone-to-Zone variation in college and university enrolment rates, with the impact of RATIO being substantially larger than the other variable. Our findings with respect to DISADVAN, the percentage of students categorized as disadvantaged due to their eligibility for Below Poverty Line (BPL) category, suggest a situation similar to that which we found in rural. In this paper academic post-secondary enrolment rates were determined largely by factors over which policymakers exercised little or no control.

Our findings with the variable RATIO suggest that in urban area, in apparent contrast with rural area, it may be possible to manipulate school factors to improve outcomes. In rural area, to improve the percentage of high school qualified who go to a college or university, policymakers should adopt measures for disadvantaged (DISADVAN) so as to increase the percentage of high school students in college and reduce student/ teacher ratios. There are, however, two difficulties with this prescription. First, as is evident in Table 3, when the percentage of high school students is used as a dependent variable, instead of as an independent variable, it becomes clear that this factor is closely related to two

social and economic characteristics of school zones: The percent of zone population that is rural (RURAL, a negative relationship), and, especially, median income per capita (INCOME, a strong positive relationship). These variables, in other words, separate the relationship between these two social and economic contextual factors and academic post-secondary enrolments. These intractable contextual factors, over which policymakers exercise little or no control, work to exert a substantial impact on enrolments.

Second, in view of the fact that the state's high school enrolments are declining due to ongoing out migration and the mood of the legislature, echoed in the popular press, is to transfer/attach blue eyed teachers even along with posts in the schools of city area to benefitting them with maximum HRA and allowing (STR) student/ teacher ratio to rise above its reported state-wide level of 16 to 1.

A low student/teacher ratio, especially at the high school level, has been judged by many to be a luxury that this fiscally devastated state cannot afford. Due to both contextual and practical political factors it appears that J&K state is in a similar situation: Even if it were clear that increased college and university enrolment rates among the state's high school matriculates were a powerful means of promoting economic development, it is not evident that either state has the policymaking where withal to increase these rates.

One of the limitations of the foregoing analysis is that some of the independent variables, especially social and economic contextual factors, are highly Inter-correlated. Moreover, with the school Zone as the unit of analysis, we have a comparatively small number of observations. Both these factors multi-colinearity and a small set of cases, tend to inflate the standard errors of regression coefficients (Fox, 1984). As a result, the likelihood of statistically significant findings may be unduly diminished. One means of dealing with multi-colinearity and a limited number of cases suggested by Dutta (1976) and numerous others is use of principal components analysis to linearly transform the original set of independent variables into a smaller set of variables. The new variables are then used as predictors in a regression equation with the original dependent variable.

Kennedy (1989) has recommended that when independent variables can be divided into substantively distinct groups, principal components analysis should be applied separately to each group. The first principal component from each group is then used as the new independent variable representing that group. In this case, the substantively distinct groups

Table 3
Regression Analysis Results:
Enrolment as the Outcome Measure

Zone Social and Economic Characteristics		
Variable	Unstandardized	Standardized
BOYS	-	-
GIRLS	-	-
EDAVG	-	-
INCOME	38.6	.509
DISADVAN	-0.18	-.289
RURAL	-1.2	-.279
PRIVATE	-	-
WAGE	-	-
UNEMPLOY	-	-
MAS	-	-
Zone School Characteristics		
SIZE	-	-
RATIO	-13.86	-.293
EXPEND	-	-
SALARY	-	-
DEGREE	-	-
YEARS	-	-
POSTSEC	-	-

Statistically Significant Regression Coefficients (p<.05)

Table 4

Correlation Matrix

	BOYS	GIRLS	EDAVG	INCOME	DISADVAN	RURAL	PRIVATE	WAGE	UNEMPLOY	SIZE	MAS	RATIO	EXPEND	SALARY	DEGREE	YEARS	POSTSEC	MATRIC
BOYS	#																	
GIRLS	.57	#																
EDAVG	.15	.11	#															
INCOME	.49	.45	.3	#														
DISADVAN	-.29	-.19	-.52	-.57	#													
RURAL	-.33	-.45	-.52	-.49	.52	#												
PRIVATE	.19	.37	.15	.34	-.43	-.43	#											
WAGE	.25	.25	.45	.47	-.55	-.46	.42	#										
UNEMPLOY	-.26	-.15	-.26	-.28	.41	.27	-.21	-.48	#									
SIZE	.44	.40	.16	.54	-.42	-.52	.21	.34	-.13	#								
MAS	.16	.22	.50	.17	-.52	-.35	.30	.45	-.37	.12	#							
RATIO	-.10	-.12	-.09	-.07	.09	.22	-.17	-.15	.16	-.21	-.07	#						
EXPEND	-.11	.02	.04	.24	-.31	-.04	.21	.06	.04	.06	.16	-.10	#					
SALARY	.28	.34	.08	.42	-.22	-.33	.39	.23	.15	.22	.29	.21	.23	#				
DEGREE	.11	.14	.21	.33	-.30	-.30	.26	.14	-.14	.19	.09	-.23	.24	.10	#			
YEARS	.19	.33	.18	.06	-.21	-.32	.17	.22	-.14	.03	.30	-.15	.12	.29	.03	#		
POSTSEC	.44	.24	.19	.30	-.34	-.34	.26	.28	.05	.60	.30	-.10	.03	.25	.17	.02	#	
MATRIC	.27	.37	.26	.45	-.56	-.64	.29	.28	-.25	.27	.30	-.37	.28	.26	.33	.12	.19	#

Table 5
Principal Components

Component 1: Zone *Social and Economic Characteristics*	
BOYS	*.539*
GIRLS	*.532*
EDAVG	*.578*
INCOME	*.717*
DISADVAN	*-.789*
RURAL	*-.736*
PRIVATE	*.612*
WAGE	*.749*
UNEMPLOY	*-.553*
MAS	*.612*
Percent Variance Explained =43.4	
Component 2: Zone *School Characteristics*	
SIZE	.724
RATIO	-.267
EXPEND	.402
SALARY	.491
DEGREE	.528
YEARS	.205
Percent Variance Explained =25.9	

are Zone social and economic characteristics and Zone school characteristics. The results of a principal components analysis conducted according to this procedure are reported in Table 4 Each of the independent variables representing Zone social and economic characteristics heavily loads on its principal component. The results for variables representing Zone school characteristics are interpretable but less clear-cut. This is consistent with our observation that multi-colinearlty is less evident In the bi-variate correlations for the Zone school characteristics.

One consequence of the principal components analysis is that the RATIO variable, which had a statistically significant coefficient in the analysis, is also a constituent of the zone school characteristics principal component. In short, the importance of RATIO could not be explained by casting it in the role of an intervening variable, because of the practical political constraints which prevail in the J&K state. However, we concluded that policymakers would not use a reduced student/teacher ratio as a means of increasing post-secondary enrolments, as student/teacher ratios will continue to rise. It seems clear that the importance of the RATIO variable is not captured by our Zone school characteristics principal component. It is also useful to recognize that, while the negative sign of the RATIO variable is what we would expect, it does not load as heavily on Zone school characteristics as most of the other variables which constitute this component. It may be that limitations of data, statistical technique and conceptual understanding have led us to misconstrue the nature and role of the RATIO variable. Nevertheless, comparison of the regression results with the principal components regression reveals a good deal of consistency. Both indicate that contextual factors over which policymakers exercise little or no control have a substantial impact on post-secondary enrolment rates, while characteristics of schools and school Zones considered as policymaking tools for increasing such rates.

Attempts to Bridge the Gap

The way to improve student learning is to support teachers in developing more student-centred approaches to teaching. Teamwork is a very powerful learning source wherein creativity and innovation in both content and delivery are highly regarded in this student-centred pedagogical approach. Thus, bridges need to be built among administrative transitions that all students go through. The most fragile boundaries appear to be at the connecting lines, as students change their familiar schools, teachers, programs, and environments. These are between grades 8 and 9 (from middle to high school), between high to higher

secondary, and especially between the higher secondary school and college freshmen.

Often, the task of preparing students for college falls entirely on the (10+2) system. But in recent years, many states of our country have developed innovative ways to eliminate or reduce the problems and also connect (10+2) and higher education. Many students are not comfortable socially or emotionally in high school environments, while others complete their schools' highest-level courses. When students understand certain concepts and skills that intensify understanding the result is a significant learning experience. 'Writing about any subject forces you to think about it, that's why writing is a powerful tool for learning'. If we can help them learn, how to learn, learners will be capable of continuing their learning for the rest of their lives. An enhanced ability to sort things out for themselves furthers their successful transition in bridging the gap between high school and college. We do our students a great dis-service if we do not involve them in learning, thus the course which involve students in learning will help to promote primary goal of bridging the gap between high school and college (Moore, 1992).Consequently, greater individual interaction between teachers and students has to be promoted.

Conclusions

It is essential for teachers, policymakers and authorities to critically examine whether the current teaching methods, instructional design and learning environments are adequate for the needs of the education. The best outcomes arise when a balance between support and challenge is achieved

It is by no means evident that increased enrolment of high school matriculates in colleges and universities would have the kind of payoffs that many J&K state poIicymakers' common- sense human capital theory leads them to expect. However, It is evident that comparatively inexpensive, commonsense prescriptions as to how to increase enrolment rates are unlikely to work. It seems that Zone-to-Zone differences in post-secondary enrolment rates in rural area are due largely to the direct and indirect effects of social and economic contextual factors over which policymakers exercise little or no control. Whether or not these findings can be generalized beyond state remains to be seen. With similar results in such different states are not easily dismissed as isolated idiosyncrasies. Therefore, greater individual interaction between teachers and students has to be promoted. "There is a circular relationship between success and self-confidence; when students succeed in school, they learn that they are capable of success, and are willing in turn to take on additional challenges" (Danielson, 2002).

The following are the recommendations based on research conducted for the Bridge Project.

- Provide all students with information about and access to courses that will prepare them to meet college-level standards.
- Allow students to take placement exams in high school so that they can prepare academically for college and understand college-level expectations. These assessments should be diagnostic in nature so that students, parents, and teachers know what is necessary to improve students' preparation for college.
- Proper linkage to general education requirements so that high school courses are linked to the higher education courses appropriately.
- Over and above, the set norms of education policy must be implanted with letter and spirit without any political interference

All these recommendations will be easier to carry out and to implement effectively if there is an overall organizational base for universities and colleges policy making and oversight. Despite the many separations and barriers that have historically prevented universities and colleges reform, many states are working to 'bridge the gaps between higher education and school education'.

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Shiksha Sankul for Continuity in Education

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Abstract

A student with numerous academic and behavioral bindings in the school suddenly finds himself totally free like bird. This transition is very sudden. This results into irresponsible, undisciplined, discriminatory and sometimes immoral behavior among the youth. In my opinion many practices followed at school level must be continued at college level. This would almost nullify the transitional gap and would solve numerous problems of undisciplined behavior, sluggishness in studies, self-styled discriminatory behaviors, ragging etc. 'A common admission process' can be adopted, wherein the students fill up a form giving preferences regarding course and institution simultaneously.

Introduction

"Education is a manifestation of perfection, already inherent in a person".

Swami Vivekananda

When we examine the policy and pattern of education system of India at present, we find that, the above 'Goal of Education' is not apparent anywhere in vision, policy or pattern of education system, at any level. The policy and programs just are mute on the ultimate goal and any other qualitative aspect. The National Education Policy speaks of expansion of education with consideration to quantitative aspects only as can be seen below.

National Education Policy

The first NEP was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. It emphasizes three aspects in relation to elementary education:

- universal access and enrolment,
- universal retention of children up to 14 years of age, and
- a substantial improvement in the quality of education to enable all children to achieve
- Revival of Sanskrit and other classical languages for contemporary use

Based on the report and recommendations of the Education Commission (1964–1966), the first National Policy on Education in 1968, called for-

- "Radical restructuring" to equalize educational opportunities in order to achieve national integration and greater cultural and economic development.

- Fulfilling compulsory education for all children up to the age of 14.
- Focus on learning of regional languages, outlining the "three language formula".
- Encouragement of the teaching of the ancient Sanskrit language.
- Education spending to increase to six percent of the national income.

Having announced that a new policy was in development in January, 1985, A new National Policy on Education was introduced in May, 1986. The new policy called for -

- "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.
- "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.
- open university system with the Indira Gandhi National Open University.
- The creation of the "rural university" model, to promote economic and social development at the grassroots level in rural India robin.

It becomes clear that the policy has no vision regarding the ultimate goal of the education.

Compartmentalization of Education:

The total education system is being handled in numerous compartments and by various departments, as given in table no. 1.

Due to such compartmentalized control, education, such an important issue of national life, is being handled with scattered vision. We do not find any National thematic approach towards education. The system or patterns do not seem to have been planned and framed to achieve any single goal.

Similarly, education has been planned at different levels, namely, Nursery, Primary, Secondary, Higher Secondary (With mainly three groups Science, Commerce and arts), Collegiate education (with additional streams of Engineering, Medical, Management etc.). The vision, policy and pattern at all these levels are un-linked and given thought by particular compartment without any consideration to other levels and compartments.

Even if the scattered situation due to unlinked levels and compartments is multi-faceted, the gap and total lack of link is felt between School education and higher education most.

The problems due to this gap are identified here and the solutions to bridge the gap, to achieve continuity in the total education are suggested in this small article.

1 Choice of Group of Subjects.

Till class 10th the students learn all the

Table No. 1

No.	Compartment	Departments/Authorities
1.	Central Government	School Education, Higher Education, Human Resource Development etc.
2.	State Government and Local Bodies	School Education, Higher Education, Technical Education, Man power Planning. Corporations, Municipalities, Panchayat.
3.	Private Enterprises and Bodies	Individuals, Industrial Units, Charity Trusts, Registered Societies etc.

subjects, including languages, General Sciences, Mathematics, and Social Sciences. Suddenly in class 11th they are expected to select a group of subjects. These groups are of varied nature and different at different places. These groups are not the same as available in higher education. The selection of the group is done by the students without much information about availability of groups in higher education. For professional courses in higher education these groups form the minimum eligibility. The admission to these professional courses is not on the basis of merit in H. S. S. C. examination fully. There are some more admission tests having a totally different pattern. This situation further aggravates the confusion in selection of groups. The provision for selection of group is not the same at all places. In central board course one can have choice of the streams, mathematics and biology, becoming eligible for both the courses in higher education viz. Medical and engineering. But this is not so in some state level boards. There a student is forced to opt for only one out of mathematics and biology group to make him non-eligible for other stream permanently. Firstly the students are confused in selection of the group and secondly there are disparities in going ahead in this or that stream. This widens the gap between school and higher education.

2 Entering Higher Education

The main problem arises at the stage when a student passes out H.S.S.C., particularly in professional courses. Unless a student gets proper coaching, it is not generally possible to face and score in entrance test. This makes a student to neglect studies and preparation for class 12th examination. But as the merit is based on both the scores, the student does not understand where to concentrate. He cannot concentrate on both and finally is lost. A mediocre student, who cannot exert much to face two examinations, has low opportunities to go ahead. Yet, as the number of seats in the engineering courses in various branches and various private colleges, the students with a low score, too, get admission washing off all the relevance of HSSC score and that of entrance examination. This all is very chaotic. The entire process must be reviewed to make it simpler and justifiable.

For other courses the entire situation is unclear. It is all free lancing. Not knowing what to do, what will be the result, a student applies in various institutions for various courses. He waits for his name to appear in admission list of one of the institutions. Having certain hope waits for second but as is required to pay fees, he is in dilemma. He pays the fees and sometimes abandons by taking admission in other institution of his choice. Hundreds of students just wander here and there. A student having science group in high school and scoring low seeks admission for B. com. or B. A. or goes to some diploma course. But a student having commerce or arts group is not allowed to go for B. Sc. Thus they are bound to go the same way, they have chosen once, in a state of confusion if not ignorance.

This very clearly calls for-

1. **Need of counseling**
   Before getting admission to class 11th where they are required to choose group of subjects. This should be during vacations as repetitive one to one interactive sessions and not as courses. To avoid repetitions and diversity, such sessions may be conducted with interactive outreach programs too. Any number of students can be exposed to such sessions and get a proper guidance before selecting subjects according to scope and one's interest and capacity.
2. **Flexibility in choice of subjects.** The subjects need not be grouped rigidly and

the number of subjects chosen need not have limitation on number. There can be a minimum number but a student should be allowed to opt for more than three subjects in addition to compulsory subjects. He should be allowed to opt for some subjects from other groups too. For example in addition to Compulsory subjects a student may be allowed to opt for, Physics, Chemistry, Mathematics, Biology, Economics, History, Accountancy etc. Some subjects may be group subjects and others optional for examinations.

3. **Same Qualification: Same course: Same Examinations**: The different patterns, different coursework, different examinations of different boards and that of Central Board are causing numerous problems Viz. -

(a). Various boards are compared regarding their 'qualitative level' for the same qualifications. Their merit lists are different and are unnecessarily compared being of higher or lower level. Generally, State boards are considered to of lower level as compared to central board. This situation is totally illogical but prevails because of different coursework and patterns.

(b). The people who expect to move or intend to send their son/daughter elsewhere are having no other choice but to give admission in Central Schools or schools with Central board courses. Thus, state board courses slowly become irrelevant and /or remain limited to local people and further compared creating an inferiority complex in local people.

Hence, there is a need to have 'A common pattern' for all the boards at all levels. The local and region-specific requirements, limitations must be considered, but they should be additional to 'minimum Common Program, including syllabus and pattern of examinations'. The teaching and examinations may be conducted as per local situations but the syllabus and examination pattern must be based on minimum common program. This will do away with all the drawbacks mentioned above.

With above provisions, all the courses will become at par and the percentage of marks, though through various boards, can also be considered at par for deciding the merit. When many students are with the same percentage, the students passing from state boards should be given priority in state institutes and those from central board in Central and Private Institutes.

4. **Coaching for Admission Tests:** As such with above provisions there should be no need to have one more entrance test at central or State level. Yet, for reconfirmation of merit such an examination is felt essential, it should be one for each course at all India level. The patterns of these examinations are totally different than board examinations. These examinations cannot be faced or passed through with good score without coaching even for a intelligent student. The fees for such coaching classes are very high. Only few, who can afford, get the coaching. Indirectly, the admission to professional courses is limited to moneyed people. An intelligent student, having meritorious marks in class 12th exam., may not be able score well in entrance test, as he cannot afford coaching will not be able to get admission, while another not so intelligent can afford to have coaching and thus gets admission due to money power.

Hence, there must be an affordable provision for coaching classes for all. The schools individually or by forming group at city/Block level a coaching class must be run by the respective boards or preferably by the state or central government through respective

Department of Higher education/ Technical Education etc. at nominal fees.

5. **Common Admission Process for Non-professional Courses:** It has been already pointed out that in non-professional courses there is no entrance examinations and so the students are required to apply at various institutions and run between the institutions for the results. They face a great problem of choice between courses and institutions, government and private under different universities.

   It is suggested that at district levels if not at state level 'A common admission process' can be adopted, wherein the students fill up a form giving preferences regarding course and institution simultaneously. The process can be on line and finally may culminate in district level counseling. Such a process will free the students from the need to apply at various institutions. Of course there need not be restriction at district level. A student may be allowed to apply in other districts but separately. Yet, provision of 'priority to home district' will restrict the unnecessary migration of students from one to another district, maintaining the demographic balance in the state.

6. **School-like Environment in Colleges:** It has been widely observed that there is a huge change in psychological condition of the students coming from schools to college. We have raised the colleges with the basic idea that the environment in colleges would be without bindings. A student with numerous academic and behavioral bindings in the school suddenly finds himself totally free like bird. This transition is very sudden. This results into irresponsible, undisciplined, discriminatory and sometimes immoral behavior among the youth; those are expected to look after all the affairs of the country. Addition of elections for students forums, make them violently political too. This is so, because the "process of sanskaar" is suddenly discontinued.

   This situation must be reviewed to examine the basic question. "Is it proper to have so much free environment in college?" Why was the environment having some bindings and limitations necessary at school level? Are not the same reasons applicable at college level? For example, let us consider Prayer. It is being practiced widely in all schools to inculcate and maintain a particular psychological attitude, collectivity, attendance, intimacy etc in school students. If these qualities are desirable, why this should be discontinued at college level? In my opinion the practice of collective prayer should be continued in the colleges for the same purpose. Many more practices, like strict and intimate watch on attendance, homework, behavior of students not only in the classrooms but off the classrooms, their stay in the school, etc. should be continued at college level too. In school a student is not permitted to leave the school without an application from his/ her parents. What is the reason for not continuing the same practice in colleges too? The involvement of parents is part of pattern of school education positively and proactively, while in colleges it is almost nil.

   In my opinion many practices followed at school level must be continued at college level. This would almost nullify the transitional gap and would solve numerous problems of undisciplined behavior, sluggishness in studies, self-styled discriminatory behaviors, ragging etc.

Proposed Shiksha Sankul System.

The Shiksha-Sankul is conceived as -

1. The "Sankul" would be a large campus, about one square kilometer**,** almost a township, for education established at regional level, one catering for an area around with radius of 300 km. radius. (This may be flexible depending upon the regional situations.)
2. The campus would house educational institutions at all levels, starting from a secondary school to colleges up to post graduate courses and research facilities in all the branches. These educational institutions would be independent but would be in the same campus and governed by a single agency**.** This will facilitate the regular visits and informal interactions between the students and teachers at all levels from secondary schools to research units**.** Availability of continuous, personal and intimate guidance will add an additional value to education.
3. The colleges would include colleges for Physical Sciences, Social Sciences, Commerce, Management, Medical Sciences, Engineering, Technology, Pharmacy, Agriculture and what not. Thus, the students and teachers will be exposed to the entire academic environment for them in future and as a result would have ease in understanding themselves, the courses, their scopes in the field and research. This will help them to select the group of subjects more prudently.
4. The partnership in learning, research, innovation etc. at various levels would create a holistic educational environment enhancing the teaching-learning process. Availability of all the venues at the same place and scope to shift streams and/or to avail education in multi-streams will further enhance flexibility in education. Live interaction among various streams will enhance the mutual understanding between various streams.
5. Because of the continuity, continuous stay of teachers and students at all levels in the sankul; students will not suffer from a psychological shock of shift from one place to another and sense of undue freedom. The interaction between old teachers and students will continue and hence the feeling of getting "cut-off" will not prevail.
6. The 'Sankul' would have residential facilities for all students, teachers, non-ministerial supporting staff and technical staff of all levels. The staff would be having their families but the family members too would be considered to part of the "Life pattern" of the Sankul.
7. It will have all infrastructural facilities like Markets, Shopping, and Services, Health facilities etc. but the people operating this infrastructure would not have their residences within the campus, so as to sustain the "exclusive educational environment".
8. The environment in the Sankul would be that of equality without any differentiation on the basis of cast, creed, religion, region, etc. but all the people in the campus will be having an organized "life pattern" so that everybody would be physically healthy, mentally non-maligned and spiritually tranquil.
9. The above aspects are merely at the level of "broad concept". The blue print with details will have to be prepared on the basis of widespread deliberations. This may need reviews, changes, modifications at intervals.

It is obviously clear that this will need a radical change and will pose enormous and numerous difficulties during the transition from present pattern to the "Sankul Pattern", yet we can make a start with this proposal. We may start with a "Model" at one place, and on the basis of experience, repeat (Or not) the same at other places.

Conclusion

All the above measures were limited to certain modifications and patchwork in bridging the gap between school and higher education. That may work to some extent but still will not take us to the goal expressed by Swami Vivekananda. It cannot be achieved by just few hours spent in school or colleges. Education, as such, is not the task which can be considered limited to education institutions, where a student spends just few hours. It should not be in fragments like few hours per day or few years in life for education. It must be continuous at all places including home, neighborhood etc. In the present conditions, it does not seem to be possible for various socio-cultural and economic reasons.

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Causes of Low Participation of Girls in Secondary Education in Zambia

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Abstract

Zambia is one of the developing democratic countries and the economic mainstream of the country has been copper which for many years accounted for the export earning. As per school survey report dropout rate among secondary girl students has been increased. The case has been so high in Zambia for the recent years rating between 30 to 40 percent of the enrollment. Although there have been a number of strategies put forward by the Ministry of Education in promoting girl child education in Zambia. The present research investigation highlights the identification of different causes associated with low participation of girls at secondary education in Lusaka province is the capital city of Zambia and how to minimize identified problems keeping in view the availability of resources and existing educational policies of Zambia..

Zambia is a former British colony that was ruled by the British South African company from 1890-1924 and by the British government from 1924 till 1964 when she became an independent republic. For a brief period of 10 years 1953 to 1963 Zambia was part of Central African federation comprising of Northern and southern Rhodesia and Nyasaland. Zambia is a land locked country located in the Southern Africa. It shares boundaries with 8 countries: Malawi, Tanzania, Burundi, Congo DR, Namibia, Botswana, Zimbabwe and Mozambique. It covers an area of 752,612 square kilometers.

The population of Zambia is 13,817,479 (July *2012* est.) comprising of 50.4% males and 49.6% female, 65% lived in the rural areas while 35% lived in urban areas. In terms of wealth distribution, 63% were classified as poor (kaela, 2008:100).

The recent population estimate figures at 12.560 (CSO, 2008:20). Currently, like any other developing country Zambia is having a low literacy rate in female starting from the age of 15-24.By 2010-2012, Zambia recorded approximately 67.55% of female literacy rate. The economic mainstream of the country has been copper which for many years accounted for the export earnings. However, from 1973 the country has been in appreciated export rate of copper to outside countries which has boosted the economy. It also depends on agriculture which in turn boosts the economy of the country.

Secondary Education in Zambia

In Zambia, secondary education is divided into two parts known as junior secondary

or basic secondary and higher secondary level. In Zambia, secondary education is obtained between the age of 13-17 for both sex. However, there is need of providing equal and fair opportunities to both boys and girls towards the attainment of secondary education. In this world of diversity, one has to be educated so as to be a complete being or an important member of the society. Education has to be conducted in conformity with our national needs and priorities and ensure that our best efforts and talents provide huge contributions to international endeavor on societal needs. Secondary education has to strive for academic excellence and progress of the art and science in the real life. The objectives of secondary education are:

- o To reinforce knowledge and skills acquired during basic education;
- o To provide a diversified curriculum to cater for different aptitudes, abilities, interests and skills;
- o To provide an opportunity for further education and training and introduce students to a variety of relevant occupational skills necessary for national human resource development;
- o To understand the environment and need for its sustainability;
- o To inculcate a sense of discipline and selflessness in students;
- o To develop an interest in life-long learning.

Status of girl child education in Zambia

Zambia is a developing country with a democratic political background. It mainly constitutes of 9 provinces namely northern, southern, western, eastern, Lusaka, luapula, copper belt, central and north western provinces. It has a minimum of 72 tribes of different ethnic groups and has an average of 13,046,500 population thus 49% male and 51% female. The illiteracy level is approximately 40 % in both the sexs. However, of the total number of the illiterate, 50% are women and girls. Lusaka province is the capital city of Zambia, with 4 district known as Chong and Kafue, Luangwa and Lusaka districts and has the largest population in the country of about 2,198,996 people. As poverty is increasingly concentrated among women and girls, increasing girls and women's access to education can reduce poverty significantly. It can also provide girls and women, with an opportunity to face the challenges in the society and the world of employments. If we want to achieve the rising of economical, social and political standards of any country, women are supposed to be given a space so that the equal distribution of education and freedom of participation is met and enjoyed. Women are believed to have a greater importance to the attainment of global demands in that there contribution is genuine and have a positive impact on development. Therefore, education for girls is very important for happy and healthy homes, improving of society, economical prosperity and national solidarity.

In Kafue district, the principle has led to polygamy because men would want to use women as a tool to success. Women work double task than men because they spend most of their time on achievement duties. However, educating a girl would bring independence in girl children in that they will provide the adequate demands of the family, society and nation at large. The extent of women's contribution is aptly highlighted by micro-study conducted in India Himalayas which found that on a one-hectare farm, a pair of bullocks works 1064 hours, a man 1,212 hours and women 3,485 hours in a year (*Mies*1986). Women work longer hours and their work is arduous than men. This proves the importance of girls in the agricultural sector which may definitely lead to the economic development of the nation. In

the education sector, many of the teachers found in the teaching field are women hence are given less opportunities to hold the managerial positions. Women have proved to be more effective in the teaching career in that high level of girls being educated would boost the manpower disparities, and quality of education. This has been to all the vocational sectors of the nations worldwide. In Zambia, the policy investment frame work and Zambian poverty reduction strategic plan (ZPRSP) have also high lightened in the other national policy documents, the cross-cutting issue such as National Gender policy, on the value of girls, women towards the economic development in the education sector. In education sector, education is a more important source of employment for women than for men, influenced by opportunities to combine employment and families' responsibilities and better pay rates and career advancement potential relatively to other occupation. However the factors causing the low participation of girls have been categorized as: Environmental factors, Social-cultural factors and Political factors.

