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**From Editor's Desk**

**Dear Friend,**

*All of us want to excel in our lives- whether one is a student, a professional, an artist, or a businessman – we want to perform best in every walk of life. Now this leads us naturally to certain questions like what are my possibilities. What makes one excel others? How can I improve myself etc.? It is a truism that man knows about everything in this universe except himself. He finds little time to find out who he is or what his possibilities are. One of the chief causes of the failures and shortcomings in our lives is, in fact, this lack of awareness of oneself.*

*A man is supposed to spend initial 20 years of his life for education, to learn about the environment, society and economics. When he enters into the economic environment he practices the things what he has learnt either from formal or informal system of education.*

*Whatever the teaching methods adopted by the teachers till twelfth grade of schooling are based on the curriculum developed for teacher training. Here the teacher training curriculum is based on the behavioural theories developed on the basis of experimentation on animals developed by various western philosophers and psychologists to become lusty, greedy-youth, who is intended to cause several deformities in the social, environmental and economic atmosphere.*

*Recommendations on teacher education in India by the Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990),*



*Yashpal Committee (1993) were stressed on the procedural part of the teacher training.*

*A major shift in the education practices in India was noticed by the inception of the National Curriculum Framework (NCF, 2005) which is based on the philosophy of constructivism.*

*Constructivism says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we come across some thing new, we have to reconcile it with our previous ideas and experience, may be changing what we believe, or may be discarding the new information as irrelevant. In any case we are active creators of our own knowledge. Constructivists believe that knowledge and truth are constructed by people and therefore do not exist outside the human mind that has been discussed and foretold by our great philosophers.*

*In all the advance countries like USA, China, Hong-Kong, Japan, the duration of teacher education is of two years. We welcome the move initiated by the MHRD by formulating National Committee on Teachers and Training (NMTT) to look after the issues like- constituting Teacher Learning Centres at universities, bringing Diploma Programmes in Education under the university purview, making Teacher Education (TE) as a part of Higher Education, enhancing duration of B. Ed/ M. Ed to 2 years and continuous professional up-gradation of teacher educators. It would be more fruitful if NMTT could tame all the universities to adopt the curriculum developed by NCERT for B. Ed and M. Ed programmes which are based on the constructivism philosophy.*

**B. V. Ramana Rao**

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

*The prime objectives of this organization are -*

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

**Secretary**  
**Researchers Organization, Bilaspur (C.G.)**

## **Global Curriculum in Education : The Transition Deficit**

*Dr. Sisirkana Bhattacharya\**

**Key Words :** *Global Curriculum, Transition Deficit*

### **Abstract**

*Education has always been global in its objectives. It is only because of the diverse ways in which it has made itself accessed, that learning process has kept its mysteries unrevealed and complex. It also matters to say that no one has entered this realm without the aim of being understood and communicated. This paper is an attempt to isolate the reasons behind the losses in the transaction of knowledge at different levels and the inhibitions that keep the teaching-learning process arbitrary and limited to traditional icons.*

### **Introduction**

Since the ancient times, the classrooms have been comfortably stabilized the teacher-centered transaction in which knowledge in the form of information was mediated through a piece of content that was unknown to the learner. In fact, *the shastras* taught to the learner possessed such linguistic from and built that that the learner could hardly be imagined to have any idea of what he/she is going to be exposed to. Without the slightest view of organizing the learner's organic modes, it was the product that was assessed in the form of content reproduction to ensure that learning has really taken place. However, what could be taken care of was nothing but the gradual increase in the level of construct

and comprehension in controlled schooling situations that we literally aim to prescribe in our curricula today. This brings us to analyze the ways in which the analysis of our approach towards the educational curriculum.

According to the Canadian Review Committee, 'Global Education is a perspective through which material on the curriculum is viewed. Teachers employ certain methods that allow the students at any age to employ this medium to illuminate any subject material. Global Education respects environmental needs, peace and justice, and human rights for all through positive ways of reaching out to the students' peers in developing countries, and around the world. It transcends subject matter and age level, and through focusing on

developing global citizens, adds authenticity to any curriculum.'

### **The rationale behind teaching with a Global Perspective:**

The following statements describe the effects on the students themselves:

- Students learn to respect, to value and to celebrate other cultures.
- Students learn about developing countries and their issues in a positive way.
- Students become socially and environmentally responsible, by learning about their interdependence with other peoples and species.
- Many Provincial curriculum documents encourage a global perspective.
- Students gain a positive outlook on their role in making the world a more peaceful and sustainable place
- Global Education enriches any curriculum by clarifying the connections to real life.

(Source: adapted from CHF at [www.chf.ca](http://www.chf.ca))

### **Research questions:**

1. Do universalization of education and international understanding satisfy the

global trends in the educational curriculum?

2. How does the paradigm shift in the transaction of knowledge account for transition loss in process of globalization of the curriculum?
3. Do inclusive strategies in the educational system provide for a global construct in the process of social constructivism?