Girls education in Kafue District

The problem of girl child drop outs from school in Kafue District has still remained the biggest challenge in promoting the girl child Education in Zambia. Dropout is a universal phenomenon which means withdrawing from the programme of study before completing the same. The case has been so high in Zambia for the recent years rating between 30 to 40 percent of the enrollment. Although there have been a number of strategies put forward by the Ministry of Education in promoting girl child education in Zambia. However, some strategies failed because of some reasons. Some of the reasons include, unpleasant well being at the girl child home and unfriendly environment for girl child at school, household poverty, cultural beliefs and early marriages, the rights of the girl child to education not realized by some parents, girl child staying far away from school premises, lack of effective policy and legal interventions by both the Ministry of Education and its partners such as FAWEZA, CHILD FUND and other nongovernmental organization. The present research investigation highlighted different cause associated with low participation of girls at secondary education in Zambia and how to minimize the identified problems keeping in view the availability of resources and existing educational policies.

Although, Zambia is a progressive and democratic country, the present study would be helpful for educational planner, the policy makers and the community members, policy makers to take necessary steps towards girls' education. The study would also help parents and the community to be conscious towards education of the girls.

Purpose of the study:

To find out the causes of low participation of girls at secondary education of Zambia with respect to:

- Lack of existing infrastructural facilities and distance to school
- Unattractive school environment
- Unsuitable curriculum
- Lack of community participation/ support and parental encouragement
- Lack of awareness, cultural beliefs and poverty as a cause of low participation of girls at secondary education
- Unsuitable educational policies and inappropriate measures by the government

Methodology

Present study is descriptive in nature and survey method has been used. The purpose of present research investigation is to find out the causes of low participation of secondary schools girls

in Zambia. There are 9 provinces namely northern, southern, western, eastern, Lusaka in Zambia and the investigators have taken Lusaka province is the capital city of Zambia, with 4 district known as Chong and Kafue, Luangwa and Lusaka districts and have the largest population in the country. All secondary school girls students studying in different schools of Kafue district constitutes population for the present investigation. The investigator has taken 150 girls students from 10 secondary schools as sample by using simple random sampling technique.

Tool used:

In order to collect information, the investigators have used a self developed questionnaire and interview schedule. For determining reliability of the questionnaire, it was administered over 20 secondary school students and the reliability was established by using split-half technique (odd and even). The reliability of coefficient obtained was 0.65. Content validity of the questionnaire was decided by modifying and rewording the statements with the consultation of research experts and senior teachers.

Data Analysis

So far as the responses of the students regarding lack of infrastructural facilities and distance to as a cause of low participation of girls at secondary education, 64% of girls students agreed that due to inadequate basic facilities like availability study rooms, separate toilet for girls, play ground etc. students are not taking interest to participate in different curricular and extra-curricular activities in school.

The responses of the girls students regarding unsuitable academic atmosphere as a cause of low participation of girls in different activities, 86 % students agreed that the environment was not safe and not conducive for learning specially for girls, hence it has contributed to low participation.

Table 1
Responses of the sample regarding causes of low participation of activities in the schools

Item	Yes	%	No	%
Infrastructural facilities and distance	96	64	54	36
Unsuitable school environment	100	67	50	33
Unsuitable curriuculum distance	98	65	52	35
community support and parental encouragement	113	75	37	25
awareness cultural beliefs poverty	123	82	27	18

Unsuitable curriculum is another contributing factor towards the low participation of girls indifferent activities in the school. 75 % of girls agreed that the curriculum is not so attractive and some extent not focusing the actual needs of girls and it is not suitable as per modern standards of teaching and learning.

Out of total response, 75% of girls students agreed that due to inadequate community support and parental encouragement as the root causes of participating girls in different activities in the school.

So far as the responses regarding cultural beliefs, lack of awareness and poverty as the causes of low participation of girls in different secondary school, 82% of the students have responded positively that cultural beliefs and poverty are the root causes of low participation of girls. Parents belief that girls have less value

for education and they are still in traditional practices of believing in marriages.

Main findings and conclusion

It has been observed that there are more girl pupils sponsored by the NGOs who drop out of school due to pregnancies, early marriages and ignorance, equally the girl pupils' unpleasant well being at home and school has an influence in this phenomenon because as most pupils under the NGOs sponsorship are not staying with their parents have been subjected to huge household chores making them busy all times and later drop out of school. Equally, observed are the cultural systems and practices that oppresses the sponsored girls pupils, hence it is of hope that the advocacy efforts should be put in place to brings changes in these cultural practices and rulings of parents Kafue district. Equally observed is that there is lack of awareness on the rights to education for a girl pupil by parents and even those rights protecting them from early marriages are silent.

Therefore, the causes of the sponsored pupil drop out from school are multifaceted topic with interrelated factors so they have to be tackled with a multiple approaches. Hence despite the favorable environment provided by the Zambian government to work with the private sectors and non-governmental organization like FAWEZA, Child Fund and PAGE.

There is need as well to formulate policies that will bound both the sponsored girl pupil and her parents or guardians to take up the opportunity given to them seriously as this chance availed to her is once and for all in a girl pupils academic life. Besides that all the major challenges can broadly be classified under two main categories:

(i) Quality and

(ii) Access and Participation.

Factors Accounting for Low Quality Education, access and participation

1. Lack of adequate teaching and learning facilities
2. Poor infrastructural facilities
3. Low number of well-motivated and committed teachers
4. Absence of proper guidance and Counseling Services;
5. Poor management and supervision
6. Inadequately prepared Junior Secondary School leavers;
7. Inadequate facilities such as libraries, hostels, accommodation for staff, laboratories and classrooms, in the senior secondary schools, which could have absorbed the remaining 60%.
8. Poverty, making it difficult for some parents to afford the barest minimum of fees;
9. Lack of alternative tracks for people with different interests and abilities to pursue them, and enter the world of work;
10. Inability to meet the minimum academic requirements for further education.

Recommendations

1. Parents and guardians should be educated to have positives attitudes towards girls' education.
2. The Zambian government should ensure that there are more schools built especially for girls to reduce distances covered when going to and from school.
3. The schools should provide an enabling environment which is friendly to the girl pupil such as availability of clean water and security. Sensitize parents on the importance of educating girl.
4. Guardians should equally play are role in providing for the girl pupil's school requirements alongside the sponsorship their children are getting rather than leaving it to the organizations.
5. The Zambian government through its' ministry of education conjunction with

the NGOs should uphold policies that are binding between girls pupils sponsored and their guardians to both the Zambian education policies and regulation policy.

6. There Zambian government has to clearly define the customary law and the marriage act and establish the limits of the parents in customary law in favor of allowing girls not be married off at their early ages especially those girls who are still at school.
7. There should be arrangements for guidance and counseling programmers for the empowerment in education. Seminars and symposiums should be organized for the upliftment of women's empowerment and for their social freedom.
8. Government should play an active role in promoting the women empowerment in the field of education.
9. Short term/long term training in the field of education are necessary for the social growth of women. Continual social development of women at all level must be an integral part of all educational policies and programmes.

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Bridging the gap between Teacher Professionalism and Learner Achievement

Dr. Sisirkana Bhattacharya *

Abstract

Educational services and the educational system have always been weighed and graded according to learner achievement. In spite of the fact that the personal aptitude, accountability and motivational level of the learner contribute highly to his or her achievement, there is much to be disclosed about how professional attitudes in teachers can induce in depth learning attitudes and dimensions of quality in education. This paper is an attempt to understand the context of vulnerability that the present gaps in the educational scenario has portrayed with respect to the predictors of professionalism that influence learner achievement in all terms leading to a value crisis in teacher and learner performance.

Introduction

Trying to be honest to the global trends in learning and teaching , we have been searching for several defence mechanisms that would meaningfully explain the paradigm shift in educational achievement. When a child completes his or her school education, he or she has already entered into the mirage of deconstruction in the form of eventual series of gaps that remain unbridged in the education system. In a cross country survey of educational aspirations of the present day youth, Tim Elmore points out the necessity of bridging the gap between education and employment that surfaces the lack of soft skills, communication skills and leadership skills in the fresh graduates. This is quite an evidence to the rationale of the inevitable bearing that unpractical approaches of teachers and the educational bureaucrats have had on the achievement of learners.

The research queries:

1. What major gaps does the educational scenario reflect and what are the likely reasons for these gaps to have been created?
2. What evidences show that learner achievement is affected by professional attitudes and that the teachers and the education system is liable to the divides and the deficit in transfer of the desired skills?
3. How does the present educational structure understand professionalism and what are the reasons behind the crisis in learner achievement and the identity gaps in the teaching profession?

Destined professionalism directly relates to quality of teaching as realised by

experience and training, research records, student judgement and levels of intellectual challenge. The major gaps that are reflected by the education process and product are intrinsic areas of quality development:

The gaps	Reasons behind the gaps	Implicit relationship
Educational policies and teachers' professionalism	The bureaucracy in policy-making and deficiency in relating curriculum, course content ,pedagogical reforms and evaluation techniques have weighed heavily on student motivation and appraisal; on the other hand wok culture and job satisfaction in the teaching profession have demotivated teachers and resulted in burn-outs.	Policy makers, politicians and govt. or non-govt. interventions that have resulted in non-reacting status of stakeholders, professionalism is thereby more decided by the system than by individual values.
Education and employment	Education has basically been quantified as certification, slags, roll-overs or drop-outs in learners has had no space gifted learners from the school campus to the higher education scenario. Science and arts faculties have been marked out for engineering, medical studies and postgraduate or general studies respectively. Students however have no idea about the employment scope that their curriculum paves out for them.	Limited choice for traditionally marked out courses and their market values in the country has been nearly fixed. Vocational training and curriculum is designated as a separate branch in the academic set-up. Teachership remains the last resort for placement loopholes and diversified streamlining deficits.
Measurement and evaluation ; evaluation processes in the school and university education.	Product oriented examination patterns leading to certification have always been followed. The school system carried over to continuous and comprehensive evaluation has taken care of formative evaluation but there has been no process oriented evaluation in the university system. Hence excellence or dis- location is solely individual and rather unrealistic.	Educational entrepre neurship not distinguis hed. Evaluation is processed through Board of education (state or central)or university without any access to individual differences. Certification is an eligibility criterion and does not satisfy learner demands and teacher support to students who deserve or need it. Marks have been transformed to grades without acknowle dging the learner's pace and teacher's creativity in keeping student profile.

The gaps	**Reasons behind the gaps**	**Implicit relationship**
Science and arts education	All subtle scope is validated by the employment and market values for the science stream. Very less has been said and done for the arts faculty along with its unexplained connectivity with civil and administrative services, other streams of learning and expertise like fine arts, commerce printing, archaeology and literature remain domains of individual endeavour and specialisation with notch ideologies that have been marginalised in the money market.	Teachers have not been able to create identity for the interfaculty exposures nor have they been trained for that. Refresher courses at the university level hardly take care of the global trends and paradigm shifts that could accredit arts and humanities with professional and academic recognition. Professionalism thereby is more a reminiscent term in course of noble discoveries or dedicated university professors who make a stock population
Quality of education and teacher performance (professiona lism)	Student engagement, innovations and feedback and strategy management are generally the proof for quality input in education. However, quality seems to be mentored and monitored by reputation of the institute, peer ratings and student support. The product dimensions of educational quality have been checked by student retention and persistence and employability destinations for students. In all this process, there is very less space for the system to appraise the teacher for his or her quality performance.	Performance indicators not defined in terms of professional accountability. Most of the times access to money and its saturation is the icon of professional attitude. There has been very less ability developed in the education system for the learners to rate quality performance of teachers and no earnest attempt has been made to grade, assess, document and record professional teaching's reflection on student upbringing and the processing of academics to sustain the philosophy of education.

Some of the previous studies that support the above dimensions of gaps in educational system with respect to teacher professionalism and student achievement are as follows:

Marton and *Wenestan*(1978) elucidate quality in of student outcome through several consequences, according to which a student who takes the surface approach to reading an article without a principle my remember the example while the student who takes a deeper approach is more likely to understand the principle.

Ramsden (1999)worked on the Course Experience Questionnaire that was used

to indicate the extent to which these courses feature experience. Reasonably close relationships have been found between scores on the CEQ and the extent to which student take a surface and deep approach to their studies.CEQ scores that focus on continuous features can act as a rough proxy for educational outcomes because approach predicts outcomes to some extent.

A whole raft of unjustifiable variations exists in the way that student degree and classification are generated. *Bridges et.al.* (2002) and *Yorke et al.* (2002)identify that a math student is more than three times more likely to get a first class than a history student and there are idiosyncratic institutional algorithms for adding marks from different courses that can make as much as a degree classification difference for individual students. The historical patterns of institutes for these predictions have never been easily explicable.

Irani, Zahir (2012) traced through the divide between higher education, schools and employers to remark that students pass the buck to the next streamline, beyond the realm of educational boundaries, seamless progression including use of technology and social media to mentor those preparing for a university education.

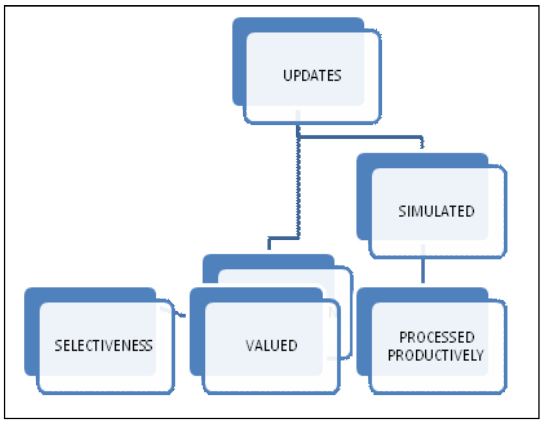
Evidences reflecting influence of teacher professionalism on learner achievement

1. Jobs are ready but not the graduates. We cannot serve economic recession while at the same time produce graduates who have not been prepared for the working world. Youth are likely to be three times more unemployed than their parents.
2. 50% students today believe their education actually increases their chance to get a job.
3. Teachers are hardly able to face the challenge that the mixing with world outside the curriculum is itself the key to the learning of transferable skills which education at all levels will in future place increasing emphasis on.
4. Privatization in the education sector has brought it to a perpetual truth that in spite of the finest of trained facilitators at school level, none of the govt. employees send their wards to govt. schools.
5. There is no addiction to teaching in the teachers, almost no question in the classroom and the most hieroglyphic kind of reproduction from students awaits appreciation leading to loss of language and communication.
6. Secondary schools report that they get pupils with low/poor literary skills.
7. A good teacher is recognised by the competitive repertoire he shares and the higher order of fee he /she charges followed the success guarantee he mints into the minds of learners. It is less than any sensitivity for the teacher to obtain and assess negative student feedback and seek self remediation.
8. Tests are all the more complex and discriminating when prepared by external agencies
9. Process oriented psychology and sociability ardently lacking, hence need to provide personality development, management and leadership skills which are otherwise imbibed from teachers conduct and professional commitment.
10. Moral, judgemental and interpersonal skills as correlates of teaching profession stands questionable.

Professionalism and its present status:

Teaching becomes the most urged and widely followed investment through coaching classes and success oriented networking. It is more enabling for structure monetary gains in terms of technical content input without any secure understanding or reliable learning for the learner.

Thios is best encoded as under



Ethical standards for the teaching profession represent a vision of professional practice.

At the heart of a strong and effective teaching career is a commitment to students and their learning along with a consistent self check process that is reflective and complete.

The chi-square values for the following questions asked to a sample of 15 school teachers and 15 college teachers to designate unbridged gaps in professionalism and learner achievement stand significant on a three-point scale :

Statement	**Yes**	**No**	**Uncertain**
1.Does professionalism mean earning money by expertise?			
2.Teachers in higher education do not need any pre-service training			
3. Learner achievement is always an individual endeavour.			
4.Text books prepare learner environment.			
5..Pretext observation is a part of teacher proficiency.			
6. Professionals have no system of updating themselves as a part of the academic set up.			
7. Continuous professional development is based on student feedback.			
8. Journal writing and predictions confirm teacher performance.			
9. The evaluation of students cannot be a summative agenda.			
10.Technology distracts professional ethics.			
11.Teaching alone can be the precursor of professional development.			
12. There is no leadership quality involved in professional expertise			
13.Clasification through evaluation should be banned.			
14. There needs to be a different curriculum for rural and urban curriculum.			
15. Language education is not a part of formal education.			

Conclusion:

Learner achievement has ridiculously announced its degradation in the recent times not only because it has lost the ideal endeavour in teacher attitude but also because there is an expectation for external motivation and reorientation from external sources time and again.

Unless continuous professional development becomes an integral and inherited part of teaching profession taking it into concern that only the proven ones would comprise of the professional Excellency of academics and research, education would lack process consistency and authenticity of expertise in the teacher and the learner.

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Use of ICT in Teacher Education Institutions of Kakatiya University

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Abstract

Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing, and numeracy. There is a widespread belief that ICTs have an important role to play in changing and modernizing educational systems and ways of learning. Inventive use of ICT is deûned as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society. Hence, there is a need to bring out the facts on the impact of ICT on educational trainers. This article discusses the factors which stimulate or limit the innovative use of ICT by teacher educators in Warangal, Andhra Pradesh. Survey analysis was used to study the prospective inûuencing factors. The study indicated a limited involvement of the teacher training institutions towards the use of ICT within the curriculum.

Introduction

ICT is becoming an integral part in every field. Every change of education is depends upon the teacher. It is depend upon the quality of training. Increasing the teacher training and has been a seemingly important concern for education. But education has faced a variety of challenges. In this context information and communication technologies ICTs represent a new approach for enhancing the dissemination of information and helping to meet these challenges. Pre service and in service teacher training play a crucial role in preparing teachers to become proficient in the integration of ICT in to training curriculum. They need to help prospective teachers understand how ICT can be used to teach contain in reach programme meaningful way. Information and Communication Technology (ICT) has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing, and numeracy. There is a widespread belief that ICTs have an important role to play changing and modernizing educational systems and ways of learning. Innovate use of ICT is defined as the use of ICT applications that hold up the learning objectives based on the requirements of the modern information society. Hence, there is a

need to bring out the facts on the impact of ICT on educational trainers.

ICT and Teacher Education

There are a variety of approaches to professional development of teachers in the context of use of ICT in education. Professional development to incorporate ICT into teaching and learning is an ongoing process and should not be thought of as one 'injection' of training. Teachers need to update their knowledge and skills as the school curriculum and technologies change. Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT.

Importance of ICT in Teachers Education

Teacher education programs at the pre-service and in-service levels must have sample scope for inducting pedagogic skills and management of technologies as important components of teaching learning environment to enhance efficacy to transaction. These need to integrate teaching-related practices with the existing methodology course and introduce specialized course to equip the student teachers with skills to operating and maintaining hardware, acquiring and utilizing software of different kinds i.e. structured textual materials, teaching aids, audio-visual cassettes, multimedia, CD ROMs and sharing information through networking in collaborative and participative methods. The application of ICT in the education setting has to be cultivated, promoted and nurtured. Teacher educators have to develop new understanding approaches and attitudes in harmony with new developments in information technology. The proficiency in these areas would help them to train student teachers effectively. Teacher's education institutions will have to take leadership in using information Technology. As technology has created change in all aspects of society, it is also changing our expectations of what student must learn in order to function in the new world economy. Students will have to learn to navigate through large amounts of information, to analyze to make decisions and to master new knowledge domains in an increasingly technological society.

They will need to belief long learners, collaborating with others in accomplishment complex task, and effectively using different systems for representing and communication knowledge to other. A shift form teacher centered instruction to learner centered instruction is needed to enable students to acquire the new 21st century knowledge and skills.

Paradigm shift through ICT in teacher Education.

1. Teacher centric, stable designs learner-centre, flexible designs
2. Teachers direction & decisions Learner autonomy
3. Passive reception in learning active participation in learning
4. Learning within the four walls learning in the wider social classroom context
5. Knowledge as given and fixed knowledge as it evolves & is
6. Disciplinary focus
7. Lerner exposure Multiple & divergent exposure

The 21st century teachers and student require the lenses of learning form ICT with ICT around ICT with the skills of

1. Digital are literacy Basic, Scientific, and technological literacy.
2. Inventive Thinking Intellectual capital ability of manage complexity courtesy.
3. Effective communication-social and personal skills-Teaming collaborative and interpersonal skills.

Teacher Education in India

In India, there are nearly 3.5 million teachers in the formal school system. Primary school teachers are required to have 10–12 years of general schooling and 2 years of professional education.

Secondary school teachers must have a graduate degree from a university along with one year of professional education. There are several institutions and systems for pre service education of teachers, ranging from school complexes at decentralized levels to programs designed and executed at the central level, but coordination among various agencies is yet to be obtained. In comparison with other states, Andhra Pradesh with respect to the growth of higher education is high Currently there are 50 universities, 660 college of education for teacher education.

With the view to promoting and motivating quality researching teacher education, the National Council for Teacher Education (NCTE) constituted a Research and Programme Advisory Committee in June 2004. The NCTE's concern is to enable teacher education institutions to prepare workforce of trained teachers who are fully conversant with the technology. It signed an MoU with INTEL Technology India Pvt.Ltd., Bangalore, on 20th December, 2006,with a view to achieve the objectives of imparting sustained professional development of all teacher educators formal recognized institutions and making ICT part of teacher education curriculum

Objective of the study:-

1. To know the role of ICT in teacher education programme.
2. To study the facilities availability in the teacher education institutions

Research procedure:-

The survey method is adopted for the present study. In this study the researcher used quantitative research approach in the data collection and analysis processes. A questionnaire is used for the data collection form the teacher training institutions in Warangal district of Andhra Pradesh.

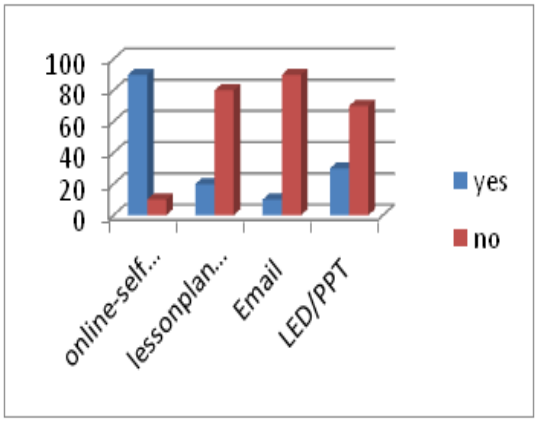
Sample

The population for the purpose of this study was defined as all the of Warangal district of Andhra Pradesh. The respondents were students of B.Ed course. Random sampling method was adopted for the survey. The data were collected by questionnaire from 100 teacher trainees from 5 selected Teacher Education Institutions, The sample containing Rural 50 Urban 50 teacher trainees.

Results and Discussions

The objective of the study is to find out the status of ICT use in the teacher education institutions. Specifically, it identified how the institutions are using ICT for the students to increase their efficiency to build the digital society, which helps in providing ICT experts the survey of institutions showed that only 3. Colleges had ICT infrastructure to support teaching and learning. All of them had electricity and telephone accesses. However; the surveyed institutions had computing resources to support administrative purposes, but computers to conduct in-service training to develop ICT skills in students were insufficient. Results based on a questionnaire feedback from students in the five training colleges are given below.

Graph.1
Nature and purpose of use of ICT



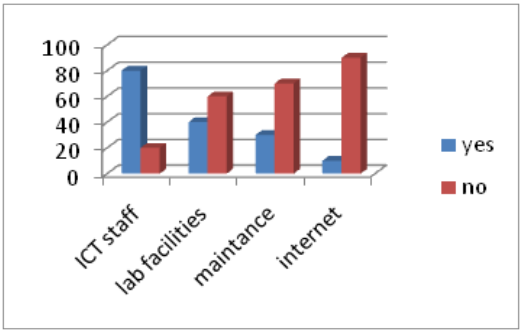
Graph 1 describes the extent of the use of ICT by B.Ed students for various facets of teaching and learning.

ICT facilities available in the teacher education institutions

Recognizing the importance of ICT in education, we raised questions on the integration of ICT in teacher education curriculum. The findings of the study show that ICT has not been included as a core course at the B.Ed level in the colleges. However, fundamentals of computer knowledge were included in the curriculum. All the respondents said that ICT is not included as a compulsory core course. For understanding the success of ICT program in an institution, we raised questions regarding the ICT staff availability, laboratory facilities, and maintenance of computers, sizable class/ lab, and availability of audiovisual and electronic support facilities...

Graph 2

ICT Facilities availabe in the Teacher Education Institutions



Major Findings:

1.The results show that more than 80% of the students explore the web for learning. But the survey shows the absence of online assessments most of the respondents collected data for studying from the Internet. But there is no facility in their institution for online assessment. Web browsing was found common among all the respondents. All the respondents depend on web pages for updating their knowledge.

2. 20%of trainee teachers only able to prepare lesson plan by using of ICT most of the students are unable to create a resume, drawing graphs and preparing power point presentation.

3. The study did not find any internal interaction among teachers, students or among teachers and students using email. The respondents said that they communicate with their teachers through mobile phones.

4. Seminars are conducted using LCD/ PPT by 30% of students. Most of the social science student's commented that they take seminars with or without LCD. They also said that they feel highly confident when they use LCD .On the whole, the study finds that only 30% of the students has effectively used ICT for acquisition of knowledge in their teacher education course.

5. 80% of respondents positively respond to the availability of computer teaching staff but the study showed that the respondents have gained only minimum ICT skills from their institutions there are no programs to build up the capacity of the students as visualized by NCTE

6. the facilities available in their institutes students responded that only 40% of audiovisual facility was sufficient. Charts and posters- which are used as teaching aids in teaching learning process and micro teaching presentations during their courses.

7. The survey of institutions showed that only 2 colleges had ICT infrastructure to support teaching and learning. All of them had electricity and telephone accesses However ,the surveyed institutions had computing resources to support administrative purposes, but computers to conduct pre-service training to develop ICT skills in students were in sufficient.

8. 90% of respondents said that there is no internet availability in their institutions Web browsing is usually done outside the campus. Most of the respondents are found browsing from

their home and Internet cafés. Only 10%of the respondents said that the utilize Internet facility from their institutions. All the respondents complained about lack of PCs and restrictions from the authority to use Internet face. Some students said that they had taken membership from Kakatiya University Library. Browsing for their studies is done by utilizing the lab facility of the university, which is free of cost.

Conclusion

The use of ICT has the potential to allocate opportunities for learning broadly across the teaching force. The study found that teacher education institutions are no longer strictly utilizing ICT. Measures are to be taken to improve the quality and support to students, opening up new avenues for professional development of our future teachers. However, the conclusions are based on limited survey in selected five college of teacher education institutions of Warangal districts of Andhra Pradesh.

Suggestions

1. Teacher training should encompass ICT skills along with a full understanding and complete mastery of ICTs as pedagogical tools.
2. Teacher education institutions should be ensured with financial and human resources with training for successful incorporation of ICT.
3. The faculty of education, Universities should deliver expert demonstration lessons on practical especially how to use various new teaching techniques, audio-visual aids with the help of ICT. Hence, the teachers newly appointed teacher education institutions can have some orientation.

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ICT Awareness of Students at Secondary Level

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Abstract

In this study it is aimed to compare the Awareness about Computer, Internet, Broadcasting Technology and ICT of students of SSC, ICSE and CBSE boards. The study was investigated on secondary school students of SSC, ICSE and CBSE boards. Descriptive method has been used for the study and students of VIII and IX standard were selected randomly for the collection of the data. Five point rating scale was constructed by researcher having 60 statements. Data was analyzed by using t- test and ANOVA. The investigators find the fact there is significance difference in the Awareness about Computer, Internet, Broadcasting Technology and ICT of SSC, ICSE and CBSE school students; it is higher in CBSE and ICSE school students than SSC school students.

Introduction:

ICT has brought revolution in the field of education. ICT is widely used effectively in current education system all over the world. Government and private stake holders of education are giving utmost priority to introduce computer education in the daily class room teaching.

"ICT which include radio and television as well as newer digital technologies such as computers and internet have been proven as potentially powerful tools for educational change and reform. When used appropriately, different ICTs can help expand access to education, strengthen the relevance of education to the increasingly digital work place, and raise educational quality by helping make teaching and learning into and active process connected to real life." (Deshmukh & Manchekar, 2009)

Information and Communication Technology has become a buzzword when talking about the technology, the applications and the benefits of information and telecommunications in all spheres of Education. It is therefore important that as we plan to integrate Information and Communication Technology in all the school functions, all users, that are students, academic staff, administration, and management, have got a clear understanding of what is meant by Information and Communication Technology.

"Information and communication technology is about achieving the age - old objectives and applications of information and communication in new and more efficient ways. ICT is not an end in itself. It is just a means to the end.

The challenge to all of us is really not necessarily to understand it, but to appreciate it and its effectiveness in increasing the efficiency of our operations." (Burkhardt, 2003)[4] Researcher hope that this research has gone some way in imparting the minimum amount of technological awareness required for the full appreciation of the benefits of ICT.

Objective of the Study:

1. To study the awareness about Information and Communication Technology of Secondary students with respect to school types (across different boards-ICSE, CBSE and SSC) in terms of the following dimensions
   a. Awareness about Computer
   b. Awareness about Internet
   c. Awareness about Broadcasting Technology (Radio And Television)
   d. Awareness about ICT (Overall)

Hypothesis:

1. There will be no significant difference in the awareness of ICT of Secondary students with respect to school types (across different boards-ICSE, CBSE and SSC) in terms of the following dimensions-
   1. Awareness about Computer
   2. Awareness about Internet
   3. Awareness about Broadcasting Technology (Radio and Television)
   4. Awareness about ICT (Overall)

Research Design

Methodology:

The present study employed descriptive method of the comparative type. It aimed at studying and describing the ICT awareness of the secondary school students. It aimed to compare variables Awareness about computer, Awareness about Internet, Awareness about Broadcasting Technology (Radio and Television), and Awareness about overall ICT of secondary students on the basis of school types (ICSE, CBSE and SSC Board).

Sample:

For the present study 1609 secondary school students studying in English medium schools were selected. Students studying in STD VIII and IX of ICSE, CBSE and SSC Board were included. These students were selected with stratified random sampling from the schools across western suburbs of Mumbai and Thane Jurisdiction.

Tool Used:

In order to study the Awareness about ICT tool was constructed by the researcher. Five point Rating Scale having options Strongly Agree, Agree, Neutral, Disagree; Strongly Disagree (write rating)was used to collect the data. The Tool is consisting of 48 statements about four dimensions- 'Awareness about Computer, Awareness about Internet, Awareness about Broadcasting Technology (Radio and Television), and awareness about overall ICT. For the tools constructed by the researcher validity and reliability were established using retest reliability and split-Half reliability method.

The split-Half Reliability for the whole tool was calculated and Cronbach's alpha is 0.94 and Spearman-Brown Prophecy is 0.79. Minimum score was 54 and maximum score was 192.

Analysis of Data:

For the Inferential Analysis the hypotheses were analyzed using the appropriate statistical techniques ANOVA in order to compare various groups for studying the differences.

The table 1 indicates that F ratio is significant ($F=47.33$) and $p < 0.05$, therefore the **null hypothesis is rejected**. It can be concluded that there is significant difference in awareness about Computer of Secondary students with respect to school types.

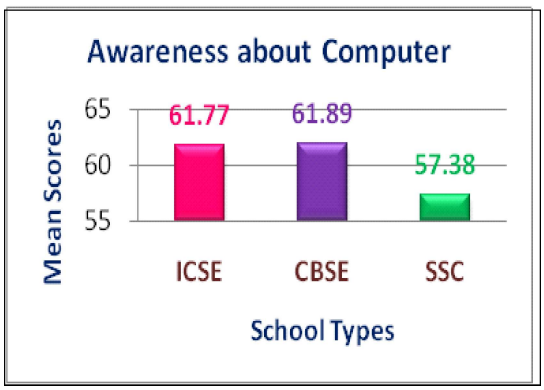
The table 2 indicates that F ratio is significant ($F=63.08$) and $p < 0.05$, therefore the **null hypothesis is rejected**. It can be concluded that there is significant difference in awareness about

Table 1.
Showing F ratio for AAC scores of secondary school students on the basis of school types.

Source of Variance	SS		df	MSS	F ratio	Level of Significance
Between groups	6566.52	2	3283.26	47.33		Significant
Within groups	111404.71	1606	69.36			p<.05

Graph 1 indicates that the mean score of AAC is highest for CBSE school type followed by ICSE and SSC school type.

Graph 2. Bar graph showing the mean scores of Awareness about Internet of ICSE, CBSE and SSC board school students



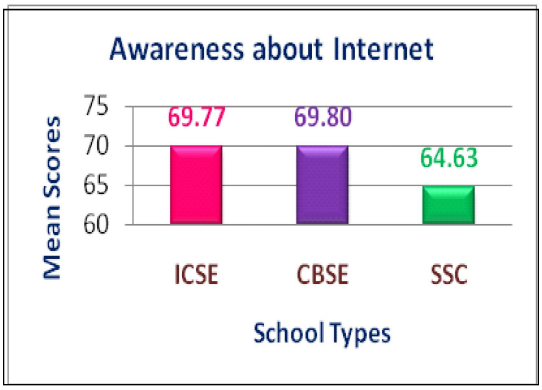


Table 2.
Showing F ratio for AAI scores of secondary school students on the basis of school types.

Source of Variance	SS		df	MSS	F ratio	Level of Significance
Between groups	8834.08	2	4417.04	63.08		Significant
Within groups	112453.04	1606	70.02			p<.05

Table 3.
Showing F ratio for AABT scores of secondary school students on the basis of school types.

Source of Variance	SS		df	MSS	F ratio	Level of Significance
Between groups	915.32	2	457.66	22.64		Significant
Within groups	32455.12	1606	20.20			p<.05

Internet of Secondary students with respect to school types.

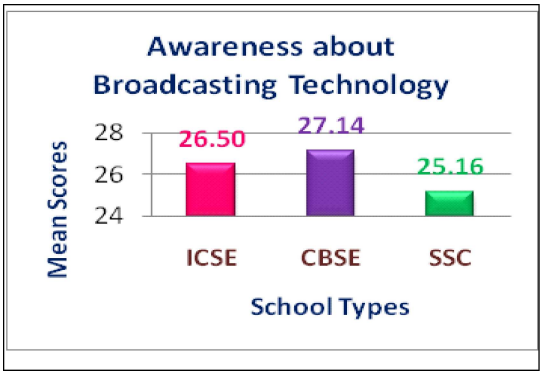
The table 3 indicates that F ratio is significant (F=22.64) and p < 0.05, therefore the **null hypothesis is rejected**. It can be concluded that there is significant difference in awareness about Broadcasting Technology of Secondary students with respect to school types.

The table 4 indicates that F ratio is significant (F=17.34) and p < 0.05, therefore the **null hypothesis is rejected**. It can be concluded that there is significant difference in awareness about ICT of Secondary students with respect to school types.

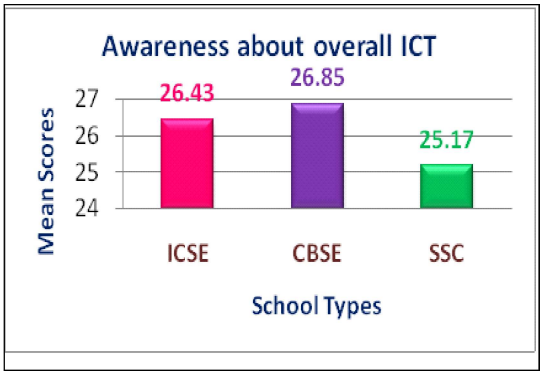
Table 4.
Showing F ratio for AAICT scores of secondary school students on the basis of school types.

Source of Variance	SS		df	MSS	F ratio	Level of Significance
Between groups	709.25	2	354.62	17.34		Significant
Within groups	32827.83	1606	20.44			p<.05

Graph 3 indicates that the mean score of AABT is highest for CBSE school type followed by ICSE and SSC school type.



Graph 4 indicates that the mean score of AAICT is highest for CBSE school type followed by ICSE and SSC school type.



Findings

1. There is a significant difference in the awareness of ICT of Secondary students with respect to school types (across different boards-ICSE, CBSE and SSC) in terms of the following dimensions-
   1. Awareness about Computer
   2. Awareness about Internet
   3. Awareness about Broadcasting Technology (Radio and Television)
   4. Awareness about ICT (Overall)

Conclusion:

Significant difference was found in awareness about Computer, Internet, Broadcasting Technology and ICT of Secondary students **with respect to school types.** It can be said that secondary students do differ in their awareness about computer, Internet, Broadcasting Technology and ICT on the basis of school types across different boards i.e. ICSE, CBSE and SSC. The difference could be the result of curriculum design and implementation at secondary level. No significant difference was found for ICSE-CBSE school types and significant difference was found for ICSE-SSC and CBSE-SSC school types. It can be concluded that there is significant difference in awareness about Computer, Internet, Broadcasting Technology and ICT of Secondary students with respect to school types- ICSE-SSC and CBSE-SSC, From mean scores it can be said that awareness about Computer, Internet, Broadcasting Technology and ICT of secondary students belonging to the ICSE and CBSE school type is significantly higher than the students of SSC school type. The difference could be the result of curriculum design and implementation, socio-economic-cultural factors of schools.

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Attitude of Student-Teachers towards the use of Interactive Whiteboard

Deep Kumar *

Abstract

The use of interactive whiteboards in today's teaching is becoming very common. Changes in the site of design and display form the printed page or worksheet and the traditional blackboard to the electronic site of the screen, together with easy access to multimodal resources, including colour, image, sound and movement bring new potentials for teacher text design for Interactive Whiteboard. Present study is conducted on 198 student-teachers of two different teachers' training institutions of Patna. An attitude scale developed by the researcher was used for collection of data. Personal data sheet was used for collection of data on different values like better understanding, creating interest in learning, breaking traditional methods, hold attention, making learning memorable, maintaining discipline, increasing students' performance, increase in teachers' confidence and effectiveness, explaining difficult concepts.

Introduction:

Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. Teacher education institutions are faced with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. The world constantly undergoes sudden and deep changes that influence life both of individuals as well as society as a whole. the development of technology and science results in numerous new problems that may often make a modern man feel lost and helpless (*Kossobucka*, 2007). Each teacher has to realize that traditional methods of teaching, based mainly on a word, do not always find recipients and listeners (*Pylka-Gutowska*, 2007). Use of tools in education should be the first condition for implementing innovations (*Strykowski*, 2003). The teaching environment until now was the text book mostly used as a teaching aid in schools. Teachers' experience of multimedia is often still limited to the occasional showing of video films in order to illustrate a given topic. In Poland, educational effectiveness of the whiteboard to visualize selected chemical problems was a subject of the Ph.D dissertation of *M. Bartoszewicz* (2006), supervised by UAM Prof. *H. Gulinska*, Ph.D (hab). Students pursuing a one-year postgraduate teacher education course

are required to make rapid changes in their ideas about teaching and learning during their preparation to be school teachers. This is particularly necessary in the case of Information and Communication Technology (ITC). History tends to suggest that whenever a new technology is introduced into society, our first inclination is to use it to replicate the traditional technology it has been designed to replace. The potential of technology to transform our educational infrastructure is immense but it is still far from achieved.

There are two very different kinds of interactive whiteboards:

The first is a 'virtual' electronic version of a dry-wipe board on a computer that enables learners in a virtual classroom to view what an instructor, presenter or fellow learner writes or draws. it is called an electronic whiteboards and can be found in conferencing and data-sharing systems such as Microsoft NetMeeting. the second type is a large physical display panel that can function as an ordinary whiteboards, a projector screen, an electronic cope board or as a computer screen on which the computer image can be controlled by touching or writing on the surface of the panel instead of using a mouse or keyboard. This briefing is about the second type of interactive whiteboard.

An interactive whiteboard (IWB) is a large touch-sensitive display panel that can function as an ordinary whiteboard, a projector, screen, an electronic copy board or as a computer projector screen on which the computer image can be controlled by touching the surface of the panel instead of using a mouse or keyboard. Fully-functioning interactive whiteboards usually comprise four components: a computer, a projector, a appropriate software and the display panel. The computer is connected to the projector and whiteboard. The projector displays the computer screen image onto the board. Action on the surface of the display panel is communicated with the computer over a cable or wireless connection and interpreted via the installed software. Additional components are available for some systems, including hand-held key pads for gathering individual responses and interactive white board tables: in effect a small personal version of the large board.

Significance of Study:

The attitude of teacher is very important as it is a tendency which helps them to be favorable or unfavorable towards the usage of most modern adoption of modern methods in the field of education in future. the adoption of modern methods of teaching in education will encourage and motivate the students to explore new areas of advancement with reference to its latest developments in various subjects. Teachers play an important role in the adoption of Interactive whiteboard into schools and their attitudes have proved to be significant predictors of its utilization. Teachers' existing attitudes, skills and working habits will have great influence on the acceptance, style of implementation of interactive whiteboard into classroom.

Objectives of Study

1. To find the difference between male and female student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
2. To find the difference between student-teachers in rural and urban background in their attitude towards the use of interactive whiteboard in teacher education.
3. To find the difference between under graduate and post graduate student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
4. To find the difference between English medium and Hindi medium student-

teachers in their attitude towards the use of interactive whiteboard in teacher education.

5. To find the difference between experienced and un-experienced student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Hypotheses:

1. There is no significant difference between male and female student-teachers in their attitude through the use of interactive whiteboard in teacher education.
2. There is no significant difference between student-teachers in rural and urban background in their attitude through the use of interactive whiteboard in teacher education.
3. There is no significant difference between under graduates and post graduates student-teachers in their attitude through the use of interactive whiteboard in teacher education.
4. There is no significant difference between English medium and Hindi medium student-teachers in their attitude through the use of interactive whiteboard in teacher education.
5. There is no significant difference between experienced and non experienced student-teachers in their attitude through the use of interactive whiteboard in teacher education.

Method of study:

The survey method was adopted for the investigation of the study.

Tool:

An attitude scale developed by the researcher was used for collection of data.

Sample:

The sample of this study comprised of 198 student-teachers of two different teacher training colleges of Patna. In this sample Male and Female students of Science, Arts and Commerce took part.

Data Analysis:

Data were tested for significance by applying t-test. Difference in attitude was found out on the basis of sex, habitation, and qualification, medium and teaching experience.

Table 1 shows the level of significance in means of male and female respondents.

Table – 1

Mean, SD and t-ratio based on sex

Group	N	Mean	SD	df	t
Male	38	166.5	15.7	198	0.85
Female	162	164.1	15.6		NS

Table -1 reveals that t-ratio (0.85) is not significant at 0.05 level. Thus there is no significant difference between the male and female student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Table – 2

Mean, SD and t-ratio based on locality

Group	N	Mean	SD	df	t
Urban	107	164.4	14.9	198	0.13
Rural	93	164.7	16.6		NS

Table -2 reveals that t-ratio (0.13) is not significant at 0.05 level. Thus there is no significant difference between the urban and rural student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Table – 3

Mean, SD and t-ratio based on Qualification

Group	N	Mean	SD	df	t
UG	162	164.3	15.9	198	0.56
PG	38	165.7	14.4		NS

Table -3 reveals that t-ratio (0.56) is not significant at 0.05 level. Thus there is no significant difference between the under graduate and post graduate student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Table – 4
Mean, SD and t-ratio based on Medium

Group	N	Mean	SD	df	t
English	92	164.9	17.0	198	0.36
Hindi	108	164.2	14.5		NS

Table -4 reveals that t-ratio (0.36) is not significant at 0.05 level. Thus there is no significant difference between the English and Hindi medium student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Table – 5
Mean, SD and t-ratio based on Experience

Group	N	Mean	SD	df	t
Expe.	99	166.5	14.2	198	1.62
Non Exp	101	162.9	16.7		NS

Table -5 reveals that t-ratio (1.62) is not significant at 0.05 level. Thus there is no significant difference between the experienced and un-experienced student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

Findings:

1. There is no significant difference between male and female student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
2. There is no significant difference between urban and rural student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
3. There is no significant difference between Under Graduate and Post Graduate student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
4. There is no significant difference between English medium and Hindi medium student-teachers in their attitude towards the use of interactive whiteboard in teacher education.
5. There is no significant difference between experienced and non experienced student-teachers in their attitude towards the use of interactive whiteboard in teacher education.

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A Correlational Study on Change Proneness and Effectiveness of Teachers at Secondary Level

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Abstract

The present correlational study on Change Proneness and Teacher effectiveness was conducted on secondary Teachers. A sample of 480 teachers were selected by stratified random sampling technique. Tools, to major change proneness "Mukhopadhyay's (1982) Change Proneness Inventory", and to major teacher effectiveness, teacher effectiveness scale constructed and standardized by Saxena & Shrivastava (2012) were employed. Result of the study reveals that the change proneness and teacher effectiveness of secondary school teachers are positively related significantly to each other. The intensity of relationship of Change Proneness and Teacher Effectiveness of male teachers is more than that of female teachers.

Introduction

The rapid changes in educational system which have contributed largely to its expansion and progress are demanding a review of old, conventional and dogmatic methods and of developing new ones. Several attempts are being made to meet and satisfy this demand and make teaching and learning more effective and interesting. Put forth in other words, this essentially means 'CHANGE'. Change is stressful, challenging and ultimately rewarding. Teacher's need to be encouraged and supported in taking risks and trying out a new approach. For incorporating changes, though an equally imperative question is that of teacher's willingness to bring in change. This is what is called as 'Change Proneness."

The coinage of the term Change Proneness, as traced back in the educational literature can be attributed to Miller (1967). The meaning of Change proneness is largely hidden in the word itself. Proneness means inclination or readiness or likelihood. Thus Change Proneness means would connote the inclination or readiness or likelihood one possesses to change. It is indicative of a person's mental orientation towards change. In this sense, 'change proneness' is a more global concept when compared to Cosmo-politeness or 'open-mindedness', as used in earlier research studies. Therefore, 'change proneness' would refer to the change in one's behavior, especially professional and with regard to adoption of innovation would depend upon the degree to which one intends to change to adoption of innovation would depend upon the degree to which one intends to change one self.

Thus, the measurement of one's orientation towards and readiness to change becomes a pertinent issue. To incorporate innovation in main stream of education, a teacher needs to be both efficient and effective. Teacher's effectiveness has been an issue from immemorial. There are many factors which contribute to teacher effectiveness.

Fortunately, there has been a convergence of available research data pertaining to these factors over fifteen years as reported by *Creemers* (1999), *Hay McBer* (2000), *Brophy* (2003), *Scheerens & at all* (2003) etc. These factors fall under the general leading of teacher characteristics. Teacher characteristics are relatively stable traits that are related to and influence the way teacher practice their profession. These characteristics can be organized into four cluster namely professionalism, thinking/reasoning, expectations and leadership.

The characteristics of effective teachers are common to or closely related with the factors associated with change proneness. Hence it was felt necessary to explore the relationship between the two variables. Thus the proposed study is being taken to explore analytically the relationship between change proneness and teacher effectiveness.

Review of related studies:

A careful scrutiny of related research studies reveal that in the area of teacher effectiveness, the researchers can be categorized into two broad groups. The objective of one group of researches was to find out the factors or components of teacher effectiveness. This type of researches have been conducted by *Gupta* (1988), *Vashishtha & Verma* (1991) etc. These researches have reported various factors of teacher effectiveness as the ability to students, ability to explain, to understand, to manage class, to produce good results presentation of lesson in an interesting manner and qualities like sense of humor, commitment, trustworthiness, respect, thinking etc.

The objective of yet another group of researches conducted in the field of teacher effectiveness was to inquire into the relationship between teacher effectiveness and other variables. This type of researches has been conducted by *More* (1988), *Atraye* (1989) & *Mourya* (1990) etc. on the various variables. The most commonly reported variable to have a significant influence on teacher effectiveness was job satisfaction. Besides these, the other variables which have been reported to have a significant relationship with teacher effectiveness are personality, adjustment, favorable attitude, sex, age, marital status, qualification, experience, subject of teaching, designation, types of management and/ or impact of change proneness and teacher effectiveness.

Similarly, when a thorough review of researches conducted in the area of change proneness was carried out, it was inferred that almost all the studies were taken up to inquire factors related to a teacher's predisposition for change i.e. change proneness. These studies have been conducted by *Agrawal* (1974), *Bakshi* (1980), *Vinaitheerthan* (1981), *Singh* (1977), etc. The factors reported to be related to change-proneness by these researchers are self efficacy, efficacy of change, practicality, school culture, curriculum fit etc.

This review helps us to infer that most of these studies have been conducted abroad but not even a few studies could be located in the Indian context. Moreover, the impact of and correlation between change proneness and teacher effectiveness was also found to be un-inquired to this date. This inference makes it vital to have a research conducted on the change proneness in India in terms of teacher effectiveness. Thus the proposed

investigation is being taken up with a view to prove into above stated relationship.

Objectives:

The proposed study is being taken up to accomplish the following objectives:

1. To study the relationship between change proneness and teacher effectiveness of secondary school teachers.
2. To study the relationship between change proneness and teacher effectiveness of Male and Female teachers.
3. To compare degree of relationship between change proneness and teacher effectiveness of Male and Female teachers.

Hypotheses

The investigator framed the following hypotheses:-

1.There will be no significant relationship between change proneness and teacher effectiveness of Secondary School teachers.
2. There will be no significant relationship between change proneness and teacher effectiveness of Male Teachers of Secondary Schools.
3. There will be no significant relationship between change proneness and teacher effectiveness of Female Teachers of Secondary Schools.
4. There will be no significant difference in the degree of relationship between change proneness and teacher effectiveness of Male and Female Teachers of Secondary Schools.

Method.

Sample

The sample for this study comprised 480 teaches (240 Male and 240 female) from secondary schools of Durg District of Chhattisgarh.All these school are government school. Stratified Random Sampling was employed to select the sample for this study.

Tools Used :

The details of the tools which were employed for this study have been provided in the following :-

a) Change Proneness:

To collect the data with respect of change proneness, "*Mukhopadhyay's* (1982) Change Proneness Inventory" was employed. The inventory contains items related to various characteristics of a change prone teacher like open-mindedness, eager to know, ready to make extra efforts, reviews his/her ideas periodically, communicate ideas to others and have experimental attitude. In all the inventory contains 33 items. The split half reliability of the inventory is 0.82 while it has content validity.

b) Teacher Effectiveness:

For assessing the teacher effectiveness, teacher effectiveness scale constructed and standardized by *Saxena & Shrivastava* (2012) was employed. The scale contains items related to class room management, knowledge of subject matter, preparation and planning for teaching, teacher characteristic & inter-personal relation. In all the scale contains 58 items. Its test-retest reliability is 0.85 while it has content validity.

Data Analysis

To examine the relationship between change proneness and teacher effectiveness of Secondary School teachers,Pearson's Product Moment Correlation Coefficient was employed.The result of the analysis has been presented in Table -1.

Table-1
Correlation between Change Proneness and Teacher Effectiveness

Variable	N	Mean	SD	r	Sign.
Ch. Pron.	480	108.02	19.76	0.19	Sign
Tea. Effe.	480	247.7	26.46		p<.01

from the table-1,it is evident that the correlation for the change proneness and teacher effectiveness was found to be

0.19, which is significant at the 0.01 level.(Table Value r=0.115, df = 478 for significant at the 0.01 level).Thus the null hypothesis1 is rejected. The two variables change proneness and teacher effectiveness are thus positively related to each other significantly.

Table-2
Correlation between Change Proneness and Teacher Effectiveness of Male and Female Teachers.

Male Tea.	**N**	**Mean**	**SD**	**r**	**Sign.**
Ch. Pron.	240	109.9	19.8	0.30	Sign
Tea. Effe.	240	244.3	28.3		p<.01
Fem. Tea.	**N**	**Mean**	**SD**	**r**	**Sign.**
Ch. Pron.	240	106.1	19.6	0.13	NS
Tea. Effe.	240	250.1	24.3		

From the table-2, it is evident that the correlation for Change Proneness and Teacher Effectiveness was found to be 0.30, which is significant at the 0.01 level. Hence the null hypothesis 2 is rejected. The two variables change proneness and teacher effectiveness are thus positively related to each other significantly.

Further, for female group the correlation was found to be 0.13,which is insignificant. Hence the null hypothesis 3 is accepted.

In order to test the significance of difference to the intensity of relationship between Change Proneness and Teacher Effectiveness of Male and Female group of Secondary School Teachers,t- value was calculated and presented in Table-3.

Table-3
Comparison of intensity of relationship between Change proneness and Teacher effectiveness of Male and Female Secondary School Teachers.

Group	N	r	z	t	Signi.
Male	240	0.30	0.31	2.0	Sign.
Female	240	0.13	0.13		p<.05

Findings

1. Change Proneness and Teacher Effectiveness of Secondary School Teachers are positively related to each other significantly.
2. Change Proneness and Teacher Effectiveness of Male teachers of Secondary Schools are positively related to each other significantly.
3. Change Proneness and Teacher Effectiveness of Female Teachers of Secondary Schools are not related significantly.
4. The intensity of relationship of Change Proneness and Teacher Effectiveness of Male Teachers is more than that of female Teachers.

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Challenges of Teacher Education in India

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Abstract

In Indian education system, teachers are a precondition to the achievement of all the EFA goals and the key to bridging both the qualitative and quantitative targets teacher Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many a research library. Discussion on what it is, how it is developed, and its connection to student achievement have become the feature of educational slang in the 21 st century. These seek to look at teacher quality in away in which it brings: as a means to review how the terms excellence and quality are shaped by policy, identify how educators perceive teaching quality and to review how quality is cultivated in teachers. Within this scope, this article provides an overview of teacher education and evaluation in India and lastly we discuss about issues and challenges in teacher education.

Introduction

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the school and classroom. In early times, teachers were often scholars or clergymen who had no formal training in how to teach the subjects of their expertise. In fact, many believed that "teachers were born, not made." It was not until the emergence of pedagogy, the "art and science of teaching," as an accepted discipline that the training of teachers was considered important. Although there has been continued debate about whether teaching is a "science" that can be taught or whether one is "born" to be a teacher, it has generally been agreed, at least since the nineteenth century, that certain characteristics are needed to qualify a person as a teacher: knowledge of the subject matter to be taught, knowledge of teaching methods, and practical experience in applying both. Most educational programs for teachers today focus upon these points. However, the internal character of the individual is also an important aspect of teaching; whether that is something one is born with or can be taught, and what are the qualities that are needed for the role of teacher, are also a matter of debate.

Despite the importance of "quality" as the motivating factor for educational

planning, approaches to quality can vary widely. In much of the literature, "quality" is used in a detached way, assuming consensus both on what the term means and on the desirability of the various educational aims and approaches promoted under the banner of quality. Whether explicit or implicit, a vision of educational quality is always embedded within countries policies and programs. *Harvey* (1995) provides a useful framework for thinking about quality by outlining five goals for education that define the vision of quality within individual systems. Education systems vary in emphasizing a single vision or, more commonly. One way of looking at quality, prevalent in both the research literature and reports of program implementation, concerns the relationship between different "inputs" and a measure of student performance, or "output." The outputs are usually students' results on achievement tests, assessments, or end-of-cycle examinations. The inputs include a wide variety of factors: infrastructure and resources, quality of teaching environment, textbooks, teacher preparation, teacher salaries, supervision, attitudes and incentives, Educational Institutional climate, curriculum, students physical well-being, and family and socioeconomic context. Another way of looking at quality involves measuring the efficiency of the system.Educational efficiency is measured internally by the rates of completion, dropout, and repetition. Efficiency is also measured externally by looking at the outcomes of education or the productivity of school leavers. This is measured according to, for example, wages or agricultural yields associated with an individual's or a community's level of schooling. Studies of efficiency provide necessary information for planners, but this approach has relatively little explanatory power about what creates school quality without an accompanying analysis of the dynamics among the myriad school process factors that encourage students to stay in school and gain valuable knowledge and attitudes while there for studying. More recently developed way of looking at quality focuses on the content, context, and relevance of education.This approach to quality focuses on process within the educational institutions and classroom and relationships between the educators and the surrounding community. Greater attention is given to the ways in which inputs interact at the Institutional level to shape quality of learning, defined as the elements of knowledge and character that a society values in young peoples.

Issues and Challenges in Teacher Education

An immense writing has appeared on educational quality in recent years, examining factors that help improve education and proposing ways to promote better learning in schools. The issue of quality has become critical in many countries. In countries like India where with constrained resources, the successful effort to increase access to basic education has often led to declining quality of education.

In a search for the factors that promote quality, countries programs as well as the literature increasingly emphasize teachers, schools, societies and communities as the engines of quality, with teacher quality identified a primary focus. The rapid changes in society led to teachers facing new and complex issues, resulting in changes in the area of teacher education.

1. One of the most significant developments was the creation of Special education for children with special needs. For Special education teachers, learning how to effectively convey subject content is as important as learning this information. Special education teachers must be taught how

information, especially more advanced and complex subject material, can be effectively taught to students in non-traditional ways. Special education teachers also often are required to study additional aspects of psychology and sociology.

2. Advances in technology have also posed an issue for future educators. Many educators have focused on ways to incorporate technology into the classroom. Television, computers, radio, and other forms of mass media are being utilized in an educational context, often in an attempt to involve the student actively in their own education. Hence, many teacher education programs now include courses both in technology operation and how to use technology for education purposes.
3. With the coming on of distance learning utilizing mobile technologies and the internet understanding of technology or we can say e-learning has become crucial for new teachers in order to keep up with the knowledge and interests of their students in these delivery systems. The emergence of a networked knowledge economy presents both opportunities and challenges for teacher education. Used effectively, knowledge networks present opportunities for better informed and supported practice by education professionals and more authentic learning by students.

The challenges include those identified above and, while much more research and development will be required to answer them. As India's population or worldwide populations increasing which turn up to increasing demand for new teacher, while poverty, political instability, and other major issues have hindered governments around the world from meeting new educational demands. In some parts of the world, programs have been initiated to draw new talent into teacher educational programs. The UN's Millennium Development Project has eight established goals, one of which is to develop universal primary education in every country by the year 2015. Central Asia, Africa and Latin America are all target areas for this initiative. In order to help achieve this end, the UN has devoted resources and funds to helping improve educational infrastructure and to training more new teachers in targeted areas.