### **The Paradigm shift:**

There are several ways in which the vision of educational construct conducts itself in the teaching-learning process in the present context. It is important to understand that content in the curriculum is connected to themes like: i) basic human needs ii) gender equality iii) public and private sector development and national challenges iv) environmental issues and v) economic growth. These again show their impact through spatial, temporal, external and inner dimensions of concord in the complete educational system. Thereby, it becomes necessary to assess the paradigms that have changed its shape and purpose in the transaction of knowledge:

**Tab 1. Objectives, Content, Modes and Evaluation**

<b>Dimensions</b>	<b>objectives</b>	<b>content</b>	<b>modes</b>	<b>evaluation</b>
Structural	1.Information-based comprehensive approach , to understanding and concord 2. text and teacher based information to processing of enquiry 3.surface labels to core inputs and self assessment 4. initiationemblems to empirical outputs 5. liabilities in the NCF to international and critical understanding	1.Structure-based linguistic level 2. perception to constructivist 3.exemplifications to explorations 4. local to global 5. personal to impersonal understanding 6.occurrences to empathetic values	1.Textual to multiple sources 2. agenda or syllabus base to level-wise curricula based 3. print media to mass media 4.product oriented to process-oriented 5. from the chalk-face to talk phase-audio to-video	1.Summative to formative 2.external assessment to self – assessment 3.saubject-oriented to cross-faculty evaluation 4. written examination to on-line assessments 5. query-based to assignment based strategies.

<b>Dimensions</b>	<b>objectives</b>	<b>content</b>	<b>modes</b>	<b>evaluation</b>
Social	<p>1. Pivotal issues in the local community and the social hierarchy to universal community for every aspect of the learner's curriculum.</p> <p>2. formal information to informal service-centered manifests.</p> <p>3. Issues of survival of the fittest to ecologically sustainable</p>	<p>1. customized patterns of historical approach to case-studies and evidence oriented constructs</p> <p>2. unreal imaginary examples to live and simulated classrooms</p> <p>3. analytical to synthetic presentations</p>	<p>1. recessive to argumentative</p> <p>2. preaching to evaluative and empathetic</p> <p>3. Language within the curriculum to language across the curriculum.</p> <p>4. Measurable arithmetical means to probable mathematical integrations</p>	<p>1. personal views to overviews</p> <p>2. statements and facts to reasons and comprehension</p> <p>3. realistic to holistic understanding</p> <p>4. previews to reviews</p> <p>5. content-based to beyond the text modes</p>
Psychological	<p>1. Small synchronized learner groups to larger classrooms towards teacher pupil ratio and onto global classrooms</p> <p>2. conventional infrastructural adjustments to group-dynamics in learning styles</p> <p>3. cognitive entities to meta-cognitive analysis</p>	<p>1. personality theories to connectivity links</p> <p>2. linear coalitions to bilateral applications</p> <p>3. Ideological verification to rationalized thinking and theorization</p> <p>4. Rural &amp; local enforcements to modernized urban endorsements to the syllabus.</p>	<p>1. Practical strategies to visual and on-hand support system to verification of results</p> <p>2. audio to visual to audio-visual and paralinguistic support system</p> <p>3. real to global to virtual classrooms</p> <p>4. receptive to enquiry-based models to transmission decoding</p>	<p>1. Performance-based individual assessment to profile-based contextual assessment</p> <p>2. marking to grading</p> <p>3. individual corrections to group discussion leading to self-reflective improvisation</p> <p>4. authoritative exemplification and diagnostic testing to cyclic appraisal and peer feedback</p>



Dimensions	objectives	content	modes	evaluation
Pedagogical	1. standardize functional icons to relative developments in the learning process 2. presenting thoughts, ideas and texts from a colonized context into a more collaborative perspective 3. proliferating system approach to sociological and ethnic approaches in the teaching learning process	1. Textual abbreviations and acronyms to summaries and documentation of evidences 2. Using specific and more shared modes of learning –online lessons, blogs and you tube inputs that invite comments and consultations 3. Value based lessons to globalised humanitarian understanding on vulnerable issues 4. acrylic canvas for cognitive and co-cognitive content in language, science and humanities	1. From an inertial framework to Transferable medium for self-creation and feasibility 2. Term-end linear inputs to programmed instruction techniques for brief and outlined text processes. 3. from large classroom encounters to interaction at multi grade and multilevel classes for grass root sharing's that can be helped out with an international perspective	1. Classroom corner techniques to automatic evaluation strategies 2. from textual comprehension to up- bringing of constructivist attitude beyond the classroom 3. from lexical connotation to mass denotations 4. from locus of control trends to dynamic universalized cross-ends 5. from school-based exam to mosaic cross-border and peer observation technique

The major strands of Global Educational curriculum may be outlined as follows:

**1. Development Education:** This aims at infrastructural and progressive development that circumscribes the social and economic growth of the nation. It looks at drawing inferences in terms of rural and urban connectivity and mainstreaming of different issues from a critical point of view.

**2. Environmental Education:** It nourishes the concern for environmental issues and creates awareness towards replenishment of

natural resources, disaster management and man-made hazards to the environment like pollution. It also aims at enabling behavior that promotes accountability towards environmental consistency and constraints.

**3. Human Rights Education:** This takes care to provide possible teacher interventions to ensure understanding of civil, political, social and economic rights and also the fundamental rights of the Indian Constitution. It creates space for the local and global aspects of sustainability with respect to the

universal brotherhood and inclusive attitude towards the social, linguistic and economic discriminations and other marginalization.

**4. Peace Education:** This consists of studies about war and disarmament and encourages national and international secularism and understanding. It aims at providing insight into patriotic values that establishes global harmony.

The above mentioned aspects of global curriculum have been taken into account through themes and genres in textual inputs according to the National Curriculum Framework 2005, and is also an essential part of the professional courses in teacher training as monitored by NCFTE.