Conclusion

Teacher education is a difficult assignment, especially at the present stage where teacher education programmes are being delivered by a large number of unaided private teacher education institutions.These institutions are also not sure of their tenure, as in near future; possibility of huge unemployment of trained persons may result in swinging fall. The surviving institutions can only be helped by appropriate authorities in improving quality of their academic management. Government and educators will need to understand better the links between schooling and its social and cultural environment, the kind of socialization and informal learning provided to children both before school entry and outside of the classroom and ways to develop more literate and encouraging environments in the family and the community surrounding the school. Although the task of recruiting for both miscellany and quality seems discouraging, several well-documented and proven long-term strategies exist and but now we should support the creation of a stable pipeline for recruiting more and better qualified, diverse teachers. Expand the teacher candidate pool by targeting: potential teaching candidates in high school or before, teacher's aides and other para-educators, students at community

colleges. Promote and support to teacher candidates who are otherwise qualified (based on defined eligibility criteria for teaching) but not passing the tests. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers and evaluators. Quality & Excellencies in teaching in the Indian context is only possible if these points to be remembered.

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Salient Factors Leading to Women Empowerment

Nirmala Bhandari *

Abstract

Women's education has become one of the key development objectives in the nineties, it is crucial to examine the assumptions under which policies, Programmes and projects are formulated towards this goal. More recently, the concept of empowerment has been tied to the range of activities undertaken by and for women in different areas, education included. In all these, a related question is: From what and whose perspective are we going to evaluate such assumptions and its empowering outcomes? In this article we are going to present the concept of Empowerment, Indicators of Empowerment, and goals of women's education, Facilitating factors, Constraining factors and Strategies for the future.

Introduction

"Educate one man, you can educate one person, but educate a woman and you can educate a whole civilization".

Mahatma Gandhi

The Concept of Empowerment

Empowerment has become one of the most widely used phrase in terms of development now a days. Women's groups, government and non-government organisations, activists, politicians, national and international agencies refer to empowerment as one of their goals. Yet it is one of the least understood in terms of how it is to be measured or observed. It is precisely because this word has now been one of the fashionable concepts to include in policies/programmes/projects that there is a need to clarify and come up with tentative definitions. Further more, the particular implications of empowerment of women is an area that needs to be discussed.

The nature of empowerment renders it difficult to define. On the one hand, it is often referred to as a goal for many development programmes/projects. On the other hand, it can also be conceived as a process that people undergo, which eventually leads to changes.

Nelly Stromquist, defines empowerment as "a process to change the distribution of power both in interpersonal relations and in institutions throughout society" while, *Lucy Lazo* describes it as "a process of acquiring, providing, bestowing the resources and the means or enabling the access to a control over such means and resources".

From all these definitions we can conclude that "the ability to direct and control one's own life is Empowerment"

Indicators of Empowerment

Understanding that empowerment is a complex issue with varying interpretations in different societal, national and cultural contexts, we have a tentative listing of indicators.

1. At the level of the individual woman and her household:

- Participation in crucial decision-m a k i n g processes;
- Extent of sharing of domestic work by men;
- Extent to which a woman takes control of her reproductive functions and decides on family size;
- Extent to which a woman is able to decide where the income she has earned will be channeled to;
- Feeling and expression of pride and value in her work;
- Self-confidence and self-esteem; and
- Ability to prevent violence.

2. At the community and/or organisation

- Existence of women's organizations;
- Allocation of funds to women and women's projects; increased number of women leaders at village, district, provincial and national levels;
- Involvement of women in the design, development and application of technology;
- Participation in community programmes, productive enterprises, politics and arts;
- Involvement of women in non-traditional tasks; and
- Increased training programmes for women; and exercising her legal rights when necessary.

Goals of women's education.

Now we would like to talk about the objectives of women Education.

The important objectives are:

- To eliminate illiteracy;
- To develop self-esteem and self-confidence;
- To have knowledge about their bodies and sexuality;
- To have the ability to make their own decisions and negotiate;
- To raise the women's awareness of their civil rights;
- To provide skills for income generation;
- To make participation in community/ society more effective; and
- To prepare them to be good women leaders.

Facilitating and Constraining Factors of Empowerment.

Empowerment does not take place in a vacuum. Women's state of powerlessness is a result of "a combination and interaction of environmental factors," the conditions/factors that can hasten or hinder empowerment.

Facilitating factors

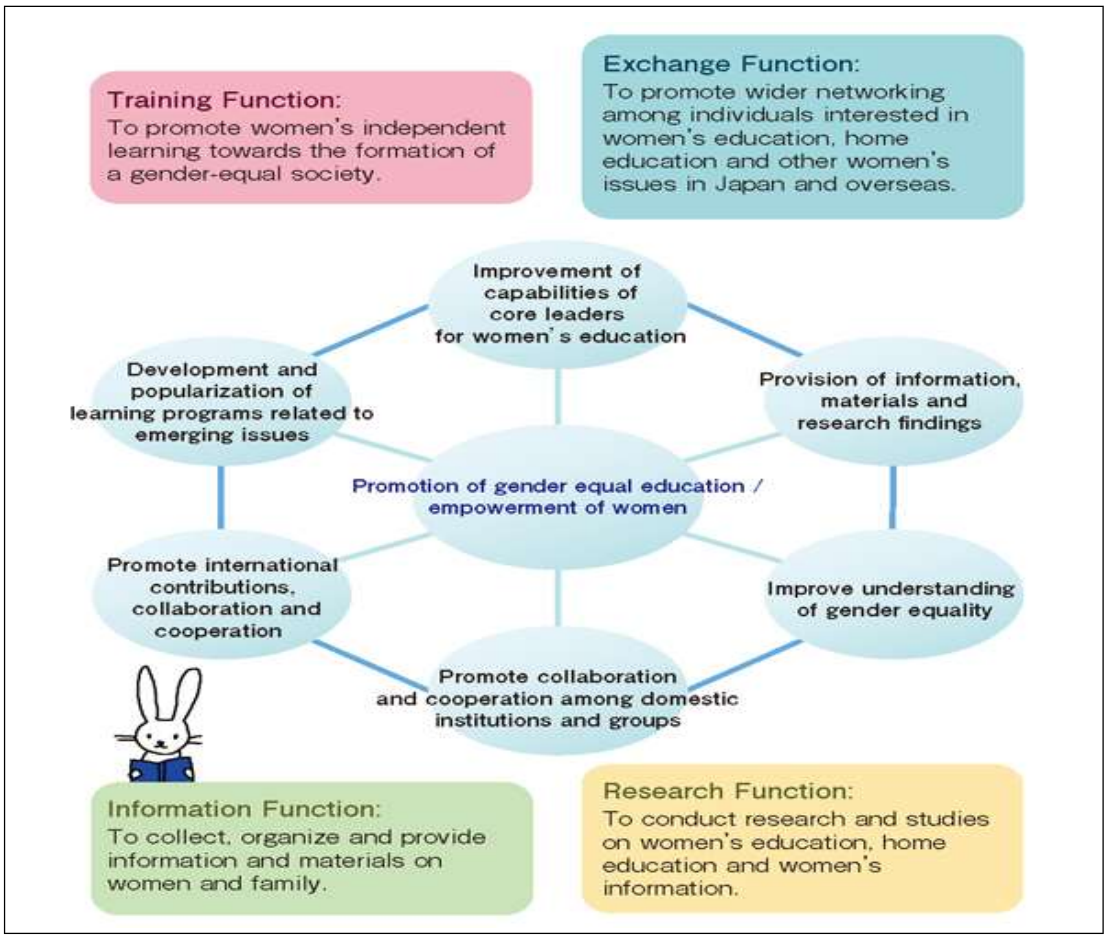
- Existence of women's organizations;
- Availability of support systems for women;
- Availability of women-specific data and other relevant information;
- Availability of funds;
- Feminist leadership;
- Networking; favorable media coverage;
- Favorable policy climate.

Constraining factors

- Heavy work load of women;
- Isolation of women from each other;
- Illiteracy;
- Traditional views that limit women's participation;
- No funds;
- Internal strife/militarization/wars;
- Disagreements/conflicts among women's groups; ustructural adjustment policies;
- Discriminatory policy environment;
- Negative and sensational coverage of media.

Strategies for the Future

Empowerment through education is ideally seen as a continuous holistic process with cognitive, psychological, economic and political dimensions in order to achieve emancipation. Given the complexity of political, societal and



Source : http://www.unesco.org/education

international interrelations, one has to systematically think about the strategies and concrete proposals for future action if one hopes to achieve such a goal. A set of strategies on education, research/ documentation, campaigns, networking, influencing policies, training and media are some sources for empowering women. As can be seen from the listing, the strategies are inter-related to each other. The formal and non-formal education systems would need to be considered. It would be important to analyze the gender content and to ascertain the manner in which it is addressed/not addressed in the educational system. On the basis of the analysis, curriculum changes would need to be brought about. Likewise it would be important to reorient the teachers on gender issues so that overall gender sensitization in the educational system could be brought about. In concrete terms, this would mean: reorienting and reeducating policy makers;

- securing equal access for boys and girls in education;
- holding workshops/seminars for teachers;
- revising teaching materials;
- producing materials in local languages;
- implementing special programmes for women in the field of Adult Education;
- incorporating issues such as tradition, race, ethnicity, gender sensitization, urban and rural contexts in the programmes;

- raising awareness on the necessity for health care;
- politicizing women to show them how macro level mismanagement is responsible for their loss of jobs; and
- focusing on parents as role models.

Conclusion

India's effective literacy rate has recorded a 9.2 per cent rise to reach 74.04 per cent, according to provisional data of the 2011 census released this year. Interestingly, literacy rate improved sharply among females as compared to males. While the effective literacy rate for males rose from 75.26 to 82.14 per cent marking a rise of 6.9 per cent, it increased by 11.8 per cent for females to go from 53.67 to 65.46 per cent. According to provisional totals of the latest census, literates constitute 74 per cent of total population aged seven and above.

In terms of government policies on women's education, it was observed that while there is no explicit discrimination by gender in most places, neither is there a real commitment to provide sustainable Programmes for women. There is such a perceived gap between the rhetoric and policies of decision-makers that many of the women considered the policies as simply paying "lip service" to women's concerns. Even in developed countries, the proportion of resources that is being allocated to women's needs is small considering the many diverse needs of the women. The fact that many of the decision-makers are men also constrains their appreciation of these needs. The actual working and living conditions of women also prevent many of them from meaningful participation in women's education programme/ projects. The increasing impoverishment of women makes it necessary for them to focus on income-generating activities simultaneous with the performance of household chores. This therefore limits their time and energy to get involved in education programme. Many of the women that have been projected to be beneficiaries of development programme are illiterate, so the issue of literacy as a women's development concern is likewise a priority. In spite of the above-mentioned issues, it is necessary to create an environment that will allow women to participate in educational programme and share the benefits. There is a need to set up specific education programmes for women.

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Job Satisfaction of College and School Teachers: A Comparative Study

Anjana Sharad * & Prabha R. Kurup **

Abstract

It is necessary for a good academic environment that a teacher should have at least a reasonable amount of competence and satisfaction. It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Job satisfaction is important for any teacher to be able and to achieve the educational objectives. The study focuses on Job satisfaction between college and school teachers on some selected areas. Sample of 40 teachers were selected from different higher secondary schools and colleges and the present study revealed that teacher adjustment and economic aspects considerably affect job satisfaction of school and college teachers.

Introduction

Job satisfaction can be viewed as widely accepted psychological aspect of effective functioning among teachers. Satisfaction in job includes motivation and interest in work. *Prachi Bhatia* and *Punam* (2002) studied on job satisfaction and occupational stress among professional and non-professional they found that medical female professionals had moderate degree of job satisfaction and high stress were as female non-professionals had moderate degree of job satisfaction and moderate stress. The personal pleasure that a worker gets from the job of his choice gives him psychological satisfaction.

Bullock (1990) defined job satisfaction as "An attitude which results from a summation of many specific likes and dislikes experienced by an employee in the performance of his job". We can say it refers to ones general adjustment and relationships in and outside his job. Teacher is the nation builder and he moulds the future of the young students in a right direction. Proper educational, vocational and individual guidance is given by the teacher at a right time. He is the torch bearer takes the youth towards a ray of hope from the darkness. Many factors can affect the professional satisfaction and dissatisfaction with ones job depends upon the positive or negative evaluation of one's own success or failure. *Saran Kumari Sharma* (2000) studied on Job Stress and it's management and according to her the stresses of modern life can be reduced by applying different psychological measures. The Indian college teaching community has been called on to function in a rapidly expanding higher education system but with inadequate resources. A

tradition of bureaucratic involvement in academic affairs and only a limited amount of academic freedom have further retained the growth of profession and effective teaching community.

Mihir Kumar Shome and *Amulya Kurana* (2002) revealed that there is significant difference in the job satisfaction of employees between 'sectors' (Private and Public). Some other factors like age, designation, marital status, educational qualification of employees have a significant effect on their Job satisfaction. College teachers are often not fully professional in that they do not have real autonomy over the working conditions and often do not control key elements of their teaching situations. College teachers feel that they are not adequately paid, that they have little control over their conditions of work. College teaching, for most teachers, is not a 'calling' but rather a job, and a poorly paid job at that.

Most studies of the teaching profession indicate that, at least in recent years, college teaching is not an occupation which attracts many of the incumbents. Many teachers freely admit that the academic profession was not their first choice. The managing committees of the individual college regulate various aspects of the lives of the teacher such as setting maximum teaching loads and other aspects of college life. Members, those come from business backgrounds and seldom have any expertise concerning educational management. Job security is a key issue for Indian college teachers, particularly in a situation of considerable unemployment of skilled individuals. Most of the teachers seem to try to do their best within the constraints of the situation and their own ability.

Anjaneyulu (1971) pointed out that in addition to the loss of special recognition the profession has been in forted with number of evils. It is no exaggeration to say that there was a time when ministers had to seek appointment with vice-chancellors to meet them, now vice-chancellors queue up to see ministers and officials (*Subramanium*, 1987). Roberts (1977) study indicated that teachers ranked challenging work, achievement of objectives, good wages, and competent supervision as the most important factors of job satisfaction. *Davis* (1981) believed that primary resources of satisfaction of teachers were in aspects of working with students, intellectual stimulation autonomy, holidays and job security. Teacher satisfaction according to *Daly* (1981) in affected primarily by objective feedback or individual perception as to the prevailing performance level of institution.

The present study focuses on some factors affecting job satisfaction of teachers working in school education as well as higher education and some of the major factors are:

a) Teacher adjustment
b) Economic aspect
c) Institutional Environment
d) Student-Teacher relationship

Rational of the study: Job satisfaction is a primary requisite to any successful teaching process, it is a complex phenomenon introducing 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. School teachers play a vital and prominent role for over all development of child.

College teachers devote their most of the time in the development of educational institution as well as for the welfare of the society. So the present study deals with some of the selected factors of job satisfaction between school and college teachers with respect to their teaching experience.

Objectives

- To study some factors affecting Job satisfaction of school teachers.
- To study some factors affecting Job satisfaction of college teachers.
- To study some factors affecting Job satisfaction of school and college teachers with respect to their teaching experience.
- To compare the effect of some selected factors of Job satisfaction between college and school teachers with respect to their teaching experience.

Research Questions

1) Does there be any effect of factors of Job satisfaction in school teachers?
2) Does there be any effect of factors of Job satisfaction in college teachers?
3) Does there be any affect of teaching experience on Job satisfaction of school and college teachers?
4) Does there be any factors affecting Job satisfaction of school and college teachers?

Sample:

The present investigation was carried out with an aim to study some of the factors which affects job satisfaction of school and college teachers and for that researchers selected 40 teachers from different senior secondary Schools and colleges of Bhilai.

Tools:

For the present study the researchers prepared an open-ended questionnaire to know their opinion regarding some factors affecting their Job Satisfaction. The questionnaire consisted of eight questions in which 'Yes' or 'No' option were given and they have to select any one among them of their own choice.

Statistical Analysis:

In order to measure job satisfaction between school and college teachers percentage were calculated for different four major areas ie, Teacher adjustment, Economic aspect, Institutional Environment, Student-Teacher relationship and according to the percentage of different areas bar-diagram were prepared.

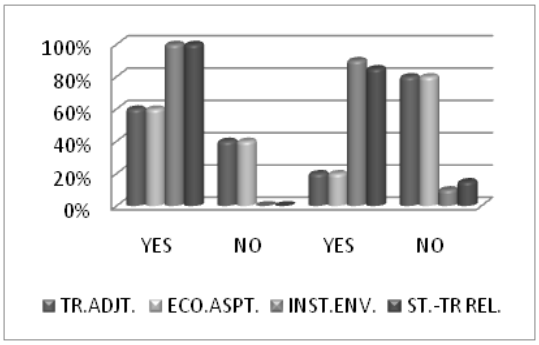
Result And Interpretation

RQ 1) Does there be any effect of factors of Job satisfaction in school teachers?

For the analysis of the above research question percentage wise bar-diagram were prepared separately for each factor.

Graph no:1

% of level of Job Satisfaction among School Teachers



From the above diagram it is revealed that percentage level of job satisfaction of school teachers were calculated in each areas. In the statement no:1 (Teacher adjustment) 60% were highly satisfied with the present profession and were in favour that during this profession they get a lot of opportunities for development and promotion were as 40% of them are dissatisfied. In statement no : 2 , 20% teachers were agreed that they work under pressure and 80% were disagree with the statement. It is understood that majority of the teacher have expressed that they are satisfied with their profession and they work in an healthy atmosphere with out any stress.

In the area no : 2 (Economic aspect) it is revealed that in the statement no. 3 , 60% of the school teachers were satisfied and 40% were not satisfied with their salary where as in the statement no. 4, 80% of the teachers were not satisfied with the salary they are getting.

In the area no. 3 (Institutional environment) 100% teachers agreed that they get a proper environment in their institution for their betterment. In the sixth statement 90% teachers agreed that the head of their institution always listen to their problem and try to solve them.

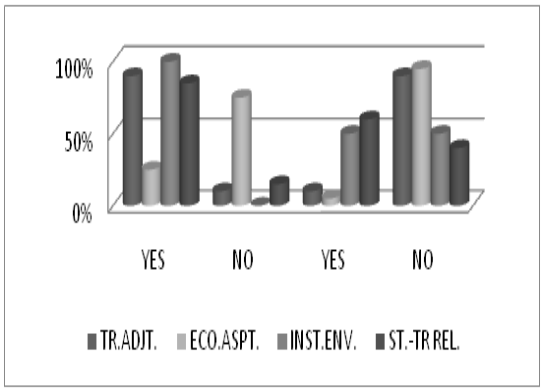
In the area no.4 (Student-Teacher relationship) 100% teachers put effort to give a proper educational as well as vocational guidance to their students where as 85% teachers discuss the progress and behavior of their students with their parents or guardians.

RQ 2) *Does there be any effect of factors of Job satisfaction in College teachers?*

For the analysis of the above research question percentage wise Bar-diagram were prepared separately for each factors.

Graph no: 2

% of level of Job Satisfaction among College Teachers



From the above diagram no.2 it is revealed that in the first statement of teacher adjustment of college teachers 90% agreed with the statement that they get better opportunity for their professional development and along with this in the second statement 90% of college teachers agreed that they work under pressure for the good quality of results.

In the second area ie,(Economic aspect) 75% teachers are not satisfied with the salary they are getting. In the statement no.4 , 95% of the teacher are agree that their salary is not sufficient to run a family.

In the third area ie, (Institutional environment) 100% teachers are agree that they get a good opportunity for their professional development where as in the statement no.6 , half of the teachers are agree that the head of the institution tries to sort out their problems after listening.

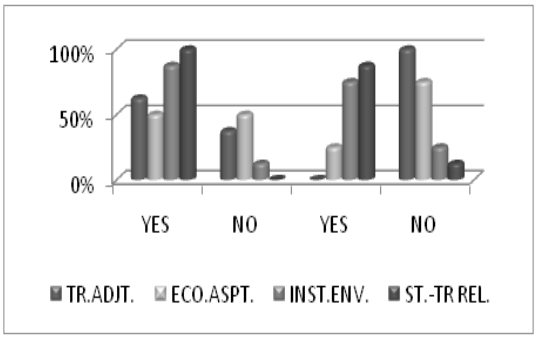
In the fourth area (Student-Teacher relationship) 85% teachers support and guide their students properly and 50% are in favour that they do not try to counsel their students. 60% teacher discuss the progress and behavior of their students with their parents.

RQ.3 *Does there be any affect of Teaching experience on Job satisfaction of school and college teachers?*

To analyze the above research question teachers with below 5yrs and above 5yr teaching experience were counted. In each areas differences were found.

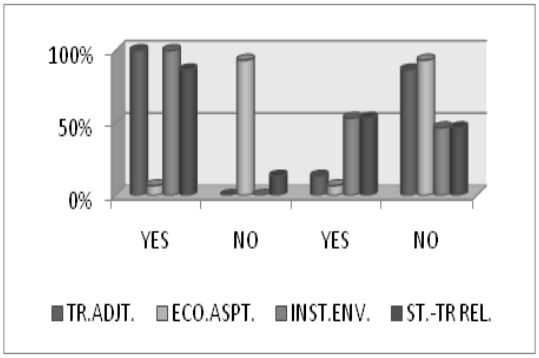
Graph no: 3 (a)

% of level of Job Satisfaction among School Teachers with experience below 5 years



From the above graph 100% college teachers are satisfied with opportunity for their professional development and 100% school teachers say that they work under pressure for the maintenance of good quality of result. In area no.2 school teachers are satisfied with their salary

Graph no: 3 (b)
% of level of Job Satisfaction among College Teachers with experience below 5 years

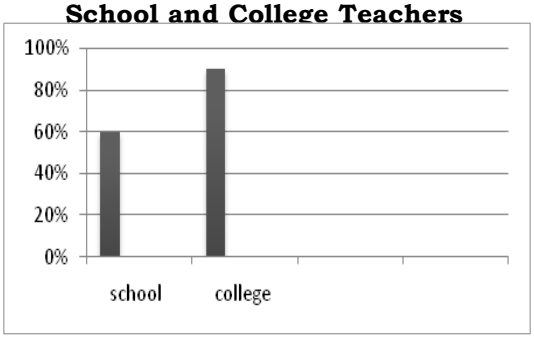


but 93.33% of college teachers are not satisfied with their salary. In the area no.3 100% college teachers are satisfied in their institution relating their professional development were as in area no.4 100% school teachers are agree that most of the student come to them for educational as well as vocational guidance and 86.66% college teachers say that students come to them for guidance.

RQ.4 Does there be any factors affecting Job satisfaction of school and college teachers?

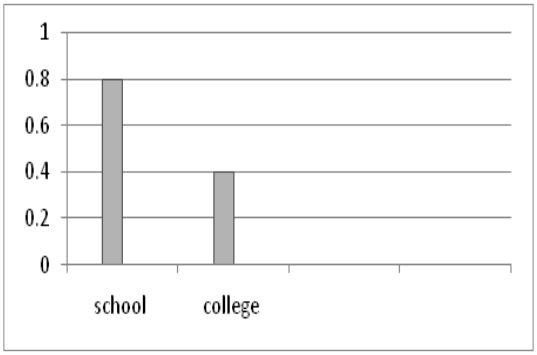
To analyze the above research question data was collected and area wise percentage was calculated

Graph no: 4
% of level of Job Satisfaction with respect to Teacher Adjustment of School and College Teachers



After analysis it is determined that two major factors i.e teacher adjustment and economic aspects affect job satisfaction

Graph no: 5
% of level of Job Satisfaction with respect to Economic Aspect of School and College Teachers



of school and college teachers. According to graph no.1 Teacher adjustment is a major factor were school teachers profession is affecting. Many of them are not satisfied as they are not getting proper support from their institutions. But college teachers are highly satisfied. On the other hand, the economic aspect is a very prominent affecting factor amongst all the college teachers and this factor is affecting their wellbeing although they are hard working and faithful towards their work but such factors can harm their success.

Global Interpretation:

Teachers play an important role in the progress and development of society and nation. Effective institutions to produce excellent results, the power behind such results are the teachers' hard work, dedication and sincerity toward their work. Therefore effective educational institutes require effective and competent teachers who can mould their students in proper and positive direction. But now a days, teachers are not satisfied with their job as the findings revealed that the factors which effects the job satisfaction are Teacher adjustment & low salary. Academic salaries do not permit a professionally rewarding life, even by the standards of the Indian middle class.

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Impact of Mother's Education on Vocational Aspirations of Students at Higher Secondary Level

Dr. Y. V. Shrivastava * & Dr. G. Padma Gouri **

Abstract

Every child dreams of his own aspirations according to his own condition. Left to their own devices, most of the children would live in the present and let the future take care of itself. Aspirations motivate children to take advantage of the opportunities that parents and society provide for them. By contrast, aspiration means a longing for what is above one, with advancement as its goal. Hence Aspiration is "An ardent desire to accomplish what one sets out to do". Vocational aspirations refer to aspirations with regard to the vocational or occupational field. These aspirations confirm one's interest in any profession. The inner inclination towards a particular occupation confirms his vocational aspirations. There are so many factors which effect the aspirations of children, out of which mother's role is really significant. The present study focuses to study the impact of mothers' education on Vocational Aspirations of higher secondary children. The result says that mothers' education has significant effect on the vocational aspirations of children. Mothers' education, at all levels, has its effect on the vocational aspiration of higher secondary school children.

Introduction:

'Child', the wonderful creation of the God, creates miracles in this world. Birth of every child brings millions of hopes, aspirations and happiness for the family to which he belongs. Gradually, the young one enters into this physical world, tries to modify and develop himself in the world. The family, school and society occupy their own important role in nurturing and nourishing the child. Naturally, family is the first school of the child and mother is regarded as his first teacher, who motivates and directs him in the right path of development and success.

Every child is unique in some or other way. Children's interests, attitude, ambitions and aspirations differ from one person to another. There are so many factors which effect children's interests, ambitions and aspirations etc. Family, parents, society, teacher all are regarded as important factors. Aspirations of the children are regarded as deep inner hidden ambitions. Tender aspirations of children confirm their future. Here arises the question of different types of aspirations. There are different types of aspirations such as immediate aspirations, remote aspirations, academic aspirations, vocational aspirations, etc. In the same way vocational aspirations

refers to the aspirations with regard to his occupation or field of work or profession. The inner inclination towards a particular occupation confirms his vocational aspirations.This type of aspirations confirms his interested field of work. As mentioned above there are so many factors which effect the aspirations of children. In this series mother's role is really significant. The depth of the relation between the child and mother can not be described in words. Mother has an important role to play in the all round development of the child. If the mother is educated and well aware of the happenings in the world around, then she can guide her child in the right direction. Few studies mentioned here to reveal the vocational aspirations of higher secondary children and impact of their mother's education on their vocational aspirations.

Gaikwad, Kanchanbala S. (1989) found that, most of the students from different socio economic background selected the medical and technical streams. *Choudhury, Kriti* (1990) conducted a study and observed that 40% of the sample students wanted to be either doctors or engineers. 80% decided to select the science stream for their future academic career. The majority of the students liked subjected from the science stream and disliked those from the arts/ humanities stream.

Ahuja, Malvinder & Goyal, Sunita (2005) investigated that students belonging to highly involved parents do not show significant higher occupational aspiration as compared to their counter parts belonging to low parental involvement group. *Peggy S. Meszaros, Elizabeth Creamer, Carol Burger, Jennifer Matheson* (2005)'s findings indicate that daughters are turning first to their mothers for career advice and communication is taking place while simple routine tasks of daily living are performs. Mothers are a source of career information for their daughters and could benefit from additional resources about non traditional careers so that the guidance they provide to their millennial daughters in this information age includes a wide range of career options.

Bala P. & Kumar S. (2007) worked on "Adolescents' world mind ness and mother's academic qualifications" and found out that, there is direct relationship between higher education of the mother and the development of her child's world minded attitude. Girls and boys differ significantly on their world minded attitude in comparison to whose mothers have received matric degree.

Considering the above studies the present study is an attempt to investigate the impact of mother's education on the vocational aspirations of higher secondary school children studying in CGBSE schools of Raipur.

Objective

- To study the effect of mother's education on vocational aspirations of XI grade students.

Hypothesis

To investigate the above problem, following hypothesis is formulated:

- There exists no significant effect of mother's education on vocational aspirations of XI grade students.

Sample:

The sample of the study consists a total of 720 (60x3x4) students, which includes 60 (30 boys+30 girls) students of each three academic streams (Science, Commerce and Arts) and four levels of mother's education(Secondary, Hr. Secondary, Graduation and Post Graduation).