This leads us to the following important goals that can be achieved through school education in the constructive learning and certification manifesto:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empowerment
- Reduce child mortality and Improve maternal health
- Increase the nation's GDP and maintain its pace
- Ensure rural development and facilitate communication
- Ensure environmental sustainability
- Develop a global partnership for sustainable development

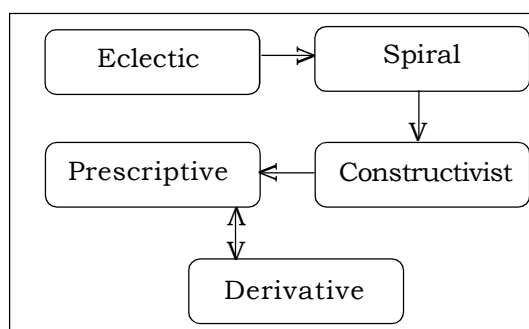
**The checklist for identifying transition loss on the global curriculum:**

- Is the activity cooperative rather than competitive? Global education is about helping *students understand the world and their place in it more fully, not about finding out what they don't know.*
- Does it provide opportunities for taking further action? Taking action, either personally, in the classroom or community gives opportunity to practice

the skills of responsible, global citizenship.

- Does it connect global with local? Making connections between local and global manifestations of common issues builds understanding of interconnections and interdependencies and ensures that the developmental trend idealized keeps space for the large population and manpower that India sustains and takes along with its growth.
- Does it examine root causes? A deeper analysis of an issue allows for an understanding of the systemic nature of power, violence, corruption, social injustice and so forth.
- Does it examine the historical context of a situation? An examination of historical perspectives uncovers alternatives and lessons, which can inform a new direction and encourage social revolutions.
- Does it examine power issues? Analysis of who is included and excluded: who is the beneficiary, who is harmed and who is ignored, whose voices speak loudest and most often helps to deconstruct the issue. These are issues that India hasn't had much time for and would prefer to manifest unity in diversity.
- Is it participatory and experiential, and does it address various learning styles? A diverse approach to teaching and learning reflects the diversity of the human family and the Earth's ecosystem.

**The Transitional Undercurrent**



Does it address the student's intellectual, social, psychological, spiritual dimensions and connect with his or her experience? Making global education relevant to their day-to-day life help students develop critical thinking skills applicable to daily decisions that leads to global peace and security. Thence, the curricular perception would be conducted as follows:

**Conclusion:**

It conducts itself to an imperative

obligation on the complete educational set-up to be able to speak of a global curriculum but it can be followed only to the extent that it does not lose space and foundation for the teacher-taught relationship which alone can bring this into existence. The syllabus can be prescribed but it is the teacher who brings curriculum into shape within and beyond the classrooms, for these are values that have been lived by her and fostered into the real truths to be realized.

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## Can Capacity Building Empower the Teachers ? An Introspection

*Dr. Mona Sedwal \**

**Key Words :** *Capacity Building, Empowering Teachers*

### **Abstract**

*The present paper attempts to understand some of the key issues relating to the empowerment of teachers which can have direct bearing on effective functioning of schooling and education system and empowers them to perform better. Teacher management has remained very crucial for the development of education and schooling. The dwindling resources in managing the quantum of teachers also have remained a gigantic task, as it consumed the entire chunk of resources available for the development of education. The other inputs such as school infrastructure, learning material, teaching material and qualitative improvement necessary for teaching learning and training the teachers could not be materialized. Although access to education for all has been an important input in the development of the society the necessary inputs to make it successful has remained a major challenge. As there is a vast ground work that needs to be done) for enabling the teachers to perform efficiently and be accountable along with issues such as qualified teachers, training and retraining and service conditions of teachers, promotion, facilities of housing and remuneration all play a great role in motivating teachers to perform effectively. Although the central and state governments have been developing policies for teachers yet the implementation of such practices are seldom followed which has resulted in poor performance as well as unrest among teachers.*

### **Introduction**

Teacher professionalism have time and again emphasized in true sense professional development of teachers is possible only if in-service teacher training programme takes into cognizance the following factors such as improvement in knowledge, skills, judgment (class-room related), expanding one's instructional flexibility and the contribution to be made by a teacher to

the community as well as in their profession. (Little, 1992; Leithwood, 1992)

Various studies conducted by World Bank (2000) also suggest that teachers do not make concerted efforts in terms of making teaching in the class relevant to the needs of the learners. For instance, while transacting the lessons, the learners are not stimulated to think critically and participate in the learning process. As well as there are no efforts



made to improve their reading comprehension and writing abilities and teaching time in the classes that are not utilized adequately leaving the learners to have a partial or incomplete knowledge of the curriculum transacted. Studies on classroom observations as well as the Annual Status of Education Report (ASER) conducted annually since 2005 indicate that the learners are very weak in their reading skills and appropriately pronouncing the words of the text books and when the same question is asked in different ways they fail to answer or relate their learning to attempt it properly due to irregular testing and when they are expected to face a test fear grips them in attempting the test items confidently. Taylor *et al.* (1998) Doyle (1983) pointed out that although the teachers engaged in teaching activities in the schools there is a difference between the students who learn little with those who learn more and it is more conspicuous in the disadvantaged schools where less time is spent on teaching but on various tasks while advantaged schools are also engaged in a variety of tasks yet spend more time in learning.