Tools :

The tools used in this study are-

- Information sheet (self made to find out the education level of mother)
- Occupational Aspiration Scale standardized by *Dr. J.S. Grewal.*

Table 1.
Summary of the scores of Vocational Aspirations: 4X3X2 Factorial Design

Sr.	Source	df	Sum of Squares(SS)	Mean Sum of Squares(MS)	F values
1	Mother Education(SS_A	3	6852.59	2284.19	39.78*
2	Disciplines of Study(SS_B)	2	3097.62	1548.81	26.97*
3	Gender (SS_C)	1	421.68	421.68	7.34*
4	AXB Interaction(SS_{AB})	6	8037.10	1339.51	23.32*
5	BXC Interaction(SS_{BC})	2	136.84	68.42	1.19**
6	AXC Interaction(SS_{AC})	3	2423.78	807.92	14.07*
7	AXBXC Interaction(SS_{ABC})	6	6782.22	1130.37	19.68*
	Between Cells	23	27751.83	57.42	
	With in Cells	696	39965.17		
	Total	719	67717.00		

*Denotes significance at 0.01 level; ** Denotes insignificance

Data Analysis :

The data collected is subjected to analysis on statistical method ANOVA. The result of ANOVA is given below.

The Table 1 shows that sum of squares of mothers' education is 6852.59, its mean sum of squares is 2284.19 at df 3, the 'F' value calculated is 39.78, which is significant at 0.01 level. It says that mothers' education has significant effect on the vocational aspirations of children. Mothers' education, at all levels, has its effect on the vocational aspiration of higher secondary school children.

Results

The result of the study are

1. There is significant effect of the mother's education on the vocational aspirations of 11th graders.

2 There is a signigicant difference in the vocational aspirations of children whose mothers' education is post graduation and Graduation and matriculation.

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A Study on Stress Reduction Model in Reducing Vocational Stress of Students at Higher Secondary Level

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Abstract

Vocational stress is the negative physical and emotional responses an individual show for strong inclination to follow a particular occupation, business or profession which results in reduced ability to cope with present demands.

The present study is an attempt to prepare students to face the day-to-day problems and querries about living life with sound mind and healthy body i.e. setting equilibrium among Affective, Cognitive and Conative domains by coping with present and future stresses, anxieties, conflicts and other negative emotional states and reducing their Vocational Stress. There are very few experimental studies related to Moving Focus Relaxation Therapy meant for reducing Vocational Stress. The present study was undertaken to fulfill the gap.

Introduction

Today's fast-paced and ever-changing environment has caused stress to become a part of our daily living. All of us have encountered stressors, experienced stress, and felt the effects of stress. Stress is actually the body's reaction to the stressors we encounter (*Kaiser* and *Polczynski,* 1982; *Terry,* 1997). Stress in students has been a topic of much discussion over the years. And if we highlight adolescents it becomes more complicated and turbulent. Unproductive levels of stress might be harmful to adolescents, as stress leads to psychosomatic disorders (e.g. tension neck, headache, gastritis and irritable bowel), pronounced tiredness, low psychological endurance and concentration ability, memory disturbances, inner tensions, anxiety, sleep disturbances and depression (*Suurküla,*2001).Traditionally, adolescence has been demarcated as a relatively short transitional period, approximately starting at age 10 and ending at age 22. Within this time, the individual is supposed to successfully finish all developmental tasks that characterize the passage from child to adult. As well, adult status has been clearly defined by traditional markers, such as vocation, marriage, starting one's own family, etc. In the current industrialized society, these limits are more complex. Fairly individualistic boundaries such as reaching (financial) independency and autonomy have become more prominent. 'Being an adult' is now more generally characterized as being able to take

responsibility in mapping out one's own life path (*Goossens*, 2006c). To opt a vocation for financial independency, to fulfill aspirations, desires, dreams and to furnish the future with all luxuries adolescents are now a days concentrating more on types of vocations. To fulfill the entry in dream vocation adolescents are engrossed in coaching's, activities, seminars etc. after the school hours, this in turn leads to tight schedule, conflicts, pressure, anxiety, confusions, frustration, tension which ultimately leads to stress. Also capability, interest, Socio economic status, parents pressure, peer group brain wash may not be in line with the dream vocation of an individual which in turn gives birth to vocational stress. So as to cope up with the vocational stress adolescents should learn relaxation therapies which will help them to maintain equilibrium among cognitive, affective and psychomotor domains and with this balance they will be able to maintain the harmony with environment. The more the adolescent feels in harmony with his/her environment, the more agreeable transition to adulthood will occur (*Goossens*, 2006a).

Many Relaxation Therapies have been experimentally tested for their potentialities to reduce Vocational Stress. But there is no experimental study related to Moving Focus Relaxation Therapy meant for reducing Vocational Stress. The Model based on this therapy was named as Stress Reduction Model (*Joyce and Weil*, 1995). The Stress Reduction Model has not yet been tried out in Indian condition. To fill this gap, the present study was undertaken.

Objectives

1. To study the effect of Stress Reduction Model on Vocational Stress of students.
2. To compare adjusted mean scores of Vocational Stress of students belonging to Stress Reduction Model and Traditional Approach Groups by taking pre- Vocational Stress as covariate.

Hypotheses

1. There will be no significant effect of Stress Reduction Model on Vocational Stress of students.
2. The adjusted mean score of Vocational Stress of Stress Reduction Model Group will not differ significantly from Traditional Approach Group by taking Pre –Vocational Stress as covariate.

Sample

The study was conducted in six schools situated in Indore. The schools were selected so that they were having Higher Secondary Classes. For this study, 256 class IX students were selected through Random Sampling Technique. There were two groups. One group was designated as Experimental Group and the other as Control Group. The Experimental Group was assigned the treatment. In all there were 256 students. Of these, 128 students were in the Experimental Group while remaining in the Control Group. The sample represented sex. Their age ranged from 14-16 years. The medium of instruction was English and the sample belonged to Above Average and Below Average Socio-Economic Status.

Design

The present study was experimental in nature. It was designed on the lines of Non- Equivalent Control Group Design. As per Campbell and *Stenly* (1963), the layout of Non- Equivalent Control Group Design is as follows:

O	X	O
O		O

There were two groups: one was designated as Experimental Group and the other as Control Group. The students in both the groups were as existed in the field. It was only the sections, which were randomly selected but not the subjects within each section. Both the groups were

pre-tested by administering *Bisht* battery Scale of Vocational Stress. The subjects of Experimental Group were treated through Stress Reduction Model. The Treatment consists of five phases viz. Setting the stage, Warm up and Transition, Moving Focus Relaxation, Wind up, and Debriefing and Transfer. Every day the treatment was given to the Experimental Group for 35 min. The total treatment duration was five months. On the other hand, the Control Group continued with routine activities. At the end of the treatment both the groups were post-tested with the help of same tool which was used for pre-testing.

Tools

Bisht Battery Scale of Vocational Stress developed by *Abha Rani Bisht* was used to asses Vocational Stress (S V S). There were 67 items in the scale of vocational stress.

Against each statement, five choices, viz., very much, much, so little, and not at all are given. The items in the scale are distributed over the components of the different types of stresses viz. Frustration, Conflict, Pressure and Anxiety. Frustration items are based on delays, lack of resources, losses and failures. Conflict items show three types of conflict approach - avoidant, double approach, and double avoidant conflicts. Pressure items are on competitive achievement, sustained concentration of efforts, and rapid changes. The worry items of anxiety are on conscious concern about consequences, negative expectation, and negative self - evaluation. The emotionality items of anxiety are on uneasiness and nervousness. The test-retest reliability of Scale of Vocational Stress (S V S) was 0.61. The Bisht Battery Scale of Vocational Stress had content validity.

Procedure of Data Collection

The present study was experimental in nature. The study was conducted in six schools situated in Indore. For this the permission from the school principals was taken. The schools were selected so that they were having Higher Secondary classes. For this study, IX class students were selected. There were two groups. Out of two groups, one was treated as Experimental Group and the other as Control Group. Both the groups were pre-tested by administering Bisht Battery Scale of Vocational Stress. After this the Experimental Group was treated through Stress Reduction Model. The Treatment consisted of five phases. The transcript of Stress Reduction Model was presented in the form of audiotape instructions. In phase I students were allowed to find a comfortable position and close their eyes. They have done this by taking out their specks, ties, loosening their belts, removing their shoes etc. After that in phase II, general orientation and instructions were given to the students. In phase III, Moving Focus Relaxation, relaxed atmosphere was established through voice, tone, and tempo. Also students were instructed to focus on individual parts of body from feet to face. The instructions were as follows:

1. Allow your focus to fall on your feet. Be aware of how they are becoming relaxed, how those muscles in the top of your feet, in your arches, around your ankles, all the way down to the tips of your toes are smoothing out and becoming very relaxed. Good
2. Now allow your attention up to your calves. Notice how as you focus on these muscles gently, they begin to stretch out and become more and more relaxed, those long muscles in your calves are smoothing out and become more and more relaxed. Good

In this way the instructions were delivered so as to shift up the focus to all the important muscles. The important muscle groups include large muscles in their thighs that extend up to their hips,

waist muscles, abdomen muscles, lungs and breathing muscles, muscles of neck, hands, arms and waist, face muscles, muscles associated with mouth and tongue. In this way simply by letting their muscles stretch out and let go they become calm and relaxed. In phase IV, wind up phase, students practiced rest, and tension and release. This they have done by first noticing where the tension is still remaining and then they have tensed that muscle, observed the tension in that muscle and then slowly released the tension of that muscle. In this way remaining tension in the muscle ends and this way the subjects were aroused from relaxation. In phase V of Debriefing and Transfer experimenter obtained feedback from students based on their reactions, feelings and sensations. They were also motivated to interact about their new experiences after doing this therapy. The experimenter also discussed ways and times students can use relaxation therapy during their day. Along with this the experimenter responded to their questions or problems faced during or after the relaxation therapy. The treatment continued for five months at the rate of 35 min. per working day. The Control Group continued through routine activities. At the end of the treatment both the groups were post-tested by the same tool, which was used for pre-testing.

Data Analysis

1.In order to study the effect of Stress Reduction Model on Vocational Stress of students, the data were analysed using correlated t-test.

The Vocational Stress was assessed before and after the Treatment. The Treatment was through Stress Reduction Model. The data were analyzed with the help of correlated t-test. The results are given in Table 1.

It is evident from Table 1 that the correlated t-value for Vocational Stress is 17.05, which is significant at 0.01 level

Table 1
Test-wise Mean, SD, r and t-values of Vocational Stress

Test	Mean	SD	r	t-value
Post	90.3	30.38	0.53	17.05**
Pre	141.3	38.06		p<.01

with df = 127. It shows that mean scores of Vocational Stress before and after the Treatment through Stress Reduction Model differ significantly. In this context, the null hypothesis that "there is no significant difference in mean scores of Vocational Stress before and after the treatment through Stress Reduction Model" is rejected. Further, from Table 1 it is evident that the mean score of Vocational Stress after the treatment through Stress Reduction Model is significantly lower than before treatment. It may, therefore, be concluded that Stress Reduction Model has the capacity to reduce the Vocational Stress of students significantly. Thus, Stress Reduction Model was found to be effective on the basis of Vocational Stress.

2. In order to compare adjusted mean scores of Vocational Stress of students belonging to Stress Reduction Model and Traditional Approach Groups by taking respective variable at pre-stage as covariate, the data were analysed with the help of Analysis of Co- variance.

Table 2
Summary of ANCOVA for Vocational Stress by considering pre Vocational Stress as covariate

Sources of variance	df	SS y.x	MSS y.x	F y.x
Treatment	1	106955	106955.4	171.22
Error	253	158044	624.68	p<.01
Total	255			

From Table 2 it is evident that the adjusted F-value for VocationalStress is 171.22, which is significant at 0.01 level

with df = 1/253. It indicates that the adjusted mean score of VocationalStress of Stress Reduction Model Group differs significantly from Traditional Approach Group when pre VocationalStress was taken as covariate. In this context, the null hypothesis that "the adjusted mean score of VocationalStress of Stress Reduction Model Group is not significantly different from Traditional Approach Group by taking pre VocationalStress as covariate" is rejected. Further, the adjusted mean score of VocationalStress of Stress Reduction Model Group is 90.30, which is significantly lower than the Traditional Approach Group whose adjusted mean score of VocationalStress is 125.41. It may, therefore, be concluded that Stress Reduction Model was found to be significantly superior to Traditional Approach in decreasing VocationalStress of students when pre- VocationalStress was taken as covariate.

Findings

1. Stress Reduction Model has the potentiality in reducing Vocational Stress of students significantly.
2. In comparison to Traditional Approach, Stress Reduction Model was found significantly superior in reducing Vocational Stress of Students by considering respective variable at pre stage as covariate.

Discussion

The Stress Reduction Model entails progressively and systematically relaxing different sets of muscles from feet to forehead, either by first tensing and then relaxing (tense and relax) or simply by letting go (Moving Focus Relaxation). Along with this it includes focusing and passively observing the breathing, discussion and feedback sessions. All these exercises ultimately make the person feel relaxed, full of energy, strength and vigour. This result in sound mind and healthy body which in turn provoked healthier mind set with a more complete mental map for learning how to relax, feel good and calm themselves. During Discussion and Feedback sessions students got chance to express their feelings, sensations, attitudes, perception and aspirations in front of class. They also got chance to know themselves in relation to other classmates. During Discussion, both investigator and peers gave constructive feedback. It might have helped students to introspect and extrospect. The Relaxation Therapy presented was in the form of audiotaped instructions, which can be used in a group setting. Further, students got the chance to exchange their views regarding their experiences, feelings and sensations with investigator, peers, family, friends, Teachers etc. Also, the Relaxation Therapy might have resulted in changes in attitudes, behaviours, positive thinking etc. Such behavioural changes might have helped the students to believe in themselves as more worthily human being, who is, important, liked, wanted, and accepted in the group. It might have enhanced image of students resulting in decrease in VocationalStress.

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Hindi Section

विद्यार्थियों की श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम के प्रभाव का अध्ययन

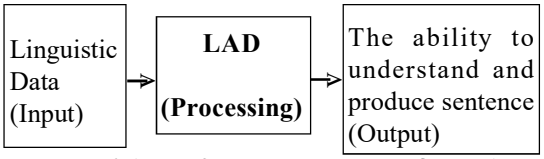
डॉ. श्रीमती स्मिता भवालकर * एवं डॉ. अर्चना श्रीवास्तव **

सारांश

बालक की श्रवण-वाचिक संयोजन योग्यता अर्थात् श्रवण उद्दीपन पर अर्थपूर्ण तरीके से शाब्दिक प्रतिक्रिया देने की योग्यता। इसके प्रभावित होने पर शैक्षिक उपलब्धि प्रभावित हो सकती है। प्रस्तुत प्रयोगात्मक शोध में कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम, लिंग एवं इनकी अन्तर्क्रिया का अध्ययन किया गया। इस हेतु उज्जैन शहर के शासकीय एवं अशासकीय विद्यालयों के कक्षा सात के 203 बालक-बालिकायें लिये गये। प्रदत्त संकलन हेतु रेवन्स प्रोग्रेसिव मट्रीसेस द्वारा बुद्धि का मापन तथा शोधकर्ता द्वारा निर्मित निदानात्मक परीक्षण का प्रयोग किया गया। प्राप्त प्रदत्तों का विश्लेषण 2 X 2 कारकीय विश्लेषण अभिकल्प सहप्रसरण के विश्लेषण द्वारा किया गया। शोध के निष्कर्ष इस प्रकार थे - श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम का सार्थक प्रभाव पाया गया। लिंग के सन्दर्भ में कोई सार्थक अन्तर नहीं पाया गया। इसी प्रकार श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया का सार्थक प्रभाव नहीं पाया गया।

प्रस्तावना

बालक की श्रवण-वाचिक संयोजन योग्यता का सम्बन्ध भाषा से होता है। बालक की भाषा के विकास में महत्वपूर्ण योगदान श्रवण-वाचिक संयोजन का है। कोमास्की (N.Chomsky, **1959**) के अनुसार प्रत्येक बालक में एक Built-in-system होता है जिसे LAD (Language Acquisition Device) कहते हैं। इस सिस्टम की संरचना ऐसी होती है कि बालक भाषा की प्रक्रिया (Process) कर सकता है तथा वाणी समझ सकता है और उसका पुनरोत्पादन कर सकता है। इस प्रक्रिया को इस प्रकार समझा जा सकता है -



चित्र में वर्णित मॉडल के अनुसार बालक जो कुछ भी सुनता है, इस LAD प्रक्रिया में श्रवण-वाचिक संयोजन योग्यता का महत्वपूर्ण योगदान है। बालक की श्रवण-वाचिक संयोजन योग्यता प्रभावित होने पर बालक की अधिगम प्रक्रिया भी प्रभावित हो सकती है। बालक क्या बोलता है और क्या सुनता है, इसका प्रत्यक्ष प्रभाव उसकी शैक्षिक उपलब्धि से होता है, अध्ययनों में देखा गया है कि जिन बच्चों की शैक्षिक उपलब्धि सामान्य से कम होती होगी बहुधा उनकी वाणी और लेखन सामान्य से कम होता है। अतः यदि बालक का भाषा पर अधिकार सामान्य से कम है तो निश्चित रूप से उसकी शैक्षिक उपलब्धि भी सामान्य से कम रहेगी।

गैरीसन (K. C. Garrison, **1959**) ने इस सम्बन्ध में लिखा है कि "एक बालक कितने शब्द जानता है यह इस बात का निर्धारण करता है कि बालक विद्यालय में किस प्रकार की प्रगति करेगा या विद्यालय में सामान्य प्रगति में भी असफल रहेगा। शब्द वह साधन है जिनके द्वारा बालक अपने संसार को समझ सकता है यदि बालक को शब्दों का सीमित ज्ञान है तो वह वातावरण को ठीक से नही समझ सकता है साथ ही वातावरण के प्रति उचित अनुक्रिया करने में भी कठिनाई अनुभव करता हो।

श्रवण-वाचिक संयोजन योग्यता अर्थात् श्रवण उद्दीपन पर अर्थपूर्ण तरीके से शाब्दिक प्रतिक्रिया देने की योग्यता है। बच्चों में श्रवण-प्रशिक्षण और संयोजन, तर्क, अनुमान तथा निर्णय क्षमता का उपयोग कर अर्थपूर्ण तरीके से शाब्दिक प्रतिक्रिया देने का कौशल विकसित करना आवश्यक है। विषय वस्तु की धाराप्रवाह अभिव्यक्ति शिक्षण का द्वितीय लक्ष्य होना चाहिए।

श्रवण सम्बन्ध न्यूनता, सम्प्रत्यय की मौखिक प्रस्तुति के दौरान संबंधित अर्थ को कठिन बनाती है (Johnson & Myklebust, 1967, Cowley, et al., 1976, Meleod & Crump, 1978, Lerner, 1981) इस योग्यता के प्रशिक्षण से विद्यार्थी प्रस्तुत उद्दीपनों के लिए विरूद्धार्थी शब्द, वाक्यपूर्ति या समान शाब्दिक उत्तर दे सकते हैं। इसी तरह गणित विषय में इबारती प्रश्न सुनकर उसका विश्लेषण करना, सुनी हुई विषय वस्तु में से महत्वपूर्ण जानकारी को संकलित करना इत्यादि कार्य सहजता से कर सकते हैं।

श्रवण-वाचिक संयोजन योग्यता द्वारा भाषा विकास पर प्रभाव पड़ता है। इसके प्रभावित होने पर बालक की शैक्षिक उपलब्धि भी प्रभावित हो सकती है। श्रवण-वाचिक संयोजन योग्यता का महत्व शैक्षिक उपलब्धि में देखते हुए प्रस्तुत अध्ययन की योजना बनायी गई। अध्ययन के उद्देश्य और परिकल्पना इस प्रकार है -

उद्देश्य :

1. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम के प्रभाव का अध्ययन करना।
2. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर लिंग के प्रभाव का अध्ययन करना।
3. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया के प्रभाव का अध्ययन करना।

परिकल्पना :

1. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम का सार्थक प्रभाव नहीं पाया जायेगा।
2. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर लिंग का सार्थक प्रभाव नहीं पाया जायेगा।
3. कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजक योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया का सार्थक प्रभाव नहीं पाया जायेगा।

न्यादर्श :

प्रस्तुत शोध के लिए उज्जैन शहर के शासकीय एवं अशासकीय विद्यालयों के कक्षा सात के 203 विद्यार्थी लिये गये। इन विद्यार्थियों में बालक तथा बालिकायें सम्मिलित हैं। इनकी उम्र 10 से 13 वर्ष के मध्य है।

उपकरण :

प्रस्तुत अध्ययन में प्रयुक्त उपकरणों का विवरण इस प्रकार है

1. बुद्धि परीक्षण - बुद्धि का मापन स्टेण्डर्ड प्रोग्रेसिव मेट्रीसेस (1960) द्वारा किया गया। जिसे जॉन सी. रेवन द्वारा तैयार किया गया। यह अशाब्दिक परीक्षण है। यह A, B, C, D और E पाँच भागों में है।
2. निदानात्मक परीक्षण - श्रवण-वाचिक संयोजन योग्यता

का मापन शोधकर्ता द्वारा निर्मित निदानात्मक परीक्षण द्वारा किया गया।

उपचारात्मक कार्यक्रम :

उपचारात्मक कार्यक्रम के अन्तर्गत सम्मिलित गतिविधियों का संक्षिप्त विवरण इस प्रकार है -

1. सर्वप्रथम विद्यार्थियों से सामान्य सजगता से संबंधित प्रश्न पूछे गये जैसे आपके आस-पास जो विद्यार्थी उपस्थित है उनके नाम बताइये या आपके बस्ते में जो वस्तुएँ उपलब्ध हैं उनके नाम बताइये।
2. विद्यार्थियों के दैनिक उपयोग में आने वाली वस्तुएँ जैसे स्केल परकार इत्यादि से स्मृति खेल करवाया गया।
3. शब्द संगठन से सम्बंधित गतिविधि के अन्तर्गत एक शब्द बोलना तथा इससे सम्बंधित शब्द विद्यार्थियों को बताने को कहना, जैसे कोण शब्द से सम्बंधित समकोण, न्यूनकोण इत्यादि।
4. इसी के साथ वर्ग अन्तर की गतिविधि भी सम्मिलित की जिसमें शब्द का एक संगठन बोल कर उसमें अलग शब्द बताने के लिए कहा गया। जैसे - आम, केला, पपीता, भिण्डी।
5. जैसे राजू की उम्र पप्पू से कम है इस प्रश्न से सम्बन्धित जानकारी देकर प्रश्न पूछा गया 'पप्पू की उम्र राजू की उम्र से कम होगी या अधिक' ?
6. कुछ पहेलियाँ भी इसमें सम्मिलित की जिनका तार्किक विश्लेषण करवाया गया। जैसे वह क्या है जिसमें से सब निकाल लीजिए तब भी कुछ बचा रहे? उत्तर - सब कुछ।
7. विपरीत शब्द से सम्बंधित गतिविधि को भी उपचारात्मक कार्यक्रम में सम्मिलित किया गया जैसे ऊपर-नीचे, बड़ा-छोटा इत्यादि।

इस तरह की गतिविधियों को उपचारात्मक कार्यक्रम में सम्मिलित किया गया।

शोध विधि :

श्रवण-वाचिक संयोजन योग्यता की पहचान शोध प्रक्रिया निम्नलिखित चरणों में पूर्ण की गई -

1. सर्वप्रथम बुद्धि परीक्षण सम्पूर्ण कक्षा पर प्रशासित किया गया।
2. सम्पूर्ण कक्षा पर निदानात्मक परीक्षण प्रशासित किया गया।
3. प्रयोगात्मक समूह में सम्पूर्ण कक्षा को आवश्यकतानुसार 15 दिन उपचारात्मक कार्यक्रम दिया गया तथा नियंत्रित समूह को नियमित शिक्षण दिया गया।
4. सम्पूर्ण कक्षा पर निदानात्मक परीक्षण पुनः प्रशासित किया गया।

प्रदत्त विश्लेषण :

विद्यार्थियों की श्रवण-वाचिक संयोजन योग्यता के पूर्व एवं पश्च परीक्षणों का विद्यार्थियों की श्रवण-वाचिक संयोजन योग्यता के पूर्व एवं पश्च परीक्षणों का विश्लेषण 2 x 2 कारक विश्लेषण अभिकल्प ANCOVA प्रविधि से किया गया। परिणाम तालिका क्रमांक 1 में दिये गये हैं -

1. श्रवण वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम का प्रभाव :

तालिका क्रमांक 1 में उपचारात्मक कार्यक्रम के लिए F का मान 6.778 है, जो 1/198 के स्वतंत्रता अंश (df) के लिए 0.01 स्तर पर सार्थक पाया गया। यह मान प्रदर्शित करता है विद्यार्थियों की श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम का सार्थक प्रभाव पाया गया। अतः इसके सन्दर्भ में शून्य परिकल्पना कि कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेते हुए पश्च श्रवण-वाचिक संयोजन योग्यता पर गणितीय विकलांगता उपचारात्मक कार्यक्रम का सार्थक प्रभाव नहीं पाया जायेगा निरस्त की जाती है। प्रयोगात्मक समूह की श्रवण वाचिक संयोजन योग्यता के पश्च परीक्षण के माध्य M= 5.97 जो नियंत्रित समूह की श्रवण-वाचिक संयोजन

तालिका क्र. - 1

श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम, लिंग और इनकी अन्तर्क्रिया के प्रभाव के अध्ययन के लिए 2 x 2 कारक विश्लेषण अभिकल्प सहप्रसरणों के विश्लेषण का सारांश

Source of Variance	df	SSy.n	$Mss_{y.n}$	Fy.n
Treatment	1	1.241	1.241	6.788**
Sex	1	0.102	0.102	0.5255
Treatment x Sex	1	0.108	0.108	0.591
Error	198	36.259	0.183	
Total	203			

** 0.01 स्तर पर सार्थक

योग्यता के पश्च परीक्षण के माध्य M = 5.84 से सार्थक उच्च स्तरीय है। यह परिणाम दर्शाता है कि प्रयोगात्मक समूह ने नियंत्रित समूह की तुलना में श्रवण-वाचिक संयोजन योग्यता में सार्थक वृद्धि दिखाई दी।

2. श्रवण-वाचिक संयोजन योग्यता पर लिंग का प्रभाव

तालिका क्रमांक 1 में लिंग के लिए F का मान 0.5255 है जो कि 1/198 के स्वतंत्रता अंश के लिए सार्थक नहीं पाया गया। यह मान प्रदर्शित करता है कि लिंग के आधार पर उपचारात्मक कार्यक्रम का सार्थक प्रभाव नहीं पाया गया। अतः इसके सन्दर्भ में शून्य परिकल्पना कि कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर पश्च श्रवण-वाचिक संयोजन योग्यता पर लिंग का सार्थक प्रभाव नहीं पाया जायेगा स्वीकृत की जाती है। यह परिणाम दर्शाता है कि उपचारात्मक कार्यक्रम का प्रभाव बालक व बालिकाओं की श्रवण-वाचिक संयोजन योग्यता पर सार्थक भिन्नता के साथ नहीं दिखाई दिया।

3. श्रवण-वाचिक संयोजन योग्यता पर उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया का प्रभाव :

तालिका क्र. 1 में उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया के लिए F का मान 0.591 है जो कि 1/198 के स्वतंत्रता अंश (df) पर सार्थक नहीं है। यह मान प्रदर्शित करता है कि उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया का श्रवण-वाचिक संयोजन योग्यता पर सार्थक प्रभाव नहीं पाया गया। अतः इस संदर्भ में शून्य परिकल्पना कि 'कक्षा सात के विद्यार्थियों की बौद्धिक क्षमता एवं पूर्व श्रवण-वाचिक संयोजन योग्यता को सहप्रसरक के रूप में लेकर उपचारात्मक कार्यक्रम एवं लिंग की अन्तर्क्रिया का श्रवण-वाचिक संयोजन योग्यता पर सार्थक प्रभाव नहीं पाया जायेगा' निरस्त नहीं की जाती है।

निष्कर्ष :

प्रस्तुत अध्ययन के परिणाम यह प्रदर्शित करते हैं कि श्रवण-वाचिक संयोजन योग्यता के प्रशिक्षण के लिए उपचारात्मक कार्यक्रम में प्रयुक्त गतिविधियाँ प्रभावी पायी गई। इस तरह की गतिविधियों को शिक्षक यदि अपने दैनिक अध्यापन में सम्मिलित करते हैं तो विद्यार्थियों की भाषिक योग्यता प्रभावी होगी। शब्द भण्डार में वृद्धि होगा जिस से बालक की शैक्षिकउपलब्धि पर सकारात्मक प्रभाव पड़ेगा। इस तरह की गतिविधियाँ केवल भाषा विकास में ही योगदान नहीं देती बल्कि इसके माध्यम से अन्य विषय जैसे गणित, विज्ञान इत्यादि की शैक्षिक उपलब्धि पर भी सकारात्मक प्रभाव देखा जा सकेगा।