The studies conducted in India point out to the need for including cultural background of rural and disadvantaged areas in the pre-service as well as in-service training programmes, as in most parts of the country it has been made compulsory for teachers to teach in these disadvantaged areas during the beginning of their teaching profession. Experience in handling learning difficulties of the disadvantaged learners is inadequately imparted in the teacher preparation programmes (Singh, A., 2003). These problems have been attributed to the fact that the country does not have any common teacher training programme covering a variety of diverse demographic factors (Rajput, J. S. *et. al.*, 2001). Also various policy documents related to

teachers focus on “the teacher empowerment from a more fundamental point of view i.e. her autonomy in taking decisions relating to curricular, pedagogic and assessment matters.” (Sedwal: 2011)

### **Teacher Empowerment**

On the other hand a review of the Carnegie Task Force on Teaching as a Profession in the United States (1986), and the *Etzioni Commission* on Teacher Status in Israel (1979), and the Educational Planning Commission in France (1991), all stressed in their reports the need to improve schools by improving the status and power of classroom teachers, and by decentralizing school decision making. The assumption behind these reports is that school decentralization would give more power to teachers to make school decisions and would strengthen their professionalism in the classroom and improve student achievement. Since the early eighties, the literature has been flooded with calls for the empowerment of teachers to participate in a more central way in the determination of school goals and policies, and to exercise their professional judgment about the content of the curriculum and the means of instruction (Hill & Bonan, 1991; Kreisberg, 1992). The freedom to handle the curriculum and transact the teaching learning process calls for empowerment of teachers. (Lieberman, 1989) These calls (the restructuring views) for empowering teachers raise the question of its benefit to teacher's instruction and student learning (Zeichner, 1991; Weiss, Cambone & Wyeth, 1992). On the one hand we need to recognize the positive aspects of teacher empowerment and school restructuring, such as the role they can play in providing teachers with more stimulating and humane environments in which to carry out their work and in tapping the tremendous amount of expertise possessed by teachers. We

cannot have good schools unless classroom teachers are enabled to play central roles in the running of those schools and in the development of solutions to the numerous problems that the schools face (Bolam, 1993). On the other hand empowerment has proved elusive, both as a theoretical and empirical construct (Malen et al., 1990). We do not know yet if the concept simply affirms teachers' long standing classroom autonomy, or does it recognize the potential of teachers as professionals to reform education from the ground up. If the arenas of school decision-making in which teachers may claim influence are distinct, does participation in different domains have differential consequences for the caliber of instruction and therefore student academic performance? (Neuman, Marks & Gamoran, 1998) In other words the question whether those efforts to professionalize teaching, such as the potential for intensification of teachers' work and the diversion of teachers' energies from the school's primary academic mission, to making decisions about personnel or even taking part in school public relations are not contradictory to the teachers' main task of putting their energies into instruction? or perhaps the new tasks teachers are required to assume are complementary and are needed for their main professional self image, and this may have an indirect effect upon their main task, which is instruction. Thus, with adequate preparatory training and provision of necessary support can definitely have a positive impact on teacher development and can make them more responsible and accountable.

### **Systemic Problems of Teacher Development**

Most of the countries are struggling to provide basic inputs to a teacher so that the teacher can deliver quality education in the schools. In the absence of a system

providing basic provisions to the teachers – many of the countries fail to move in the right trajectory of attaining schooling quality which builds the foundation of the children in the school –this deviation in the schooling quality trajectory affects the educational standards of the learners. Therefore, it is very much essential for the policy makers, planners and administrators to set right the trajectory of the school teachers by adequately fulfilling their entitlements in terms of proper pre-service training, recruitment, placement, proper service conditions, career development, proper salary structures, and adequate schooling provisions in order to carry out the task of teaching in the school efficiently as well as a properly defined mechanism of professional development through modern technologies and libraries etc. The literature review indicates that accountability is an obligation that is expected from a person who has been entrusted to carry out a certain activity and which has a consequence for failure.

Empowering the teachers could be a good proposition as it will give them the space to engage with their teaching learning process more pro actively. However, there is a distinction to be made in terms of empowerment, what kind of empowerment exactly the teachers require. Is it the power to take up the teaching learning processes to a newer height with vigor or is it a power making the teachers a class of people who only will utilize this authority to achieve their personal goals. The government and the educational authorities foresee more of problems through such empowerments for the employees rather than some dedication and sincerity to perform. Another class of thinkers felt that the teachers who can work with responsibility can perform much better, while the teachers who do not want to perform and shy away from work will use

empowerment as a tool for fighting their rights rather than performing and showing their abilities. The discourse around the world among the policy makers and administrators has always centered on the issue of improving the performance of the teachers, but not consensus has been reached in terms of adapting the criterion of accountability, responsibility, empowerment, accountability and responsibility, and responsibility and empowerment. However, these terms may entail the teachers to hold authority and non fulfillment to accomplish the work assigned may have a consequence. Therefore, the authority comes with a consequence linked with accountability which the teachers may not like to hold. So far, the teaching force has remained non-committed with regards to the results, as the administration did not have any prescribed criterion to make the teachers responsible, most of the countries are facing the consequence of it in the form of teacher absenteeism, non-performance and lack interest in teaching activities. However, the point of view of the teachers in this regard may vary, they complain of the indifferent attitude of the administration in looking at their problems, low salaries, heavy work load, non-supportive schooling environment. The administrators in most of the countries discuss such issues in internal and external forums and agencies providing the funds but are not making any whole hearted attempt to wriggle out of such a situation and facilitate the teachers in order to make them perform better and be accountable as well as responsible.