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Hindi Section

पूर्व माध्यमिक स्तर पर विद्यार्थियों के सामाजिक अवबोध का अध्ययन

श्रीमती आरती आर्य * एवं श्रीमती सरोज सिंह हाड़ा **

सारांश

व्यक्ति समाज में रहता है और सीखता है। चेतन और अवचेतन ज्ञान, व्यक्ति की सोच अथवा संज्ञान को विकसित करता है और यह बोध ही अवबोध कहलाता है। प्रस्तुत अध्ययन में माध्यमिक स्तर के विद्यार्थियों के सामाजिक अवबोध पर केन्द्रित है। इसमें, माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा मण्डल के विद्यार्थियों के सामाजिक अवबोध का तुलनात्मक अध्ययन किया गया है। इस हेतु कक्षा सातवीं के क्रमशः 50- 50 विद्यार्थियों पर स्वनिर्मित प्रश्नावली प्रशासित कर, किया गया है। शोध निष्कर्ष में माध्यमिक शिक्षा मण्डल के विद्यार्थियों का सामाजिक अवबोध स्तर, केन्द्रीय शिक्षा मण्डल के विद्यार्थियों से सार्थक रूप में उच्च पाया गया। सामान्य एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक अवबोध का स्तर में सार्थक अंतर नहीं पाया गया। पूर्व माध्यमिक स्तर पर बालिकाओं का सामाजिक - अवबोध, बालकों के सापेक्ष सार्थक रूप में उच्च पाया गया।

प्रस्तावना :-

मानव अपने जीवन को सुव्यवस्थित करने एवं उन्नत जीवन-यापन हेतु सामाजिक संस्थाओं का निर्माण करता है। इससे आज के समाज में रहने वाला प्रत्येक व्यक्ति, समाज के अन्य वर्गों से भी सम्बंधित होता है। प्रत्येक समाज अपने लोगों के साथ एक सामाजिक परिवेश का निर्माण करता है। व्यक्ति समाज में रहता है और समाज से सीखता है। समाज का चेतन और अवचेतन ज्ञान, व्यक्ति की सोच अथवा संज्ञान को विकसित करता है और यह बोध ही अवबोध कहलाता है।

बालक के सामाजिक - अवबोध का अध्ययन करने के लिये उसकी सामाजिकता की आयु व उसकी वास्तविक आयु के अनुरूप ही सामाजिक भावना के सामान्य स्तरों को समझा जा सकता है।

बालक सामाजिक प्राणी है। जन्म से लेकर मृत्यु तक विभिन्न संस्करों से जुड़ा रहता है। यदि किसी समाज या जाति के उत्थान, पतन, आचार, व्यवहार, संस्कार, संस्कृति आदि को समाज में देखना चाहते हैं तो हमें समाज का अध्ययन करना होगा। इससे से यह ज्ञात होता है कि, अच्छे संस्कारों से सभ्य जातियों का पता चलता है। बालक के अच्छे व्यक्तित्व निर्माण में बालक को सामाजिक प्रशिक्षण प्रदान करना आवश्यक है। इस प्रकार के प्रशिक्षण से बालक में सामाजिक गुणों का, सहयोग, सहिष्णुता, समाज सेवा की भावना का विकास करना आवश्यक है। बालक के विकास के लिये केवल विद्यालय को ही उत्तरदायी नहीं बनाना चाहिये वरन् समाज पर यह दायित्व डाला जाना चाहिये।

बाड़निंग एवं बाड़निंग ने लिखा है - '' परिवार, मंदिर, आस -पड़ोस, सामाजिक समूह तथा सामाजिक गतिविधियों, देशभक्ति पूर्ण संगठन, सामाजिक जीवन के विचारों एवं कार्यों को नवीन रूप प्रदान करने वाले सजीव साधन हैं।''

समाज में प्रत्येक बालक के सर्वांगीण विकास करने का सदैव प्रयत्न करना चाहिये। उसे विकसित व सभ्य बनाकर समाज में रखें ताकि, वह भी समाज में अच्छे गुणों की सुगंध को बिखेर कर स्वयं महक कर समाज को भी महकायेगा। शिक्षा के माध्यम से प्रत्येक बालक में ज्ञान, रूचि, आदर्शों, आदतों और शक्तियों का विकास करना चाहिये जिससे वह अपना उचित स्थान प्राप्त कर सके और समाज को उच्च लक्ष्यों की और ले जाये।

परिवार, समाज, पास- पड़ोस और विद्यालय, बालक के सामाजिक अवबोध को विभिन्न रूपों से प्रभावित करता है। जैसे समाज में होने वाले विभिन्न उत्सव व कार्यक्रम में संस्कृति, कला, साहित्य, उदारता धार्मिक उत्सव, जातीय परम्पराएँ, सामाजिक परम्पराएँ, मनोरंजन की सुविधा व साधन तथा सामाजिक सुविधा आदि बालक के सामाजिक अवबोध को विकसित करती हैं। बालक के मित्रमण्डल द्वारा भी उसके सामाजिक-अवबोध का विकास होता है।

मनुष्य की सकारात्मक सोच, समाज की नैतिक-स्तर को ऊपर उठा देती है।

बालक एक घट के समान नहीं है , जिसे भरा जा सके बल्कि वह एक चिंगारी के समान है। बालक का पालन-पोषण, प्यार व स्नेह के साथ होना चाहिये। बालक चेतन व अवचेतन मन से समाज से शिक्षा लेता है, जो उसमें सामाजिक - अवबोध का प्रस्फुटन करती है। सामाजिक-अवबोध बालक के व्यक्तित्व को संतुलित करके सुन्दर व सुनियोजित करता है।

पूर्व माध्यमिक स्तर पर सामाजिक-अवबोध का अध्ययन करना इसलिये आवश्यक है, क्योंकि इस अवस्था में बालक का शरीर और संस्कार दोनों ही निर्माणाधीन अवस्था में होते हैं। इन्हीं तथ्यों को ध्यान में रखते हुए प्रस्तुत कार्य की योजना बनायी गई।

उद्देष्य :-

अध्ययन के उद्देश्य इस प्रकार है -

1. पूर्व माध्यमिक स्तर पर माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा-मण्डल के विद्यार्थियों के सामाजिक अवबोध का तुलनात्मक अध्ययन करना।
2. पूर्व माध्यमिक-स्तर पर सामान्य वर्ग एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक अवबोध का अध्ययन करना।
3. पूर्व माध्यमिक स्तर के बालक- बालिकाओं के सामाजिक अवबोध का अध्ययन करना।

परिकल्पना :-

1. पूर्व माध्यमिक स्तर पर माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा मण्डल के विद्यार्थियों के सामाजिक अवबोध में सार्थक अन्तर नहीं पाया जायेगा।
2. पूर्व माध्यमिक स्तर पर सामान्य वर्ग एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक अवबोध में सार्थक अन्तर नहीं पाया जायेगा।
3. पूर्व माध्यमिक स्तर के विद्यार्थियों के अन्तर्गत आने वाले छात्र - छात्राओं के सामाजिक - अवबोध में सार्थक अन्तर नहीं पाया जायेगा ।

प्रविधि :-

प्रस्तुत शोध अध्ययन में सर्वेक्षण विधि प्रयुक्त की गई है। इस हेतु, कक्षा सातवीं के माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा मण्डल के क्रमशः 50-50 विद्यार्थियों को सम्मिलित किया गया है। इस अध्ययन में शोद्यार्थी द्वारा स्व - निर्मित प्रश्नावली का प्रयोग किया है। प्रदत्तों का विश्लेषण मध्यमान प्रमाणिक विचलन एवं टी परीक्षण के द्वारा किया गया है।

परिकल्पना क्र. 1 के परीक्षण हेतु माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा मण्डल द्वारा संचालित विद्यालयों के विद्यार्थियों के सामाजिक अवबोध स्तर के प्रदत्तों का मध्यमान की गणना कर अंतर की जाँच हेतु टी-परीक्षण किया गया, जिसका सारांश तालिका क्र. 1 में दिया गया है।

तालिका क्र. 1

माध्यमिक शिक्षा मण्डल एवं केन्द्रीय शिक्षा मण्डल के विद्यार्थियों के सामाजिक-अवबोध का तुनात्मक अध्ययन

बोर्ड	N	M	Sd.	t-value	Sig.
माशिम	50	35.22	2.36	8.27	Sig.
केशिम	50	31.10	2.61		p<.01

उपरोक्त तालिका में गणना द्वारा प्राप्त टी का मान 98 स्वतंत्रता स्तर पर सारणी मान से अधिक होने के कारण परिकल्पना अस्वीकृत की जाती है।

परिकल्पना क्र. 2 के परीक्षण हेतु सामान्य एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक अवबोध स्तर के प्रदत्तों का

मध्यमान की गणना कर अंतर की जाँच हेतु टी-परीक्षण किया गया, जिसका सारांश तालिका क्र. 2 में दिया गया है।

तालिका क्र. 2

सामान्य एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक-अवबोध का तुनात्मक अध्ययन

वर्ग	N	M	Sd.	t-value	Sig.
सामान्य	52	32.78	2.59	1.33	NS
आरक्षित	48	33.47	2.80		

उपरोक्त तालिका में गणना द्वारा प्राप्त टी का मान 98 स्वतंत्रता स्तर पर सारणी मान से कम होने के कारण परिकल्पना स्वीकृत की जाती है।

परिकल्पना क्र. 3 के परीक्षण हेतु बालक एवं बालिकाओं के सामाजिक अवबोध स्तर के प्रदत्तों का मध्यमान की गणना कर अंतर की जाँच हेतु टी-परीक्षण किया गया, जिसका सारांश तालिका क्र. 3 में दिया गया है।

उपरोक्त तालिका में गणना द्वारा प्राप्त टी का मान 98 स्वतंत्रता स्तर पर सारणी मान से अधिक होने के कारण

तालिका क्र. 1

बालक एवं बालिकाओं के सामाजिक-अवबोध का तुनात्मक अध्ययन

लिंग	N	M	Sd.	t-value	Sig
बालक	51	20.66	5.15	14.68	Sig.
बालिका	49	32.22	3.24		p<.01

परिकल्पना अस्वीकृत की जाती है।

निष्कर्ष -

1. माध्यमिक शिक्षा मण्डल के विद्यार्थियों का सामाजिक अवबोध स्तर, केन्द्रीय शिक्षा मण्डल के विद्यार्थियों से सार्थक रूप में उच्च पाया गया।
2. सामान्य एवं आरक्षित वर्ग के विद्यार्थियों के सामाजिक अवबोध का स्तर में सार्थक अंतर नहीं पाया गया।
3. पूर्व माध्यमिक स्तर पर बालिकाओं का सामाजिक - अवबोध, बालकों के सापेक्ष सार्थक रूप में उच्च पाया गया।

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छत्तीसगढ़ में कृषि शिक्षा का विकासः एक अध्ययन

डॉ. एस.के.पाढ़ी * एवं कु.लक्ष्मिणी साहू **

सारांश

छत्तीसगढ़ एक कृषि प्रधान राज्य है। इस प्रांत की लगभग 80 प्रतिशत जनसंख्या की आजीविका कृषि पर अवलंबित है। कृषि हमारे देश की अर्थव्यवस्था की नींव है, यदि इसका पर्याप्त प्रसार नहीं किया गया, तो आने वाले समय में हमारे देश में खाद्यान्न की समस्या उत्पन्न हो सकती है। कृषि शिक्षा के माध्यम से लोग कम समय, कम स्थान में नवीन तकनीक का प्रयोग कर अधिक मात्रा मे खाद्यान्न, भोज्य सामग्री का उत्पादन कर सकेंगे। कृषि शिक्षा के अंतर्गत उद्यानिकी, मतस्यपालन, गृहविज्ञान, कोसा उत्पादन, दुग्ध प्रौघोगिकी, कृषि तकनीकी, खाद्य प्रसंस्करण, वेटनरी साइंस, व पशुपालन आदि विषयों में स्नातक व स्नातकोत्तर की शिक्षा दी जाती है। इससे देश की अर्थव्यवस्था मजबूत होगी। प्रस्तुत अध्ययन में छत्तीसगढ में स्थित कृषि महाविद्यालय तथा छात्रों की कृषि शिक्षा के विषय में उनके विचार जानने का प्रयास किया गया जिससे इसके विकास व प्रसार में पर्याप्त बल दिया जा सकेगा।

प्रस्तावनाः-

हमारा देश की अर्थव्यवस्था का मुख्य आधार कृषि है। भारत के कई प्रदेशों में कृषि की प्रकृति जीवन निर्वाहक है। यहाँ लगभग 90 प्रतिषत कृषि भूमि में मात्र खाद्यान्न उत्पादित किया जाता है। कृशि की उन्नति से ही सही अर्थों में देश की उन्नति होगी। क्योंकि उन्नत तकनीकी खेती ही लोगों को रोजगार उपलब्ध कराने के साथ-साथ ही सामाजिक स्थिति व आर्थिक स्थिति सुदृढ करती है। कृषि शिक्षा के विकास हेतु हमारे देश में स्वतंत्रता के पूर्व एवं बाद में अनेकों प्रयास किये गये।

कृषि तकनीकी विकास के लिए तकनीकी का फैलाव एवं अंगीकरण हो इसके लिये शिक्षा की आवश्यकता होती है। इसके बिना निरक्षर लोगों को साक्षर कर तकनीकी अपनाने के लिए प्रेरित करना काफी कठिन कार्य होता है।देश की कृषि प्रणाली में विकास की रूपरेखा वहाँ के लोगों की अवश्यकताओं एवं रूचि को ध्यान में रखकर बनाया जाता है। शिक्षा, अनुसंधानों और कृषकों के बीच की खाई को पाटती है व उनकी सभी समस्याओं का निराकरण करती है। भारत की संघात्मक शासन व्यवस्था के अंतर्गत कृषि विकास का प्राथमिक दायित्व राज्य सरकार का है। राज्य स्तर पर कृषि क्षेत्र के अनुसंधान और शिक्षा की जिम्मेदारी राज्य कृषि विश्वविद्यालयों की है।

कृषि शिक्षा व्यवस्था ने हमारे देश के विकास के लिए महत्वपूर्ण मानव संसाधन को वैज्ञानिक पृष्टभूमि प्रदान की है। जिसके माध्यम से हमारे देश की वृद्धि व विकास तीव्र गति से संभव हुआ। हमारे देश की जनसंख्या गाँवों में निवास करती है जिनका मुख्य व्यवसाय कृषि है जो आज भी अपने परंपरागत तरीके से कृषि कार्य करने में लगे हुए हैं। जिसके कारण उत्पादन में कमी होती है। किंतु हरित क्रांति के कारण नवीन तकनीकों के प्रचार प्रसार प्रभाव व वैज्ञानिक तकनीकों के माध्यम से कृषि में बहुमूल्य परिवर्तन हुआ है। छत्तीसगढ़ में कृषि शिक्षा को बढावा देने के लिए समर्पित

इंदिरा गांधी कृषि विश्वविद्यालय रायपुर का शिलान्यास 20 जनवरी सन् 1987 को हुआ था। समस्त कृषि विकास की प्रक्रिया के 3 अनिवार्य अंग है। शिक्षा, अनुसंधान और विस्तार। ये तीनों तत्व कृषि और किसानों के सर्वांगीण विकास के आधारभूत स्तंभ हैं। छत्तीसगढ के ग्रामीण अंचल के सतत् विकास के लिए इंदिरा गांधी कृषि विश्वविद्यालय रायपुर समन्वयात्मक रूप से उत्कृष्ट सेवायें प्रदान कर रहा है। प्रदेश की राजधानी में स्थित कृषि महाविद्यालय में स्नातक स्तर पर(B.Sc) कृषि 4 वर्षीय पाठयक्रम, तथा विभिन्न विषयों में स्नातकोत्तर स्तर पर 2 वर्षीय M.Sc कृषि पाठयक्रम व Ph.D 3 वर्षीय उपाधि हेतु शिक्षा प्रदाय की जाती है। इसके अलावा बिलासपुर में ठाकुर छेदीलाल बैरिस्टर कृषि महाविद्यालय एवं अनुसंधान केंद्र, अंबिकापुर में राजमोहिनी देवी कृषि महाविद्यालय एवं अनुसंधान केंद्र, जगदलपुर में शहीद गुंडाधुर कृषि महाविद्यालय एवं अनुसंधान केंद्र, कबीरधाम में संतकबीर कृषि महाविद्यालय एवं अनुसंधान केंद्र, संचालित हैं। जिनमें B. Sc. कृषि पाठयक्रम की शिक्षा दी जाती है। कृषि अभियांत्रिकी संकाय रायपुरः-इस संकाय में 2 वर्षीय (M-Tec)पाठयक्रम में उपाधि प्रदान की जाती है। कृषि अभियांत्रिकी महाविधालय मुंगेली :-इस महाविद्यालय में 4 वर्षीय बी.टेक कृषि अभियांत्रिकी में उपाधि दी जाती है। विश्वविद्यालय से सम्बद्ध निजी महाविद्यालयः- कृषि महाविद्यालय (B.Sc.) कृषि-9, कृषि अभियांत्रिकी महाविद्यालय (B-Tech)-2, उद्यानिकी महाविद्यालय (B.Sc.) उद्यानिकी -4 है।

शोध का विषय, कृषि शिक्षा संस्थान के विषय में यह ज्ञात करना है कि प्रारंभ में यहां कितने संस्थान थे। व कितने छात्र, शिक्षक, कार्यकर्ता महाविद्यालय में हैं व वर्तमान में इसमें क्या प्रगति हुई है।

कृषि शिक्षा के अंतर्गत उद्यानिकी, मतस्यपालन, गृहविज्ञान, कोसा उत्पादन, दुग्ध प्रौद्योगिकी, कृषि तकनीकी, खाघ प्रसंस्करण, वेटनरी साइंस, व पशुपालन आदि विषयों में स्नातक व स्नातकोत्तर की शिक्षा दी जाती है।

शोध प्रश्नः-

अध्ययन की आवश्यकता को देखते हुए यह शोध प्रश्न निर्धारित किये गये हैं जो निम्नानुसार हैं-

1. सन् 2001 से 2011 तक छत्तीसगढ में कृषि शिक्षा में कितना विकास हुआ है?
2. क्या कृषि विश्वविद्यालयों में प्रवेश पूर्व परीक्षा का आयोजन किया जाता है?
3. कृषि महाविद्यालय में अध्ययनरत् छात्रों के कृषि शिक्षा के विषय के प्रति क्या अभिवृत्ति है?

अध्ययन के उद्देश्य

अध्ययन की आवश्यकता को देखते हुए यह उद्देश्य निर्धारित किये गये हैं जो निम्नानुसार हैं -

1. सन् 2001 से 2011 तक छत्तीसगढ़ में कृषि शिक्षा के विकास का अध्ययन करना।
2. कृषि विश्वविद्यालयों में प्रवेश पूर्व परीक्षा विधि की प्रक्रिया का अध्ययन करना।
3. कृषि महाविद्यालय में अध्ययनरत् छात्रों के कृषि शिक्षा के विषय में अभिवृत्ति का अध्ययन करना।

प्रविधिः-

प्रस्तुत अध्ययन हेतु वर्णात्मक सर्वेक्षण विधि का चयन किया गया है।

जनसंख्या न्यादर्शः-

छत्तीसगढ़ के कृषि विश्वविद्यालय व सम्बंधित कालेजों का चयन किया गया है। अध्ययन हेतु उद्देश्यपूर्ण न्यादर्श के रूप में 3 कृषि महाविद्यालय व 30 छात्रों का चयन किया गया है।

उपकरणः-

1. स्वनिर्मित जानकारी पत्रक के माध्यम से छात्र , शिक्षक, एवं महाविद्यालय की संख्या मे वृद्धि एवं स्थिति का अध्ययन किया गया है।

स्वनिर्मित जानकारी पत्र के माध्यम से छात्र, शिक्षक, एवं महाविद्यालय की संख्या में वृद्धि एवं स्थिति से सम्बंधित प्रदत्तों का संग्रहण किया गया है। स्वनिर्मित छात्र प्रश्नावली के माध्यम से छात्रों की कृषि शिक्षा के विषय में उनकी अभिवृत्ति जानने का प्रयास किया। जिसमें कुल 13 प्रश्न थे। यह प्रश्नावली छः भागों में बटी हुई है-

1. अभिरूचि से सम्बंधित प्रश्न,2. शिक्षण विधि से सम्बंधित प्रश्न, 3. सामुदायिक कार्य से सम्बंधित प्रश्न, 4.पुस्तकालय सम्बंधित सुविधा से सम्बंधित प्रश्न,5. प्रयोगात्मक कार्य से सम्बंधित प्रश्न एवं 6. विवरणात्मक कार्य से सम्बंधित प्रश्न हैं।

परिणाम एवं विवेचनाः-

1. सन् 2001 से 2011 तक छत्तीसगढ में कृषि शिक्षा के विकास का अध्ययन ।

छत्तीसगढ के गठन के समय सन् 2000 में 3 शासकीय व 4 अशासकीय कृषि महाविद्यालय थे अर्थात् इनकी कुल संख्या 7 थी। सन् 2002 में कुल 8 अशासकीय कृषि महाविद्यालयों की स्थापना हुई। सन् 2003 से 2006 तक किसी प्रकार के महाविद्यालय की स्थापना नही हुई। सन् 2007 में 1 शासकीय व 1 अशासकीय कुल 2 नवीन कृषि महाविद्यालयों की स्थापना हुई। वर्ष 2008 एवं 2009 में इनकी संख्या में किसी प्रकार की वृद्धि नहीं देखी गई। सन् 2010 व 2011 में 1-1 शासकीय कृषि महाविद्यालयों की स्थापना हुई। सन् 2011 तक छत्तीसगढ में 7 शासकीय व 13 अशासकीय कुल 20 कृषि महाविद्यालय संचालित थे।

2. कृषि विश्वविद्यालयों में प्रवेश पूर्व परीक्षा विधि की प्रक्रिया का अध्ययन करना।

इंदिरा गांधी कृषि विश्वविद्यालय, रायपुर तथा इसके के अंतर्गत संबद्धता प्राप्त शासकीय एवं निजी कृषि एवं उद्यानिकी महाविद्यालयों में स्नातक- स्तरीय पाठ्यक्रमों में प्रवेश हेतु पी.ए.टी.(प्री. एग्रीकल्चरल टेस्ट) परीक्षा का आयोजन किया जाता है। पी.ए.टी. परीक्षा प्रवेश नियम छत्तीसगढ व्यवसायिक परीक्षा मंडल, रायपुर, द्वारा जारी किये जाते हैं। ये प्रवेश नियम, बी.एस.सी.(कृषि)/बी.एस.सी(उद्यानिकी) स्नातक पाठ्यक्रम में प्रवेश हेतु लागू होते हैं।

स्नातक पाठ्यक्रम में प्रवेश हेतु न्यूनतम पात्रता एवं आर्हता निम्नानुसार हैं।-

भारत का नागरिक हो, छत्तीसगढ का मूल निवासी हो, छत्तीसगढ माध्यमिक शिक्षा मंडल की 10+2 की 12 वीं कक्षा अथवा सेन्ट्रल बोर्ड ऑफ सेकेन्डरी एजुकेशन या कौन्सिल फार दी इंडियन स्कूल सर्टिफिकेट एक्जामिनेशन में 10+2 की 12 वीं कक्षा में निम्न विषयों सहित उत्तीर्ण की हों:-

(अ) विज्ञान समूह (1)भौतिक, रसायन एवं गणित अथवा
(2) भौतिक, रसायन एवं जीवविज्ञान

(ब) कृषि समूह (1) कृषि विज्ञान एवं गणित (2) फसल उत्पादन एवं उद्यान शास्त्र (3) पशुपालन एवं कुक्कुट पालन। इन पाठ्यक्रमों में छत्तीसगढ व्यावसायिक परीक्षा मंडल द्वारा जारी पी. ए. टी. 2011 की मेरिट सूची के आधार पर कौंसिलिंग द्वारा प्रवेश दिया जाता है। प्रवेश हेतु पी. ए. टी. में न्यूनतम अंक सीमा का बंधन नहीं है।

इंदिरा गांधी कृषि विश्वविद्यालय में महाविद्यालयों में निम्नानुसार सीटों पर आरक्षण उपलब्ध है ।- छत्तीसगढ राज्य के (मूल निवासी) अनुसूचित जाति/जनजाति एव अन्य क्रीमीलेयर को छोड कर के पुत्रों /पुत्रियों के लिए क्रमशः 15, 21, एवं 14 प्रतिशत वर्टिकल आरक्षण दिया गया है। सभी आरक्षित श्रेणी में छत्तीसगढ में स्थायी कृषि में कार्यरत किसानों जिनकी जीविका पूर्ण रूप से कृषि पर आधारित हो, के पुत्र/पुत्रियों के लिए 5 प्रतिशत होरिजान्टल आरक्षण लागू है। स्वतंत्रता संग्राम सेनानी, महिला उम्मीदवारों के लिए 30 प्रतिशत होरिजान्टल आरक्षण भी उपलब्ध है। जम्मू कश्मीर राज्य के विस्थापित वर्ग, विकलांग उम्मीदवारों हेतु सीटों का आरक्षण शासन के नियमानुसार किया गया है।

3. कृषि महाविद्यालय में अध्ययनरत् छात्रों के कृषि शिक्षा के विषय में अभिवृत्ति का अध्ययन करना।

उक्त कथन के शोध अध्ययन हेतु स्वनिर्मित छात्र प्रश्नावली के माध्यम से छात्रों की कृषि शिक्षा के विषय में उनकी अभिवृत्ति जानने का प्रयास किया जिसका परिणाम सारणी क्र.-1 उल्लेखित है।

अभिरूचि से सम्बंधित प्रथम प्रश्न आप कृषि शिक्षा से अपनी इच्छा से जुडे हैं के उत्तर में 26 विद्यार्थियों ने सकारात्मक रूचि प्रदर्शित की जिसका प्रतिशत 87 रहा। अभिरूचि सम्बंधित दूसरे प्रश्न शिक्षण अभिरूचि के उत्तर में संपूर्ण 30 विद्यार्थियों ने सकारात्मक अभिरूचि दर्शायी। तीसरा प्रश्न कृषि शिक्षा के अंतगर्त व्यवसाय का चयन के उत्तर में 22 विद्यार्थियों ने सकारात्मक उत्तर दिया, जिसका प्रतिशत 73 रहा इससे स्पष्ट है कि अधिकतम विद्यार्थी कृषि शिक्षा से अपनी रूचि से जुडे हैं।

शिक्षण विधि में प्रथम प्रश्न, शिक्षक बहुधा शिक्षण में हिन्दी/अंग्रेजी या दोनों माध्यम का प्रयोग करके आपको शिक्षण कराते हैं में 26 विद्यार्थियों का जवाब सकारात्मक रहा जिसका प्रतिशत 87 रहा। दूसरे प्रश्न कक्षा शिक्षक अपने शिक्षण में अधिकतम अनुदेशात्मक आव्यूह का प्रयोग करते हैं के उत्तर में पूरे 30 विद्यार्थियों का उत्तर सकारात्मक रहा। तीसरे प्रश्न, कक्षा शिक्षक अपने शिक्षण में अधिकतम प्रकार के अनुदेशात्मक आव्यूह का प्रयोग करते हैं के उत्तर

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सारणी क्र. 1

कृषि महाविद्यालय में अध्ययनरत् छात्रों के कृषि शिक्षा के संदर्भ में अभिवृत्ति का अध्ययन

भाग	प्रश्न	हां	%	नहीं	%
अभिरूचि	(1) क्या आप कृषि शिक्षा से अपनी इच्छा से जुडे हैं?	26	87	4	13
	(2) क्या आपको यह शिक्षण रूचिकर लगता है?	30	100	0	0
	(3) क्या कृषि शिक्षा के अंतर्गत व्यवसाय का आप तब भी चयन करेंगे जबकि इससे अधिक वेतन दूसरे व्यवसाय या नौकरी में मिले?	22	73	8	27
शिक्षण विधि	(4) आपके शिक्षक बहुधा किस माध्यम का प्रयोग करके आपको शिक्षण करते हैं?	26	87	4	13
	(5) क्या आपके शिक्षक शिक्षणकार्य के लिए अनुदेशात्मक तकनीकों का प्रयोग करते हैं?	30	100	0	0
	(6) आपके कक्षा शिक्षक अपने शिक्षण में अधिकतम किस प्रकार के अनुदेशात्मक आव्यूह का प्रयोग करते हैं?	28	93	2	7
सामुदायिक कार्य	(7) क्या दूसरी संस्थान के विशिष्ट व्यक्ति (Resorce Person) आपके संस्थान में शिक्षण के लिए हमेशा/विशेष समय में आते हैं?	18	60	12	40
	(8) क्या आपको ऐसे क्रियाकलाप पसंद है, जिसमें किसी समुदाय के साथ कार्य किया जाता है?	28	93	2	7
	(9) क्या आपके संस्थान में फिल्ड ट्रिप और भ्रमण का प्रावधान है?	28	93	2	7
	(10) क्या आपके संस्थान में प्रायोगिक कक्ष है?	24	80	6	20
पुस्तकालय	(11) क्या आपके संस्थान के पुस्तकालय में पर्याप्त पुस्तकें व जर्नल्स है?	30	100	0	0
	(12) क्या आपके संस्थान के पुस्तकालय मे बैठक व्यवस्था है?	30	100	0	0
	(13) क्या आप इंटरनेट का प्रयोग करते हैं?				

में 28 विद्यार्थियों ने सकारात्मक उत्तर दिया जिसका प्रतिशत 93 रहा, इससे स्पष्ट है कि अधिकतम शिक्षक अपने शिक्षण में शिक्षण विधियों का प्रयोग करते हैं।

सामुदायिक कार्य पर आधारित पहले प्रश्न, दूसरी संस्थान के विशिष्ट व्यक्ति आप के संस्थान में शिक्षण के लिए आते हैं के जवाब में 18 विद्यार्थियों ने सकारात्क उत्तर दिया, जिसका प्रतिशत 60 रहा। इस क्षेत्र के दूसरे प्रश्न ऐसे क्रियाकलाप पसंद है, जिसमें किसी समुदाय के साथ कार्य किया जाता है के उत्तर में 28 विद्यार्थियों ने हाँ में उत्तर दिया, इनका प्रतिशत 93 रहा। इसी प्रकार इसके तीसरे प्रश्न संस्थान में फिल्ड ट्रिप और भ्रमण का प्रावधान है के उत्तर में भी 28 विद्यार्थियों ने हाँ में उत्तर दिया, जिसका प्रतिशत 93 रहा। चौथे प्रश्न है, संस्थान में प्रायोगिक कक्ष है के उत्तर में 24 विद्यार्थियों ने बताया कि प्रायोगिक कक्ष है, जिसका प्रतिशत 80 रहा। पुस्तकालय सुविधा से सम्बंधित कुल 3 प्रश्न थे। पहले प्रश्न, संस्थान के पुस्तकालय में पुस्तकें व जर्नल्स की पर्याप्तता के उत्तर में 30 विद्यार्थियों ने हाँ में उत्तर दिया, जिसका प्रतिशत 100 रहा। दूसरे प्रश्न, संस्थान के पुस्तकालय में बैठक व्यवस्था में संपूर्ण 30 विद्यार्थियों ने सकारात्मक उत्तर दिया। तीसरे प्रश्न इंटरनेट का प्रयोग की उपलब्धता है में भी यही स्थिति बनी रही। संपूर्ण 30 विद्यार्थियों ने सकारात्मक उत्तर दिया, जिसका प्रतिशत 100 रहा।इससे स्पष्ट होता है कि पुस्तकालय में पुस्तकें, जर्नल्स व बैठक व्यवस्था पर्याप्त है। इंटरनेट की सुविधा भी है, छात्र प्रतिक्रिया प्रश्नावली में

प्रयोगात्मक क्रियाकलाप सम्बंधी प्रश्न थे। जिसके उत्तर स्वरूप विद्यार्थियों ने यह जानकारी प्रदान की, कि कृषि अनुभव कार्यक्रम 6 माह का होता है। स्थानीय भ्रमण 5 दिनों का व प्रायोगिक कार्य प्रतिदिन संपादित होता है। कृषि महाविद्यालय में विद्यार्थियों के लिए व पाठ्य सहगामी कार्यक्रम के रूप फिल्ड ट्रिप, सांस्कृतिक कार्यक्रम व खेलकूद का आयोजन किया जाता है।

अध्ययन से प्राप्त परिणाम :-

1. छत्तीसगढ में कृषि शिक्षा के विकास की गति अत्यंत धीमी है।
2. कृषि महाविद्यालयों के अंतगर्त अध्ययन में पाया कि सन् 2005 से 2011वर्षानुसार कृषि विश्वविद्यालय में अध्ययनरत् विद्यार्थियों व शिक्षकों की संख्या में वर्षवार वृद्धि दर्ज की गई है।
3. कृषि महाविद्यालयों में प्रवेश के लिए व्यापम द्वारा पी.ए. टी.परीक्षा लिया जाता है। जिसमें केंद्र के अनुसार सीट आरक्षण नियम लागू है।
4. कृषि शिक्षा के अंतर्गत छात्र प्रतिक्रिया में सकारात्मक अभिरूचि प्राप्त हुई व इस शिक्षा के प्रचार प्रसार व सुविधाओं हेतु सुझाव भी प्राप्त हुआ।

निष्कर्ष:-

शोध अध्ययन ये ज्ञात होता है कि विद्यार्थी कृषि शिक्षा में बहुत सी समस्याओं का अनुभव करते हैं, जैसे **लिंकेज** की कमी, मूलभूत सुविधा की कमी, शिक्षकों की कमी, ई-लर्निंग कक्षाओं का अभाव, आधुनिक तकनीकी का अभाव, इत्यादि संस्थान में केंपस साक्षात्कार कभी-कभी ही होता है। इसके विपरीत कृषि शिक्षा में भविष्य में संभावनाएँ भी हैं।एक सफल विद्यार्थी कृषक के रूप में, बैंक में, अकादमी में, प्राइवेट कंपनी में, शोध क्षेत्र में, वे स्वयं का व्यवसाय भी कर सकते हैं। कृषि शिक्षा को बेहतर बनाने हेतु सुझाव के सम्बंध में विद्यार्थियों की निम्न प्रतिक्रिया रही। इस क्षेत्र में छात्रों को **संकर** बीज की जानकारी देनी चाहिए। हर जिले में कृषि एवं उससे सम्बंधित महाविद्यालय जैसे दुग्ध प्रौद्योगिकी, कृषि अभियांत्रिकी आदि प्रारंभ हों।

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Hindi Section

विज्ञान शिक्षण में खोज विधि के प्रभाव एवं ठहराव का अध्ययन

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सारांश

विज्ञान शिक्षण में नवीन शिक्षण पद्धतियों के प्रभावशाली उपयोग से विद्यार्थियों की शैक्षिक उपलब्धि व ठहराव में वृद्धि हो सकती है। विज्ञान एक ऐसा विषय है जो असंख्य सूक्ष्म तथ्यों से भरा है तथा जिसको करके सीखने से ही अध्ययन रूचिकर बन सकता है। खोज विधि करके सीखने की क्रिया पर आधारित है। इसमें छात्र स्वयं खोजकर्ता की स्थिति में रहता है। प्रस्तुत शोध अध्ययन प्रयोगात्मक है जिसमें न्यादर्श के रूप में विद्या श्री एकेडमी सीनियर सैकण्डरी स्कूल, कृष्णा विहार विस्तार, जयपुर के कक्षा 8 वीं में अध्ययनरत 60 विद्यार्थियों का चयन किया गया है। 30-30 विद्यार्थियों का प्रयोगात्मक व नियंत्रित समूह बनाकर प्रयोगात्मक समूह में खोज विधि से तथा नियंत्रित समूह को परम्परागत विधि से विज्ञान विषय का अध्यापन किया गया। शोध निष्कर्ष में पाया कि परम्परागत शिक्षण की अपेक्षा खोज विधि के प्रयोग से विज्ञान विषय में ठहराव एवं उपलब्धि अधिक होती है।

प्रस्तावना:-

मनुष्य को अन्य प्राणियों की अपेक्षा जो संभावित स्थान मिला है उसका कारण मनुष्य का विवेकशील व जिज्ञासु होना है। वर्तमान में विज्ञान व तकनीकी के प्रयोग को अधिक महत्व दिया जा रहा है जिसका हर क्षेत्र में प्रयोग हो रहा है व इसका प्रयोग शिक्षा के क्षेत्र में भी प्रभावी सिद्ध हो रहा है।

आधुनिक युग में हम विज्ञान, वैज्ञानिक और उनके आविष्कारों के बारे में रूचि से पढ़ते, सुनते और बातचीत करते हैं। कुछ लोग विज्ञान को एक रहस्मय वस्तु समझते हैं और कुछ के लिए यह एक विचित्र जादू है जिसके द्वारा मानव जाति की सभी त्रुटियों का नाश किया जा सकता है और केवल बटन दबाते ही सुखदायी एवं आनंदित जीवन व्यतीत किया जा सकता है। विज्ञान उनमें से कुछ नहीं है बल्कि यह तो विश्व के ज्ञान का कमबद्ध रूप है। प्रकृति के ज्ञान का संकलन है। बालक विज्ञान की शिक्षा द्वारा ही नवीन वैज्ञानिक दृष्टिकोण, नियमों, खोजों व अन्य घटना चक्रों की जानकारी ग्रहण करता है। विज्ञान शिक्षण के द्वारा किसी भी तथ्य को समझने, चिन्तन करने, सोचने विचारने की शक्ति या निरीक्षण की शक्ति बालकों में विकसित किया जाता है। बालक की जिज्ञासु प्रवृत्ति का विकास होता है। विज्ञान शिक्षण बालक के मन व मस्तिष्क में अनुशासन स्थापित करता है। बालक किसी घटना का अवलोकन कर प्रयोगकर निष्कर्ष निकालता है। इससें उक्त में अन्धविश्वास नाम की कोई चीज ही नहीं रहती तथा जिज्ञासा, आत्मा दृढ़ता व आत्म विश्वास जैसे स्वस्थ गुणों का विकास होता है। ज्ञान का मूल्य तभी है जब उसका कहीं प्रयोग किया जाये। विज्ञान शिक्षण द्वारा नये नियम, सूत्र तथा सिद्धान्तों का ज्ञान होता है। विद्यार्थी की रचनात्मक प्रवृत्ति, संग्रह करने की आदत व आत्माभिव्यक्ति विकसित होती है।

सामान्यतया, विद्यालयों में विज्ञान का शिक्षण कार्य परम्परागत शिक्षण की व्याख्यान पद्धति से कराया जाता है। इस कारण विद्यार्थियों में विज्ञान के प्रति सकारात्मक दृष्टिकोण, अभिरूचि,

अभियोग्यता तथा कौशल का विकास नहीं हो पाता। इससे विज्ञान शिक्षण के परिलक्षित विकास का उद्धेश्य पूर्ण नहीं हो पाता व विद्यार्थियों में विज्ञान के प्रति रूचि जागृत न होकर उदासीनता पाई जाती है।

इसके विपरीत यदि विज्ञान शिक्षण, आधुनिक शिक्षण की खोज विधि से कराया जाये तो शिक्षण अधिक प्रभावी व उद्देश्यपूर्ण होता है। इसमें बालक स्वयं करके सीखता है। बालकों को कम से कम बताया जाता है व अधिक से अधिक खोजने के लिये प्रेरित किया जाता है। प्रयोग के दौरान विद्यार्थी की सूक्ष्म निरीक्षण, चिन्तन शक्ति, खोजी प्रवृत्ति एवं स्वनिर्णय शक्ति विकसित होती है। विद्यार्थी में श्रम के प्रति लगाव उत्पन्न होता है व स्वतंत्रता तथा मौलिकता की भावना जागृत होती है। विद्यार्थी का आत्म विश्वास प्रबल होता है व वह सक्रिय रहकर कार्य करता है। इस विधि से प्राप्त ज्ञान अधिक स्थायी होता है। इस प्रकार हम कह सकते हैं कि खोज विधि से विज्ञान शिक्षण कराया जाये तो ज्ञान हाथों से मस्तिष्क की ओर बढ़ता है।

शोध के उद्देश्य

1. 8 वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के परम्परागत व खोज विधि द्वारा शिक्षण के प्रभाव का तुलनात्मक अध्ययन।
2. 8वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के खोज विधि व परम्परागत शिक्षण द्वारा अधिगम के ठहराव का तुलनात्मक अध्ययन।

शोध की परिकल्पनाएँ

1. 8 वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के परम्परागत व खोज विधि द्वारा शिक्षण के प्रभाव में अंतर होता है।
2. 8 वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के खोज विधि व परम्परागत विधि द्वारा शिक्षण के ठहराव में अंतर पाया जाता है।

शोध विधि

प्रस्तुत अध्ययन में शोधकर्त्री द्वारा शोध के उद्देश्यों को ध्यान में रखते हुए अनुसंधान की प्रायोगिक विधि का चयन किया गया है।

न्यादर्श

शोधकर्त्री द्वारा अपने उद्देश्यों की पूर्ति हेतु न्यादर्श के रूप में विद्या श्री एकेडमी सीनियर सैकण्डरी स्कूल, कृष्णा विहार विस्तार, जयपुर के 8 वीं कक्षा में 60 विद्यार्थियों का चयन किया गया है।

शोध में प्रयुक्त न्यादर्श (विद्यालय) चयन हेतु यादृच्छिक विधि अपनाई गई है। विद्यार्थियों के चयन हेतु लॉटरी विधि अपनाई गई है।

प्रयुक्त अध्ययन में प्रयुक्त उपकरण

प्रस्तुत शोध में शोधकर्त्री द्वारा उपकरण के रूप में स्वनिर्मित प्रश्नावली एवं पाठयोजनाओं का चयन किया गया है।

प्रदत्तों का विश्लेषण

शोध अध्ययन में परिकल्पनाओं के आधार पर प्रदत्तों का विश्लेषण किया गया।

सामान्य विज्ञान विषय की परम्परागत शिक्षण विधि से नियंत्रित समूह को व खोज विधि से प्रयोगात्मक समूह को अध्यापन पश्चात विद्यार्थियों के विज्ञान विषय में उपलब्धि के प्रदत्तों का मध्यमान व प्रामाणिक विचलन ज्ञात किया गया। मध्यमानों में अंतर की सार्थकता की जाँच हेतु टी.परीक्षण किया गया।

सारणी क्र. 1

8 वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के परम्परागत व खोज विधि द्वारा शिक्षण के प्रभाव का तुलनात्मकअध्ययन

समूह	N	M	Sd.	df.	t-	Signi.
प्रयोगात्मक	30	95.8	3.18	58	9.84	Signi
नियंत्रित	30	60.3	19.5			p<.01

प्रयोगात्मक समूह के परीक्षण के प्राप्तांकों का मध्यमान 95.8 व मानक विचलन 3.18 तथा नियंत्रित समूह के परीक्षण के प्राप्तांकों का मध्यमान 60.3 व मानक विचलन 19.5 प्राप्त हुआ तथा टी मान 9.84 प्राप्त हुआ। प्राप्त टी मान स्वतंत्रता के अंश 58 के 0.01 के सारणीमान 2.66 से अधिक है, अतः अंतर सार्थक है।

द्वितीय परिकल्पना सामान्य विज्ञान शिक्षण की खोज विधि व परम्परागत शिक्षण विधि के प्रयोग से विषय उपलब्धि में ठहराव के तुलनात्मक प्रभाव से सम्बंधित है। इस परिकल्पना की जाँच हेतु दोनों समूहों पर 15 दिन बाद ठहराव परीक्षण प्रशासित किया गया।

8 वीं कक्षा के विद्यार्थियों के प्रयोगात्मक समूह व नियंत्रित समूह के ठहराव परीक्षण के प्राप्तांकों के मध्यमान क्रमशः 95 व 50.4 प्राप्त हुए। मध्यमानों में अंतर की सार्थकता की

सारणी क्र. 2

8 वीं कक्षा के विद्यार्थियों पर सामान्य विज्ञान के परम्परागत व खोज विधि द्वारा ठहराव का तुलनात्मक अध्ययन

समूह	N	M	Sd.	df.	t-	Signi.
प्रयोगात्मक	30	95.0	3.71	58	13.86	Signi
नियंत्रित	30	50.4	17.27			p<.01

जाँच हेतु टी-परीक्षण किया गया। टी मान 13.86 प्राप्त हुआ। प्राप्त टी मान स्वतंत्रता के अंश 58 के 0.01 के सारणीमान 2.66 से अधिक है। प्रयोगात्मक समूह के प्राप्तांक नियंत्रित समूह से अधिक है अर्थात् सामान्य विज्ञान के परम्परागत शिक्षण व खोज विधि द्वारा शिक्षण के ठहराव में सार्थक अन्तर है। अतः शोधकर्त्री द्वारा निर्मित द्वितीय परिकल्पना स्वीकृत होती है।

परिणाम

1. सामान्य विज्ञान शिक्षण की आधुनिक शिक्षण विधि खोज विधि परम्परागत शिक्षण विधि व्याख्यान विधि की तुलना में अधिक प्रभावी होता है।
2. सामान्य विज्ञान शिक्षण में खोज विधि द्वारा अध्यापन विद्यार्थियों में ठहराव, परम्परागत शिक्षण से सार्थक रूप में अधिक होता है।

शैक्षिक निहितार्थ

प्रस्तुत शोधकार्य की उपयोगिता शिक्षा विभाग, अध्यापक, अभिभावक एवं विद्यार्थियों के लिए महत्वपूर्ण है

1.अध्यापकों के लिए:- प्रस्तुत शोध कार्य के द्वारा अध्यापकों द्वारा प्रभावोत्पादक शिक्षण विधियों के अभिग्रहण द्वारा शैक्षिक गुणवत्ता में वृद्धि की जा सकती है।

2. शिक्षा विभाग के लिए:- शिक्षा विभाग, शिक्षण विधियों के अन्तर्गत नवीन शिक्षण पद्धतियों की समीक्षा कर उन्हें लागू किये जाने की व्यवस्था कर सकता है।

3. विद्यार्थियों के लिए:- विद्यार्थियों में विज्ञान के प्रति रूचि जागृत कर उनके विज्ञान से सम्बंधित ज्ञान में वृद्धि करने की व्यवस्था की जा सकती है।

संदर्भ ग्रंथ सूची

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महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व का सहसम्बंधात्मक अध्ययन

प्रेरणा दुबे *

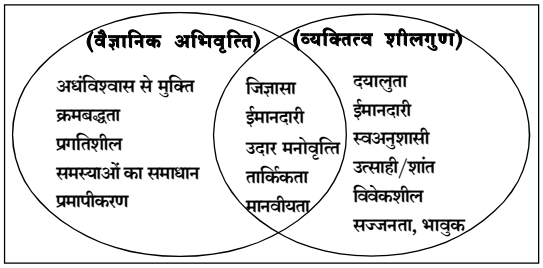
सारांश

वैज्ञानिक अभिवृत्ति चिंतन का एक तरीका है जो विशिष्ट व्यक्ति, विचार, परिस्थिति, स्थान एवं वस्तुओं के प्रति अनुकूल अथवा प्रतिकूल व्यवहार करने की स्थायी प्रतिक्रिया प्रवृति है, जिसमें वस्तुनिष्ठता, तार्किकता, उदार मनोवृत्ति, बौद्धिक ईमानदारी, अंधविश्वास के प्रति दुराग्रह, निर्णय में अस्थिरता, जिज्ञासा, नमनीयता, कल्पनाशीलता तथा धैर्य आदि संज्ञानात्मक, भावात्मक एवं व्यवहारात्मक, संघटक के रूप में सम्मिलित होते हैं। ''संज्ञानात्मक, भावात्मक एवं व्यवहारात्मक सभी पक्षों की विशेषताओं का समन्वित स्वरूप संतुलित व्यक्तित्व को सम्वर्धित करता है। वास्तव में व्यक्तित्व संपूर्ण विशेषताओं की सुसमन्वित व्यवस्था है जहाँ विभिन्न गुणों में पारस्परिक समन्वय होता है। वैज्ञानिक अभिवृत्ति के अध्ययन के लिये इन्दौर शहर में स्थित महाविद्यालयों के स्नातकोत्तर स्तर के 75 विद्यार्थियों को लिया गया। डॉ. एन.एन. श्रीवास्तव द्वारा निर्मित 'वैज्ञानिक अभिवृत्ति मापनी' द्वारा अभिवृत्ति का मापन किया गया है। निष्कर्ष रूप में यह देखा गया कि विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृति का स्तर सामान्य था एवं विद्यार्थियों के व्यक्तित्व शीलगुणों में संकायवार सार्थक अन्तर नहीं पाया गया साथ ही वैज्ञानिक अभिवृत्ति और व्यक्तित्व शीलगुणों के मध्य सार्थक सहसम्बंध नहीं था।

प्रस्तावना

शिक्षा मानव जीवन की आधारशिला है। वृहद अर्थ में शिक्षा से आशय है- नई पीढ़ी में समाजिक चेतना जागृत कर उसे भविष्य की ज़िम्मेदारियों को वहन करने की बौद्धिक क्षमता प्रदान करना। शिक्षा की इस महती आवश्यकता को ध्यान में रखते हुए, वर्तमान परिपेक्ष्य में गुणवत्तापरक शिक्षा एवं शिक्षण के प्रति नया आयाम उभरा है। 'गुणवत्ता' शब्द से अभिप्राय है - 'अच्छाई' या 'बुराई' का अंश। 'गुणवत्ता' को सामान्य शब्दों में अभिव्यक्त नहीं किया जा सकता है। यह गुणात्मक प्रत्यय है। जिज्ञासा, स्वतंत्र एवं आलोचनात्मक चिंतन, स्वाध्याय, तार्किकता, बौद्धिक ईमानदारी, उदारमनोवृत्ति आदि गुणों के विकास से गुणवत्ता में वृद्धि की जा सकती है। यही विशेषताएँ वैज्ञानिक अभिवृत्ति में भी परिलक्षित होती हैं। श्रीवास्तव एवं दुबे के अनुसार-''वैज्ञानिक अभिवृत्ति (Scientific Attitude) चिंतन का एक तरीका है जो विशिष्ट व्यक्ति, विचार, परिस्थिति, स्थान एवं वस्तुओं के प्रति अनुकूल अथवा प्रतिकूल व्यवहार करने की स्थायी प्रतिक्रिया प्रवृत्ति है जिसमें वस्तुनिष्ठता, तार्किकता, उदार मनोवृत्ति, बौद्धिक ईमानदारी, अंधविश्वास के प्रति-दुराग्रह, निर्णय में आस्थिरता, जिज्ञासा, नमनीयता, कल्पनाशीलता तथा धैर्य आदि संज्ञानात्मक (Cognitive) भावनात्मक (Affective) एवं व्यवहरात्मक (Psychomotor) संघटन के रूप में सम्मिलित होते है। ''ये तीनों संघटन व्यक्ति के व्यक्तित्व का भी निर्धारण करते हैं। अतः तीनों का संतुलन समन्वित व्यक्तित्व (Integrated personality) को भी दर्शाता है। समग्र दृष्टिकोण को मानने वाले मनोवैज्ञानिकों के अनुसार व्यक्तित्व शारीरिक अथवा मानसिक गुणों का

संग्रह नहीं, बल्कि यह बाह्य तथा आतंरिक गुणों का समग्र रूप है। व्यक्ति संरचना के विभिन्न तत्व समन्वित होकर व्यक्तित्व का निर्धारण करते हैं। वास्तव में व्यक्तित्व संपूर्ण विशेषताओं की सुसमन्वित (Well Coordinated System) व्यवस्था है जहाँ विभिन्न गुणों में पारस्परिक समन्वय होता है। व्यक्ति की बौद्धिक क्षमता संज्ञानात्मक पक्ष से, व्यक्ति के संवेगात्मक कौशल भावात्मक पक्ष से तथा व्यक्ति की गतिविधियाँ व्यवहारात्मक पक्ष है। अतः संज्ञानात्मक, भावनात्मक तथा व्यवहारपरक सभी पक्षों की विशेषताओं का समन्वित स्वरूप संतुलित व्यक्तित्व को सम्वर्धित करता है। व्यक्ति की वैज्ञानिक अभिवृत्ति व्यक्तित्व की संरचना से संबंधित है। वैज्ञानिक अभिवृत्ति का धनात्मक या ऋणात्मक पक्ष व्यक्तित्व के सकारात्मक अथवा नकारात्मक पक्ष को प्रदर्शित करता है। स्वतंत्र विचारधारा, उदार मनोवृत्ति एवं उत्तरदायित्व की भावना जैसी अभिवृत्तियों से व्यक्ति में स्वचिंतन, चारित्रिक गुण व्यक्तिगत, विशेषताएँ विकसित होती हैं। विभिन्न मनोवैज्ञानिकों एवं विचारकों द्वारा वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व की अवधारणा का अध्ययन करने से वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों में कुछ समानताएँ परिलाक्षित होती हैं जो इस प्रकार हैं -



उपरोक्त विवेचना एवं चित्रात्मक प्रस्तुति से यह स्पष्ट है कि वैज्ञानिक अभिवृत्ति के कुछ अवयव तथा व्यक्तित्व शीलगुणों के कुछ अवयवों में समानताएँ हैं। वैज्ञानिक अभिवृत्ति की उपस्थिति में निर्मित व्यक्तित्व समाज एवं राष्ट्र के लिए उपयोगी सिद्ध होगा। विद्यार्थी के संपूर्ण व्यक्तित्व का निर्माण समाज एवं राष्ट्र को बेहतर बनाने के लिए आवश्यक है अतः यह जरूरी हो जाता है कि विद्यार्थियों में वैज्ञानिक अभिवृत्ति का विकास किया जाए जिससे उनमें सहज जिज्ञासा, उदार मनोवृत्ति, शुद्ध ज्ञान की इच्छा, ज्ञान प्राप्ति की प्रक्रिया में विश्वास तथा प्रामाणिक ज्ञान द्वारा समस्या समाधान की आशा आदि गुणों का विकास हो सके। इसी तथ्य को ध्यान में रखते हुए प्रस्तुत अध्ययन की योजना बनाई गई।

उद्देश्य

1. विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति की तुलना करना।
2. विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों के व्यक्तित्व शीलगुणों की तुलना करना।
3. विभिन्न संकाय के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों के मध्य सहम्बंध का अध्ययन करना।

परिकल्पना

1. विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति में सार्थक अंतर नहीं है।
2. विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों के व्यक्तित्व शीलगुणों में सार्थक अंतर नहीं है।
3. विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों में सार्थक सहसम्बंध नहीं है।

प्रविधि

प्रस्तुत अध्ययन हेतु सर्वेक्षण विधि प्रयुक्त की गई। न्यादर्श के रूप में इन्दौर शहर के महाविद्यालयों के स्नात्तकोत्तर स्तर के विज्ञान, कला एवं वाणिज्य संकाय के 75 विद्यार्थियों को सम्मिलित किया गया। विद्यार्थियों की वैज्ञानिक अभिवृत्ति का मापन डॉ. एन. एन. श्रीवास्तव द्वारा निर्मित ''वैज्ञानिक अभिवृत्ति मापनी (Scientific Attitude Scale SAS) से किया गया । इस मापनी में 36 कथन अभिवृत्ति के 6 विभिन्न पक्षों 1. तार्किकता (Rationality) 2. जिज्ञासा (Curiosity) 3.उदार मनोवृत्ति (Openmindedness) 4. अंधविश्वास के प्रति दुराग्रह (Aversion to Superstition) 5. वस्तुनिष्ठता (Objective) तथा 6. निर्णय में अस्थिरता (Suspended Judgement) से सम्बंधित हैं। विद्यार्थियों के व्यक्तित्व का मापन डॉ. महेश भार्गव द्वारा निर्मित व्यक्तित्व आयाम अनुसूचित (Differential Personality Inventary - DPI) से किया गया।

यह आर. बी. केटल द्वारा निर्मित 16 व्यक्तित्व आयाम

परीक्षण का भारतीय प्रारूप है। अनुसूची के अन्तर्गत 60 कथन व्यक्तित्व के 6 महत्वपूर्ण आयामों - 1. सक्रियता - निष्क्रियता (Activity - Passivity) 2. उत्साही - निरूत्साही (Enthusiastic-Non enthusiatic) 3. उद्दण्ड- नम्र (Assertive -Submissive) 4. अविश्वसनीय- विश्वसनीय (Suspicious- Trusting) 5. उदासीन- प्रसन्नचित (Depressive-Non depressive) तथा 6. संवेगात्मक आस्थिरता-संवेगात्मक स्थिरता (Emotional Instability - Emotional Stability) से सम्बंधित हैं।

प्रदत्तों के विश्लेषण हेतु एक दिशीय प्रसरण विश्लेषण (One way ANOVA) तथा गुणन आघूर्ण सहसम्बंध गुणांक का प्रयोग किया गया।

प्रदत्त विश्लेषण

तालिका क्र. 1

विभिन्न संकायों के विद्यार्थियों की वैज्ञानिक अभिवृत्ति की तुलना के लिए One way ANOVA का सारांश

Source of Variance	df	SS	MSS	F- Value
Between the groups	2	178.91	89.45	2.17
Within the groups	72	2961.57	41.13	

तालिका क्र. 1 में वैज्ञानिक अभिवृत्ति की तुलना के लिए F का मान 2.17 प्रदर्शित किया गया है जो कि सार्थक नहीं है। अतः विभिन्न संकाय के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति में सार्थक अंतर नहीं पाया गया।

तालिका क्र. 2 में व्यक्तित्व शीलगुणों की तुलना के लिए F का मान क्रमशः 1.46, 2.94, 1.37, 1.8, 1.92 एवं 2.50 प्रदर्शित किया गया है जो सार्थक नहीं हैं। अतः विभिन्न संकायों के विद्यार्थियों के व्यक्तित्व शीलगुणों में सार्थक अंतर नहीं पाया गया।