There is a lack of clear cut teacher policies in most of the countries, but these deficiencies are hood winked by the administrators placing the onus of blame on the inefficiency of the teachers. The issues which are to be addressed to

enable the teachers to carry out their assigned duties are not fulfilled to a great extent. Majority of the countries do not place any priority to the teachers and their activities, partly this is due to the fact that there is non-availability of monetary resources to deploy a large number of teachers in the schools so as to address the issue of enrolment, reduction of drop outs, meeting the EFA goals and so on so forth. While addressing such national and international priorities the policy makers and administrators in their quest to attain such priorities, they become more goal oriented. While fulfilling such commitments the existing systemic problems are left behind and tend to get the least priority. The problems of the teachers is one such problem which has been left out on many accounts, the administrators do not want to touch these issues, because addressing such issues may lead to unrest among the teachers and jeopardize the functioning of the schools.

### **Professional Development and Teacher Empowerment**

The problems of the teachers begin from the day they join and undertake the entry level teacher training which entails them for the job of a teacher. Most of the countries are grappling with the problem of teacher preparation which is archaic and do not suffice the present system of teaching. The entry of information technology, the availability of the knowledge at the door steps through the information technology, the teachers job has become a challenge. The teachers can't teach what they have learnt without the support of such technology, they should either learn to utilize such technology or they should equip themselves with the latest knowledge available from the books etc. But the teacher training institutions have not changed their ways of training the potential teachers, and they just pass on

the inadequacies which they have making the teachers inefficient to teach in the present situation. By not providing the best teacher preparatory opportunity to the teachers the teachers can't be empowered, as it is a known fact that knowledge being power this power of theirs is left incomplete. In the absence of proper knowledge and capacity to efficiently transact teaching learning process in the class the teachers are appointed to the schools to defend for themselves. In case of teachers the poor teaching abilities and lack of adequate knowledge, affects the learning process and it results in low quality of learning among the students in the society.

There is a need for creating good teacher training institutions where the teachers are adequately prepared for the teaching profession. These teacher training institutions should have the best faculty as well as the best teacher training designs or modules which can nurture proper teaching talents among the teacher trainees so that they can provide quality teaching and improve the quality of learners in the school, this will ultimately demystify the existing myth about teacher quality and their teaching in the schools. When we speak of teacher motivation, the important question which arises is how to motivate the teachers? Whether the provision of high level of incentives can motivate the teachers to perform better? Can the high salaries make any difference? These are some of the issues that have been dealt with great detail in many of the researches but majority of the studies indicate that teacher motivation has no relation with incentives and salaries but it indicated that it is a question of attitude and their basic teaching skills and knowledge which makes great difference in bringing about qualitative change in the school output. Therefore, the first and foremost requirement for a teacher is their

preparation and training needs to be strengthened then the other issues of empowerment and responsibility can be dealt with. Otherwise in the absence of adequate knowledge and skills if at all the teachers are to be empowered, they will not be in a position to use their powers. According to McKenna (1990), empowerment is a building of personal self-esteem, and possibly the motivation for the teachers to further their training and education.

Secondly, the teachers are required continuously to upgrade their skills and knowledge, this is one of the vital areas where regular infusion of knowledge is essential for teacher development, in the absence of any such provisions made by the governments in many of the countries, the teachers never get any opportunity to get regular training to build their capacities in teaching. Again this has remained major constraint in many of the countries which are suffering on account of low levels of monetary resources and are not able to spend on proper in-service training for the teachers as majority of the monetary resources are spent on teacher salaries with little left for teacher development activities. In such a situation even if at all the teachers are provided good entry level training there is a problem of sustaining their skills and knowledge without regular training and infusion of new knowledge and skills into them through regular in-service training programmes. The teachers who are dealing with the learners tend to know better: what are the requirements of a learner and the community wherein the school is located, but normally our policy makers and administrators don't visualize this proximity of the teacher and the learner and never attempted to develop the competency of the teachers accordingly. Thus when one thinks of empowerment, it needs to be looked



through the looking-glasses of a teacher and not the ideas that of a theoretical and assumption based policy. Wellins, Byham and Wilson (1991) indicated empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. Keeping in mind the sense of ownership and responsibility, a paradigm shift in the policies all over the world is taking place with a greater realization of empowering the teachers to come up with the need based programmes which can enable adequate teaching-learning process to happen.

#### **Need for Improving School Management**

There has been plenty of focus on improving the school management and role of the school heads and the community members in making the school efficient. In India the implementation of Right to Education Act-2009 has also emphasised for formation of various committees (parents and community) in the schools. Despite all efforts, neither the schools nor the committees could be effectively implemented in majority of Indian states. Many of the programmes emphasised on decentralised and participatory approach to be adapted in the schools for effective functioning, but nothing significant could happen to prove that these committees have made any impact or improved school performance and achievement among the learners. However, the teacher who is in the centre stage of the teaching-learning process in the school has been left out and a variety of activities were introduced increasing the workload of the teachers left behind was the most important means of capacity building of the teachers with proper training and supporting programmes. Unless proper teacher training policies are developed and implemented, the teaching learning process in the schools can never be improved. This poses a challenge among

the policy makers and administrators to introspect about proper capacity development programmes for the teachers, the whole hearted programmes will improve the knowledge and the skills of the teachers leading to empowering them (Wellins et al.; 1991). Thereby the empowered teachers will be in a position to take more responsibilities of the schools that can lead to improvement in the teaching learning process in the schools. Studies also indicate that when the organisations empower its people only then it can be in a position to enable them to take more responsibilities and will lead further in attaining a productive teacher force for the development of the schools.