तालिका क्र. 3 में वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों के सहसम्बंधात्मक मान प्रदर्शित किये गये हैं। स्पष्ट है कि सहसम्बंधात्मक मान सार्थक नहीं है। वैज्ञानिक अभिवृत्ति बढ़ने पर शीलगुणों 1,2,3,4 एवं 6 में वृद्धि देखी गई जबकि वैज्ञानिक अभिवृत्ति एवं उदासीन - प्रसन्नचित के लिए यह मान - 0.071 पाया गया जोकि ऋणात्मक है अतः वैज्ञानिक

तालिका क्र. 2

विभिन्न संकाय के विद्यार्थियों की व्यक्तित्व शीलगुणों की तुलना के लिए One way ANOVA का सारांश

Personality Traits	Source of Variance	df	SS	MSS	F-Val.
1. Active-Passive	B/Groups	2	23.5	11.78	1.46
	W/Groups	72	577.6	8.02	
2.Enthusiastic Non Enthu.	B/Groups	2	67.9	33.9	2.94
	W/Groups	72	831.3	11.5	
3. Assertive Submissive	B/Groups	2	37.6	18.8	1.37
	W/Groups	72	988.0	13.7	
4. Suspicious Trusting	B/Groups	2	100.8	50.4	1.8
	W/Groups	72	1938	26.7	
5. Depressive Non Deprsv.	B/Groups	2	99.3	49.6	1.92
	W/Groups	72	1861	25.8	
6. Emotional Instability Emotional Stability	B/Groups	2	125.1	62.5	2.5
	W/Groups	72	1799	24.9	

तालिका क्रमांक 3

विभिन्न संकायों के विद्यार्थियों की वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों का सहसम्बंधात्मक मान

व्यक्तित्व शीलगुण	1	2	3	4	5	6
वैज्ञानिक अभिवृत्ति	**0.122**	**0.046**	**0.258**	**0.133**	**-.0711**	**0.111**

अभिवृत्ति में वृद्धि के साथ विद्यार्थियों के व्यवहार में उदासीनता में कमी पाई गई।

निष्कर्ष

1 विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति में सार्थक अंतर नहीं पाया गया।

2 विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति का स्तर सामान्य पाया गया।

3 विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों के व्यक्तित्व शीलगुण सक्रियता-निष्क्रियता, उत्साही-निरूत्साही, उद्दण्ड- नम्र, अविश्वसनीय- विश्वसनीय, उदासीन - प्रसन्नचित, संवेगात्मक अस्थिरता-संवेगात्मक स्थिरता, के संदर्भ सार्थक अंतर नहीं पाया गया।

4 विभिन्न संकायों के महाविद्यालयीन स्तर के विद्यार्थियों की वैज्ञानिक अभिवृत्ति एवं व्यक्तित्व शीलगुणों में सार्थक सहसम्बंध नहीं पाया गया।

सुझाव

1 शिक्षक विभिन्न शैक्षिक कार्यक्रमों को संचालित कर विद्यार्थियों की वैज्ञानिक अभिवृत्ति को विकसित कर सकते हैं जो विद्यार्थियों के व्यक्तित्व का विकास करती हैं।

2 विभिन्न निर्देशन कार्यक्रम के अर्न्तगत व्यक्तित्व गुणों को विकसित कर सकते हैं जिससे विद्यार्थी शिक्षा के क्षेत्र में उचित ढंग से निर्देशित होकर एक स्वस्थ समाज एवं राष्ट्र का निर्माण कर सकते हैं।

3 भारतीय संविधान में अनुच्छेद- 51 के अनुसार प्रत्येक नागरिक का यह कर्तव्य है कि वह ''वैज्ञानिक दृष्टिकोण, मानवतावाद, ज्ञानार्जन तथा सुधार की भावना का विकास करें।'' इस शोध कार्य से भारतीय संविधान के इस उद्देश्य के पूर्ण होने में आने वाली समस्या पहचान कर उचित निर्देशन कार्यक्रम जनसामान्य के लिए किया जा सकता है।

अतः यह कहा जा सकता है कि विभिन्न शैक्षिक, दिशा निर्देशन, मार्गदर्शन कार्यक्रमों को महाविद्यालयों में आयोजित करने से ये गुणवत्ता विकास में सहायक सिद्ध होंगे ताकि विद्यार्थियों के भविष्य को ठोस आधार दिया जा सके और वे वसुदैव कुटुम्बकम की भावना से प्रेरित होकर राष्ट्र हित में लग जाए।

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Hindi Section

बदलते परिवेश में छात्राओं की शैक्षिक उपलब्धि पर आत्मविश्वास का प्रभाव

शालिनी वर्मा *

सारांश

शिक्षा, बालक की सुप्त शक्तियों का जागरण तथा उसके व्यक्तित्व का पूर्ण विकास करती है, इसके साथ-साथ शारीरिक, मानसिक, बौद्धिक एवं आत्मिक विकास का उत्तरदायित्व भी शिक्षा पर ही है। किसी व्यक्ति में सफलता प्राप्त करने की इच्छा तथा उनके अनुसार कार्य करने को शैक्षिक उपलब्धि कहा जाता है। बदलते परिवेश में अपने लक्ष्य प्राप्त करने हेतु न सिर्फ छात्र बल्कि छात्राएँ भी तत्पर रहती हैं और जब छात्राओं में स्वयं को समझने की योग्यता आ जाती है तब उसमें आत्मविश्वास जागृत होता है। आत्मविश्वास एक मानसिक प्रक्रिया है, और इसका प्रभाव विद्यार्थियों की शैक्षिक उपलब्धि पर स्पष्ट रूप से देखा जा सकता है। आत्मविश्वासी छात्र व छात्राएँ अपनी योग्यता पर भरोसा रखते हैं और उच्च शैक्षिक उपलब्धि प्राप्त करते है। प्रस्तुत शोध पत्र में छात्राओं की शैक्षिक उपलब्धि पर आत्मविश्वास के प्रभाव का अध्ययन किया गया है ।

प्रस्तावना

आज के इस प्रतियोगिता के युग में लड़कियाँ हर क्षेत्र में आत्मविश्वास के साथ आगे बढ़ रही हैं। शिक्षा के क्षेत्र में तो उच्च उपलब्धि हासिल करने के लिए वे अपने मार्ग में आगे वाली किसी भी तरह की समस्याओं का सामना करने हेतु हमेशा तत्पर रहती हैं। आत्मविश्वास किसी जीन की तरह व्यक्ति में पैदाइशी नहीं होता, पर उसके अनुरूप स्वयं को ढाला जा सकता है। जिन छात्राओं में आत्मविश्वास होता है, वे अपने जीवन को नियंत्रित करते हैं और स्वयं पर भरोसा रखते हुए अपनी इच्छा, योजना व उम्मीदों को स्वयं के मेहनत से प्राप्त करते हैं।

आत्मविश्वास उच्च व निम्न हो सकता है, किसी छात्रा को जब स्वयं की उपलब्धि तथा योग्यता पर बहुत अधिक भरोसा होता है तब यह स्थिति उच्च आत्मविश्वास कहलाती है। आत्मविश्वासी छात्राओं की सोच ज्यादा सकारात्मक होती है इनकी सकारात्मक सोच का प्रभाव उनकी शैक्षिक उपलब्धि पर दिखाई पड़ता है। उच्च आत्मविश्वासी छात्र दृढ़ निश्चयी होते हैं तथा ये उपलब्धि हासिल करने के लिए सामान्य से ज्यादा प्रयास करते हैं। इतना ही नहीं ये प्रशंसा को सम्मानजनक तरीके से ग्रहण करते हैं। इसके विपरीत निम्न आत्मविश्वासी छात्र दृढ़ निश्चयी नहीं होते हैं। उनका व्यवहार दूसरों की धारणाओं के अनुसार बदलता रहता है। निम्न आत्मविश्वासी छात्राओं की सोच नकरात्मक होती है ये एक गलती छिपाने के लिए कई गलतियाँ करते हैं।

निम्न व उच्च आत्मविश्वास के छात्राओं पर हुए शोध निष्कर्षों से पता चलता है कि दोनों में बहुत बड़ा फासला नहीं है सिर्फ चीजों को देखने, उन्हें व्यक्त करने का तरीका ही अलग है, जो उच्च व निम्न आत्मविश्वास के मध्य फासला पैदा करती है। निम्न आत्मविश्वास वाले छात्र चाहे तो थोड़े से प्रयास के साथ उच्च आत्मविश्वास के धनी बन सकते हैं और उच्च उपलब्धि प्राप्त कर सकते हैं।

सम्बंधित शोध साहित्य की समीक्षा में *आर. मालखुरी* और

शषिकिरन पाण्डे (1997) ने आत्मविश्वास का विद्यार्थियों के शैक्षिक उपलब्धि पर पड़ने वाले प्रभाव का अध्ययन किया और पाया कि निम्न और उच्च आत्मविश्वास का प्रभाव शैक्षिक उपलब्धि पर सार्थक रूप से पाया गया। *गुरूबसप्पा* (2009) ने बुद्धि और आत्म-विश्वास के सम्बंधों का शैक्षिक उपलब्धि पर प्रभाव का अध्ययन किया और पाया कि उच्च बुद्धि लब्धि और उच्च आत्म विश्वास वाले छात्रों की शैक्षिक उपलब्धि उच्च तथा विद्यार्थियों की शैक्षिक उपलब्धि, मनोवैज्ञानिक कारकों यथा बुद्धि और आत्मविश्वास से प्रभावित होती है। मानविकी कोश (*नागेन्द्र* एवं *पद्मा अग्रवाल* 1968) के अनुसार शैक्षिक उपलब्धि का किसी व्यक्ति के किसी विषय की औपचारिक शिक्षा से प्राप्त ज्ञान, योग्यता अथवा कौशल से होने वाले लाभ में लिया गया है। शैक्षिक उपलब्धि विभिन्न संस्थानों के द्वारा परीक्षा प्रणाली के माध्यम से अध्ययन एवं प्रशिक्षण के विभिन्न क्षेत्रों में प्राप्त सैद्धांतिक ज्ञान, दक्षता व कुशलता की मात्रा को दर्शाता है। शिक्षार्थी के द्वारा एक विशेष अवधि में किसी विषय-सामग्री की सीखी एवं धारण की गई मात्रा को ही शैक्षिक उपलब्धि के नाम से अभिगृहित किया जाता है ।

शाह (1978) ने माध्यमिक शालाओं के छात्रों के शैक्षिक उपलब्धि व आत्मविश्वास के सम्बंध का शोध किया और निष्कर्ष में पाया कि कक्षा नवमीं के विद्यार्थियों के स्व-धारणा में कोई महत्वपूर्ण लिंग भेद नहीं था, किन्तु दसवीं में स्व-धारणा में महत्वपूर्ण लिंग भेद पाया गया तथा शैक्षिक उपलब्धि और स्व-धारणा के बीच महत्वपूर्ण सकारात्मक और वास्तविक सम्बंध पाया गया।

एकार्डिना एवं अन्य (2000) ने माध्यमिक विद्यालयों के छात्रों पर उपलब्धि की माप, उपलब्धि अभिप्रेरणा तथा आतमविश्वास व उदासी की मानसिक अवधारणाओं के साथ निपुणता के सम्बंध का परीक्षण किया और निष्कर्ष में पाया कि जब छात्र अपने व्यक्तिगत स्तर और वास्तविक प्रदर्शन में विसंगति पाते हैं तो उनके मायूसी के स्तर में वृद्धि होती है और आत्मविश्वास कम होता है।

एल्टमेन व डूयोण्ट (1988) ने शैक्षिक आत्मसंम्प्रत्यय, विश्वव्यापी, आत्मसंप्रत्यय और शैक्षिक उपलब्धि के बीच सम्बंध पर शोध किया और निष्कर्ष में पाया कि स्वत्व बोध और शैक्षिक उपलब्धि के माप के बीच सकारात्मक महत्वपूर्ण सम्बंध था।

च्यूंग (1986) ने आत्मविश्वास पर शैक्षिक उपलब्धि के प्रभाव में लिंग भेद का अध्ययन किया। परिणाम दर्शाते हैं कि महिलाओं की अपेक्षा पुरूषों का आत्मविश्वास उच्च पाया गया और पुरूषों में आत्मविश्वास शैक्षिक उपलब्धि के प्रति अतिसंवेदनशील था परंतु यह महिलाओं के लिये सत्य नहीं था।

इडूक सायकोल (2007) ने अभिवृत्ति व आत्मविश्वास और उपलब्धि का उच्च योग्यता वाले गणित के विद्यार्थियों पर एक अध्ययन किया और निष्कर्ष में पाया कि उच्च क्षमता वाले गणित के विद्यार्थी की गणित में उपलब्धि भी उच्च और आत्मविश्वास अधिक पाया गया।आत्मविश्वास और उपलब्धि, लड़कों में लड़कियों की तुलना में अधिक पाई गई। अतः आत्मविश्वास व्यक्ति का वह महत्वपूर्ण घटक है जिसका संतुलित विकास व्यक्ति के लिए आवश्यक है। यदि परिवार में लड़कियों को अधिक सुरक्षा मिलती है या अधिक अवहेलना की जाती है या फिर माता-पिता की अभिवृत्तियाँ, पालन-पोषण के तरीके, भाई-बहन का व्यवहार यह सब आत्मविश्वास को प्रभावित करते हैं।

किसी बालक या बालिका के व्यक्तित्व में आत्मप्रत्यय धनात्मक होता है तब उसमें आत्मविश्वास के गुण होते हैं तथा व्यक्तित्व में आत्मप्रत्यय ऋणात्मक होने से आत्मविश्वास का अभाव पाया जाता है।

उद्देश्य

शोध अध्ययन के उद्देश्य निम्नलिखित हैं-

1. उच्चतर माध्यमिक स्तर में अध्ययनरत छात्राओं के आत्मविश्वास व शैक्षिक उपलब्धि के मध्य सहसम्बंध का अध्ययन करना।

परिकल्पना

शोध हेतु निम्नलिखित परिकल्पनाओं की रचना की गई

1. उच्चतर माध्यमिक स्तर में अध्ययन छात्राओं के आत्मविश्वास व शैक्षिक उपलब्धि के मध्य सार्थक सहसम्बंध नहीं होगा।

न्यादर्श

शोध अध्ययन हेतु भिलाई के ग्रामीण व शहरी परिवेश के कक्षा ग्यारहवीं के 300 छात्राओं का चयन किया गया।

शोध उपकरण

शोध अध्ययन में आत्मविश्वास मापनी हेतु *रेखा अग्निहोत्री*

द्वारा निर्मित मापनी तथा शैक्षिक उपलब्धि के लिए स्वनिर्मित मापनी का उपयोग किया गया।

अध्ययन विधि

शोधकर्ता द्वारा ग्रामीण व शहरी छात्राओं का चयन उद्देश्य पूर्ण विधि से किया गया।

विश्लेषण

उच्चतर माध्यमिक स्तर में अध्ययन छात्राओं के आत्मविश्वास व शैक्षिक उपलब्धि के प्रदत्तों के संकलन के पश्चात उनके मध्य सहसम्बंध की गणना की गई

सारणी क्रमांक -1

ग्रामीण, शहरी एवं समग्र छात्राओं के आत्म विश्वास एवं शैक्षिक उपलब्धि के मध्य सहसम्बंध सारांश

चर	N	df	r	Signifi.
ग्रामीण छात्राएँ	150	148	0.18	p<.05 level
शहरी छात्राएँ	150	148	0.44	p<.01 level
कुल छात्राएँ	300	298	0.20	p<.01 level

उपर्युक्त तालिका के अनुसार ग्रामीण परिवेश में रहने वाली छात्राओं के आत्मविश्वास एवं उनके शैक्षिक उपलब्धि के मध्य सार्थक धनात्मक सहसम्बंध पाया गया। (df =148, r = .18, p< .05) इसी प्रकार शहरी परिवेश में रहने वाली छात्राओं के आत्मविश्वास एवं उनके शैक्षिक उपलब्धि के मध्य सार्थक धनात्मक सहसम्बंध पाया गया। (df =148, r = .44, p< .01) तथा कुल छात्राओं के आत्मविश्वास एवं उनके शैक्षिक उपलब्धि के मध्य सार्थक धनात्मक सहसम्बंध पाया गया । (df = 148, r = .20, p< .01)

निष्कर्ष:-

प्रस्तुत शोध के आंकडों के विश्लेषण एवं परिकल्पनाओं के परीक्षण पश्चात् यह निष्कर्ष पाया गया कि :-

1. ग्रामीण परिवेश में रहने वाली छात्राओं के आत्मविश्वास एवं उनके शैक्षिक उपलब्धि के मध्य सार्थक धनात्मक सहसम्बंध पाया गया।
2. शहरी परिवेश में रहने वाली छात्राओं के आत्मविश्वास एवं उनके शैक्षिक उपलब्धि के मध्य सार्थक धनात्मक सहसम्बंध पाया गया।
3. उच्चतर माध्यमिक स्तर पर अध्ययनरत छात्राओं के आत्मविश्वास व शैक्षिक उपलब्धि के मध्य सार्थक सहसम्बंध पाया गया।

शैक्षणिक अनुप्रयोग :-

प्राप्त निष्कर्षों द्वारा स्पष्ट है कि छात्राओं की शैक्षिक उपलब्धि में आत्मविश्वास सकारात्मक भूमिका निभाता है। आत्मविश्वास के माध्यम से विद्यार्थी हर कार्य में सफलता अर्जित कर सकते हैं। आत्मविश्वास व्यक्ति का वह महत्वपूर्ण घटक है जिसका संतुलित विकास व्यक्ति के लिए आवश्यक है यदि बचपन में बालक को अधिक सुरक्षा मिलती है या अधिक अवहेलना की जाती है तो उस बालक का आत्मविश्वास कम हो जाता है।

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Hindi Section

विद्यार्थियों के भाषायी अक्षमता का उनके समाजार्थिक स्तर के संदर्भ में अध्ययन

राखी शर्मा *

सारांश

प्रस्तुत शोध अध्ययन में विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता का अध्ययन किया गया। इस अध्ययन में सर्वेक्षण विधि का प्रयोग किया गया था। न्यादर्श हेतु देवास शहर में कक्षा सातवीं में अध्ययनरत 50 विद्यार्थियों को लिया गया। प्रदत्त संकलन प्रक्रिया में बुद्धि परीक्षण जे.सी. रेवन्स द्वारा निर्मित स्टेण्डर्ड मेट्रीसस एवं सामाजिक-आर्थिक स्तर का मापन एल.एन. दुबे एवं बी. निगम द्वारा निर्मित सामाजिक आर्थिक स्तर मापनी द्वारा किया गया। शोधार्थी द्वारा निर्मित निदानात्मक (D.T.L.D) परीक्षण का प्रयोग विद्यार्थियों में भाषायी अक्षमता की पहचान के लिए किया गया। प्राप्त प्रदत्तों का विश्लेषण एक दिशीय प्रसरण के विश्लेषण द्वारा किया गया। अध्ययन के निष्कर्ष में पाया कि विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों में भाषायी अक्षम विद्यार्थियों की संख्या में भिन्नता पायी गयी तथा मध्यम सामाजिक-आर्थिक स्तर एवं निम्न मध्यम सामाजिक-आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता का स्तर उच्च मध्यम, सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में संख्या अधिक पायी गयी।

प्रस्तावना

''समाज ही सम्पूर्ण शिक्षा व्यवस्था का ताना-बाना है। सामाजिक व्यक्ति के रूप में शिक्षा किसी भी सामाजिक समूह की प्राकृतिक एवं सामाजिक अनिवार्यता है।'' जान ड्यूवी ने समाज को सम्पूर्ण शिक्षा व्यवस्था का केन्द्र बताते हुए कहा कि सम्पूर्ण शिक्षा जाति की सामाजिक चेतना में, व्यक्ति के भाग लेने से पैदा होती है। यह प्रक्रिया अचेतन रूप से प्रायः जन्म के साथ ही शुरू हो जाती है और निरन्तर व्यक्ति की शक्तियों को आकार प्रदान करती है। सामाजिक परिस्थितियों की सच्ची शिक्षा, जिनमें बालक अपने आपको पाता है, की माँगों से उसकी शक्तियों के उद्दीपन द्वारा प्राप्त होती हैं। इन माँगों के द्वारा उसे एक इकाई के सदस्य के रूप में काम करने, अपनी क्रिया और अनुभूति की मूल संकीर्णता से ऊपर उठने और अपने समूह के कल्याण की दृष्टि से अपने बारे में सोचने का उद्दीपन मिलता है। कई बार सामाजिक समूह शिक्षा की प्रक्रिया को प्रभावित करते हैं जिसमें प्रमुख है सामाजिक-आर्थिक स्तर। यह सामाजिक स्तरीकरण का परिचायक है। समाज में व्यक्तियों का सामाजिक-आर्थिक श्रेणियों में वर्गीकृत होकर उच्चता से निम्नता की ओर एक क्रमबद्ध श्रृंखला बनना ही सामाजिक-आर्थिक स्तर कहलाता है। सामाजिक स्तरीकरण विद्यार्थियों की अधिगम क्षमता को प्रभावित करता है जो विद्यार्थी की अधिगम अक्षमता के रूप में परिलक्षित होता है। आधिगम असमता भाषा, लेखन गणित व व्यवहार इत्यादि के रूप में प्रदर्शित होती है। इन सभी में भाषायी अक्षमता (Dyslexia) महत्वपूर्ण अधिगम अक्षमता है।

भाषायी अक्षमता

भाषायी अक्षमता, अधिगम अक्षमता का एक प्रकार है जो भाषा अधिगम से सम्बन्धित सम्प्रत्यय है। भाषायी अक्षमता, अधिगम के लिये आवश्यक मनौवैज्ञानिक प्रक्रियाओं एवं

भाषायी कौशल के समन्वय पर आधारित योग्यताओं जैसे दृश्य श्रवण-वाचन संयोजन एवं विभेदीकरण वर्तनी चिन्हांकन एवं अनुलेखन के साथ पठित वस्तु के अर्थ बोध या अर्थ ग्रहण में न्यूनता के रूप में प्रदर्शित होती है। परिणाम स्वरूप विद्यार्थी की अपेक्षित उपलब्धि तथा वास्तविक उपलब्धि में अंतर प्रदर्शित होती है।''

भाषायी अक्षमता का सम्बंध प्रत्यक्ष रूप से सामाजिक स्तरीकरण से पाया जाता है। दोशपूर्ण शैक्षणिक परिस्थितियाँ एवं वातावरण बालक के अधिगम अर्जित हेतु आवश्यक पूर्व अनुभव तथा अभिप्रेरणा से वंचित करता है। इसके साथ-साथ बालक अपने सामाजिक-सांस्कृतिक और शैक्षिक परिवेश में उपस्थित नकारात्मक भूमिका वाले अवांछित तत्वों को आदर्श मानकर उनका अनुसरण करता है। अतः आवश्यक है कि विभिन्न सामाजिक आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता की पहचान की जाये। प्रस्तुत अध्ययन इसी तथ्य को ध्यान में रखकर किया गया है।

उद्देश्य

अध्ययन के उद्देश्य इस प्रकार हैः-

1. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों में भाषायी अक्षम विद्यार्थियों की पहचान करना।
2. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की बौद्धिक क्षमता की तुलना करना।
3. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता की तुलना करना।

परिकल्पना

1. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों में भाषायी अक्षमता में भिन्नता पायी जाएगी।
2. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की बौद्धिक क्षमता में सार्थक अन्तर नहीं पाया जाएगा।
3. विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता में सार्थक अन्तर नहीं पाया जाएगा।

प्रविधि

इस अध्ययन में सर्वेक्षण विधि का प्रयोग किया गया।

न्यादर्श

प्रस्तुत शोध के लिए देवास शहर के शासकीय एवं अशासकीय विद्यालयों के कक्षा सात के 50 विद्यार्थी, 10 से 13 वर्ष आयु वर्ग के लिए गये।

उपकरण

प्रस्तुत अध्ययन में प्रयुक्त उपकरण इस प्रकार हैः-

1. बुद्धि का मापन *जे.सी. रेवन* द्वारा निर्मित स्टेण्डर्ड मेट्रीसेस (1960) द्वारा किया गया।
2. सामाजिक-आर्थिक स्तर का मापन *एल.एन. दुबे एवं बी. निगम* (2005) द्वारा निर्मित सामाजिक-आर्थिक स्तर मापनी द्वारा किया गया।
3. भाषायी अक्षमता निदानात्मक परीक्षण शोधकर्ता द्वारा निर्मित निदानात्मक (D.T.L.D.H.) परीक्षण विद्यार्थियों में भाषायी अक्षमता की पहचान करने के लिए किया गया। प्राप्त प्रदत्तों का विश्लेषण एक दिशीय प्रसरण के विश्लेषण द्वारा किया गया।

प्रदत्त विश्लेषण

सामाजिक-आर्थिक स्तर के आधार पर भाषायी अक्षम विद्यार्थियों का विवरण तालिका क्रमांक 1 में दिया गया है।

तालिका क्र. 1

सामाजिक-आर्थिक स्तर के आधार पर भाषायी अक्षम विद्यार्थियों का विवरण

स्तर	उच्च मध्यम स्तर	मध्यम स्तर	निम्न मध्यम स्तर	निम्न स्तर	योग
सामान्य	01	07	05	02	15
भाषायी अक्षम	01	13	20	01	35
कुल योग	02	20	25	03	50

तालिका क्रमांक 1 के अध्ययन से स्पष्ट होता है कि मध्यम स्तर एवं निम्न मध्यम सामाजिक आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता का स्तर निम्न मध्यम, उच्च मध्यम सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में संख्या अधिक पायी गई अर्थात उच्च वर्ग में उचित वातावरण उनकी क्षमता के लिए धनात्मक रहा।

विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों में बौद्धिक क्षमता की तुलना का विवरण तालिका क्रमांक 2 में दिया गया हैः

तालिका क्र. 2 के आधार पर विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की बौद्धिक क्षमता में भी भिन्नता पायी गयी।

तालिका क्र. 2

विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की बौद्धिक क्षमता में अन्तर की सार्थकता की जाँच

Source of Variance	df	SS	MSS	F-Value
Among group	03	30012	10004	15.53 *
With in group	46	29620	643.91	* .01 स्तर पर सार्थक
Total	**49**			

मध्यम स्तर के विद्यार्थियों की बौद्धिक क्षमता उच्च, मध्यम, निम्न व निम्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में निम्न स्तर पाया गया। हालांकि यह स्तर औसत बुद्धि स्तर प्रदर्शित करता है किन्तु अन्य सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में निम्न रहा।

विभिन्न सामाजिक-आर्थिकस्तर के विद्यार्थियों की भाषायी अक्षमता की तुलना का विवरण तालिका क्रमांक-3 में दिया गया।

तालिका क्र. 3

विभिन्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता में अन्तर की सार्थकता की जाँच

Source of Variance	df	SS	MSS	F-Value
Among group	03	10569	3523	11.48*
With in group	31	9513	307	* .01 स्तर पर सार्थक
Total	**34**			

तालिका क्र. 3 के अनुसार विभिन्न सामाजिक-आर्थिक स्तर विद्यार्थियों की भाषायी अक्षमता में भी भिन्नता पायी गई। मध्यम एवं निम्न मध्यम सामाजिक-आर्थिक स्तर के विद्यार्थियों में भाषायी असमता का स्तर उच्च पाया गया जो यह प्रदर्शित करता है कि परिवेश जन्य कारक विद्यार्थियों की क्षमताओं को प्रभावित करते हैं।

शोध निष्कर्ष

1. मध्यम स्तर एवं निम्न मध्यम सामाजिक आर्थिक स्तर के विद्यार्थियों की भाषायी अक्षमता का स्तर निम्न मध्यम, उच्च मध्यम सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में संख्या अधिक पायी गयी।
2. मध्यम सामाजिक आर्थिक स्तर के विद्यार्थियों की बौद्धिक क्षमता उच्च, मध्यम, निम्न व निम्न सामाजिक-आर्थिक स्तर के विद्यार्थियों की तुलना में निम्न स्तर पाया गया।
3. मध्यम एवं निम्न मध्यम सामाजिक-आर्थिक स्तर के विद्यार्थियों में भाषायी अक्षमता का स्तर उच्च पाया गया।

शैक्षिक निहितार्थ

इस तरह अध्ययन के परिणाम यह प्रदर्शित करते हैं कि सम्पूर्ण शिक्षा प्रक्रिया में परिवेश जन्य कारकों को नजर अंदाज नहीं किया जा सकता। कोई भी योजना, नीति तभी सार्थक हो सकती है जबकि बालक को उसके विकास के लिये उचित वातावरण मिले। इसके साथ-साथ यह भी आवश्यक है कि विद्यार्थियों की भाषायी असमता को उचित परीक्षण विधि से पहचान कर पर्याप्त उपचारात्मक योजना बनायी जाये ताकि इन विद्यार्थियों को शिक्षा की मुख्य धारा में जोड़ा जा सके।

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