The teachers an integral part for providing the quality education to the children for which the GMR states that to attain this best teachers may be appointed in the schools. The Report points out that the governments can adopt strategies to “attract and retain the best teachers, improve teacher education, allocate teachers more fairly and provide incentives in the form of appropriate salaries and attractive career paths” (UNESCO: 2014) These strategies surely pave a way for retaining the empowerment of teachers in the due course of time.

#### **Way Forward**

Japan and USA have developed professional development programmes for capacity building of the teachers these programmes are planned and organized for the teachers on a regular basis. The Japanese government has taken into account six interrelated domains of work and professional growth among teachers: (1) learning from senior colleagues, (2) a supportive environment, (3) critical events, (4) networking with teachers from other schools, (5) assumptions of roles, and (6) in and out of school in service education programmes. More particularly, the in-service education of

teachers in Japan is guided basically by three assumptions: (1) Teaching is inherently a cooperative process and is, therefore, improved through collaboration; (2) Collegial planning is an essential part of teaching; and (3) Peer participation characterized by the active engagement of teachers in a variety of school activities is an indispensable element of teaching in school. (Simahara: 1998)

Key features of teacher development in Japan that contribute to a professional growth environment include peer support and collaboration, teacher transfer and openness to observation and critique. These features support teachers' commitments to professional growth and consistency in teaching practice and illustrate the ways Japanese teachers are socialized into the particular norms, values, and behavior of their profession .

The American administration has tried to look through the glasses of the teachers and developed teacher training policies for the development of teachers. This enables the public and the teachers themselves take the teaching profession very seriously and that's how the teacher development has evolved very successfully for quality teachers, while teacher commitment, conducive environment for teacher professional development in Japan proves how much these countries care for the entire process of schooling and for the teachers who are at the centre stage of mediating the teaching learning process, these are

some of the best lessons needs replication. The management of teachers in the country is facing the problem of proper service conditions and a method to provide continuous capacity building programmes in order to enhance the capacities of the teachers but is silent on the issue of quality teacher training programmes, provision of basic school facilities in order to facilitate the teachers to be more effective which may result in making the teacher more accountable to the system. The legislation "No Child Left Behind" has given lots of impetus to the teachers by improving their accountability with lots of responsibility. (Ornstein & Levine, 1997)

The process of teacher development therefore needs to be looked in a holistic perspective and not as a piece meal approach and there should be continuity in the process of training and its provisions. Adequate teacher training institutions with talented teacher trainers are required to provide the back up for the teacher development as this has remained a lacuna in most of the countries. There is a need for developing teacher training policies in the countries in order to regularly produce qualified teachers with regular trainings to infuse latest knowledge and skills to continuously upgrade the teachers. When the programmes can address to the concerns of the teachers making it more teacher-centric, most probably the professionalism among the teachers can be better achieved.

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## **Role of Teachers in Students' Learning Process at Global Level**

**Dr. Prakriti James\***

**Key Words :** *Role of Teachers, Learning Process*

### **Abstract**

*Teaching being the most complicated job today demands broad knowledge of subject matter, curriculum and standards; enthusiasm, a caring attitude, knowledge of discipline and classroom management techniques and desire to make a difference in the life of children. A teacher plays an important role in providing an engaging teaching and learning environment. In the present paper an attempt has been made to study the meaning of Global Education, qualities for a global teachers, meaning and objectives of curriculum as well design and outcomes from global curriculum.*

### **Need for Global Teachers:**

Technology is transforming the lives and the students of present generation has grown up with technology as an integral part of their lives. Huge changes are occurring at a rapid rate with the increase in technology. This generation is exposed to global issues such as poverty, health, conservation, terrorism, discrimination etc. they have different and enormous pressures to deal with. They are told they must be flexible, adaptable, tolerant and ethical, be a good communicators and negotiators, be able to work in teams, become reflective thinkers and many more. For all this they indeed must have a balance of life skills and capabilities which can be applied not only in a wide range of work situations but also in broader contexts if they are to be good and contributing citizens of their world.

For all above they need well qualified, enthusiastic and motivating teachers. A global teacher is an educator that incorporates various global issues into their curriculum including multiculturalism, economic, environmental and all socially relevant issues. A global teacher is one who teaches his subject matter in such a way that it encompasses and respects the subject itself and the people who are learning. It can also mean someone who teaches while trying to prepare his or her students for the differing cultures and customs of the world in which they will live.

### **Qualities for a Global Teacher:**

- A global teacher is someone who thinks and acts both logically and globally.
- A global teacher embraces the world's rich variety of ways of life and understands how this world is interconnected.

- A global teacher is committed to making the world a more equitable place to live in for his students
- A global teacher believes in education as sustainable development
- A global teacher has professional and personal skills to share and to learn
- A global teacher brings the world into their classroom, school and community
- A global teacher can inspire others to act as global teacher.

#### **What is Global Education?**

Global Education is a lens (or perspective) through which material on the curriculum is viewed. Teachers employ certain methods, outlined herein, which allow the students at any age to employ this lens to illuminate any subject material. Global Education respects environmental needs, peace and justice, and human rights for all through positive ways of reaching out to the students' peers in developing countries, and around the world. It transcends subject matter and age level, and through focusing on developing global citizens, adds authenticity to any curriculum.

#### **Meaning of Curriculum:**

Curriculum is the total learning provided by a school. it includes the content of courses (the syllabus), the methods employed (the strategies), and other aspects, like norms and values, which relate to the way the school is organized. It is the aggregate of courses of studies given in a learning environment. The courses are arranged in such a sequence to make learning a subject easier.

Curriculum can refer to the entire program provided by a classroom, school, district, or country. A classroom is assigned sections of the curriculum as defined by the school.

#### **Suggested Objectives for Global Curriculum:**

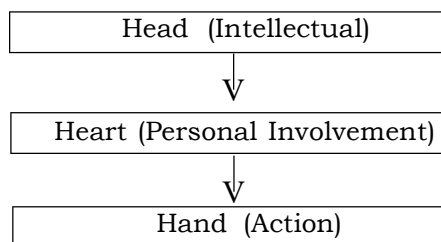
- to understand the connections among peoples, cultures, and environments around the world.

- to understand that all human beings have similar potential and aspirations but are not equally able to realize them.
- to look at global issues from different perspectives.
- to have an informed understanding of justice, human rights and responsibilities.
- to ensure our natural environment is sustainable for future generations

#### **Outcomes from Global Curriculum:**

- Students learn about developing countries and their issues in a positive way.
- Students become socially and environmentally responsible, by learning about their interdependence with other peoples and species.
- Many Provincial curriculum documents encourage a global perspective.
- Students gain a positive outlook on their role in making the world a more peaceful and just place
- Global Education enriches any curriculum by clarifying the connections to real life.
- Students learn to respect, to value and to celebrate other cultures. (Source: adapted from CHF at [www.chf.ca](http://www.chf.ca))

#### **Design for a Global Curriculum**



#### **Role of Teachers in Teaching Learning Process:**

- Teachers set high expectations for all students. They expect that all students can and will achieve in their classroom and they don't give up on underachievers.
- Teachers have clear, written-out objectives. Effective teachers have lesson plans that give students a clear idea of what they will be learning.

These learning goals give students ample opportunity to practice new skills.

- Teachers are prepared and organized. They present lessons in a clear and structured way. Their classrooms are organized in such a way as to minimize distractions,
- Teachers engage students and get them to look at issues in different ways.
- Teachers form strong relationship. They form strong relationship with their students and show that they care for them.
- Teachers are warm, accessible, enthusiastic and caring. Teachers with these qualities make themselves available to students who need them.
- Teachers are masters of their subject matter. They exhibit expertise in the subject they are teaching and spend time continuing to gain new in knowledge in their respective fields. They present matter in an enthusiastic manner and develop a hunger in their students to learn more and more on their own way.

#### **Precautions for a Teacher :**

- Teacher should not single out some child repetitively with negative remarks.
- Should not exhibit limited knowledge of the subject he is teaching.
- Teacher's lessons should not lack organization and planning.
- Teacher should not refuse to accept any input from students

#### **Conclusion:**

A global teacher should always expect a bit more of a student than he expect of himself. He should exhibit the greatest possible friendliness that can honestly exhibit to a student. If teachers develop all these qualities in students they will become autonomous learners who will have the capacity to both respect authority and at the same time be capable of generating problem solving attitude.

Good education transforms human being into a noble soul and an asset to the universe. If quality education is given to each individual and is carried then world will become a beautiful place to live in.

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## Curriculum for Global Teacher

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**Key Words :** *Global Curriculum, Global Students.*

### **Abstract**

*We all know that education is important for individual and societal development. Here, the teacher's role cannot be ignored as he/she is one who transmits inputs of knowledge in classrooms through teaching. In fact, teacher is responsible for all-round development of students' personality. His role is dynamic and changes with time. To become a global teacher, he has to adopt new educational technology to suit to needs of learners. Moreover, teacher would have to acquire and pass on knowledge inputs regarding development, environment and human rights. Global teacher would have to give knowledge regarding peace education too. Teacher needs to develop newly as new challenges would come in front of him/her. The learning experiences and curricular activities undertaken in the classroom are based on newly constructed curriculum to develop competencies and skills among students. Hence the teacher of this century has to be global with his ideas and pragmatic in approach.*

### **Introduction**

One has to accept a fact that, education is a very important and effective tool for individual as well as societal development. Now a days, education is also provided through a distance mode which is a non formal type. This type of education provides a facility where learners can learn at their own place, pace and time. This type of education can take place without physical presence of a teacher. However, in a formal setup, from preprimary to higher education, physical presence of teacher is always there. In a distance mode, in some courses, workshop of some days, is

arranged during vacation period where actual classes of teachers who are appointed for this purpose, as per pre decided schedule. This would take place at place which is decided well in advance. After successful completion of all assignments and passing examinations, candidates are awarded degrees for which they are learning. Whether we are following formal stream or non-formal stream, curriculum is there, on which syllabus and learning material is based. Learning material can be in printed form books or pamphlets. It can be in form of audio-video or computer cassettes or C.D.'s too.

**Role of a Teacher**

One has to take note of what the commission observed in its report "Education and National Development" It wrote that destiny of India is being shaped in its classrooms. Thus, teachers do shape destiny of their students. Knowledge inputs are given by different teachers who are specialized in their subjects, at all levels of education. In addition to this, some co-curricular or extra curricular activities also take place. Activities also take place, whereby some psycho-motor skills are also developed. Thus, development of cognitive abilities, affective domains, psycho-motor skills no take place. Attempt is being made for development of hand, head and heart. Learners are taught various languages, Mathematics, Science, Social Study etc. at school level. Now a days, some crafts are also being taught to students so that some vocational skills are developed which can help them to earn too. Now a days, teachers do not rely on age old, stereotype method in classroom. i.e. lecturing. It is considered as boring method for learners and it kills creativity and inquiry approach among them. Being one way method, it does not allow communication to take place in an effective way. Teachers of present era do take help of modern educational technology wherein they use many electronic gadgets which are familiar to students like computers, T.V., Tape recorder, Video films, projector etc. These techniques provide them interesting environment for learning where their grasping power would enhance and they would not feel any type of boredom in classrooms. Thus, major challenge for modern teachers is to attract learners towards knowledge inputs in classrooms. Not only has this but teachers had to prepare such students who would prove themselves as capable inputs in job markets. Demand for them would be

there, all over the world. This is possible only when teacher prepares them so and teacher's job becomes easy when they have such suitable or relevant curriculum at their disposal. This is because on the basis of curriculum only, they can transmit knowledge inputs in classrooms and can recommend students to read reference material. Now days, they need not go to libraries but they can take help of internet and computers. Hence, E-learning can take place among learners.

**Inputs of Global Curriculum**

Teachers must equip their learners in such a way that they can face challenges of present and future. They can prove themselves as global products in a real sense. Inputs include knowledge of modern educational technology. Other inputs include development education, environment education, education about human rights and peace education too. Development education is necessary as students need to be addressed regarding various economic problems and strategies to overcome those problems in different developing nations. Thus, students should be aware about what is going on in various parts of the world. It gives them idea about development (economic) scenario of the whole world.

Environment education gives them knowledge about various present and future problems with regard to environment in different parts of the world. As a citizen, they should have information about environment situation in different part of world. We all know that degradation of environment is going to cause, a big problem in near future. It includes air, water and food pollution, problem of fuel, problem of increasing amount of waste land, problem of reduction in amount of rain, every year, decreasing area of forests etc. Student should not only know problems of different countries but they can also plan for



future. This is because if proper planning is made, one can overcome or tackle those problems successfully in future. Moreover, as an ideal citizen of future, they can implement various steps to save environment and can convince others, too, in this regard. Students can begin such work from their homes surroundings. It would help them to enjoy better living in future and can ensure, future safe environment too. Some material printed or audio-visual can be prepared in this regard, for different age group persons. Whether, with regard to development education or environment education, mere figures cannot serve our purpose but we need to understand causes responsible for low rate of economic development or degrading environment. Once students are aware about various reasons, they can take future proper actions in that regard. This is whether better the situation regarding low rate of economics development or degradation of environment, they cannot afford to have same situation in future but some positive improvement is necessary and it cannot be possible in absence of knowledge about various causes/reasons accountable for the present situation.

Similarly, they should also get knowledge with regard to different human rights. This is because, they can protect their own selves and against violation of these rights. But this is possible only when they are aware about their own rights and knowledge about their rights is useful to them in future, when they become a citizen of the country. As an ideal, responsible and alert citizen of their own country, they should be aware about rights available to them which are compulsory in nature as they are ensured by a constitution. They can raise their voice if these rights are not fulfilled. In India, RTI act is also there whereby they can seek required information within

stipulated time period. If constitution has made any amendment, they should be aware of it.

Information about various rights would not only increase awareness about these rights among them but also they would be sensitive to their rights also. This would enable them to be ideal citizen in real sense. They can also extend their share for reconstruction of society wherever it is needed e.g. if they take some steps or do some work for socially disadvantaged sections, they would not only give rights which are due to them but also ensure equality of opportunity. In long run, this would help disadvantaged sections to give good social status and build a society where all are treated equally. They would also undertake various activities for their upliftment. This work they would do either all alone or would work for some N.G.O. or would form their own N.G.O. By this, they would contribute for development of socially or economically, disadvantaged sections of society. They will work for girls' education socially disadvantaged sections, economically very poor persons, street vendors or those who are living on footpaths or public railways and bus stations.

They would also implement or execute those schemes which are designed for socially or economically backward persons in successful way. Thus, that would make them aware about importance of getting education and especially vocational education. That would also explain them various central government, state government or local body sponsored schemes which would convince them to take full advantage of such schemes and they serves would help them to continue their education. When parents would understand importance of education, they would convince their children for not leaving education, in between. In long term this would help to reduce rate of

wastage and if they pass out successfully at each stage of education, it would help to reduce problem of stagnation too, at any stage of education. It would also help to reduce yawning gap between two genders successfully. Parents would start considering money spent on education as good productive investment instead of wasteful expenditure. This is truer in case of girl's education. Parents would also prefer to send their girl children for education than early marriage or sending them for some household work. But parents would understand importance of each stage of education, including higher education. Learners should also know about peace education. In this regard, they must understand that India has stood for peace and tolerance for many centuries. Right from Vedic age, importance of peace and tolerance is discussed for human being. In old scriptures, Lord *Rama* and Lord Krishna are such examples. We have *Gandhiji* who is famous for his non-violence movement. Before him, saint *Mahavir* also talked about non-violence. In fact any religion, all over the world, does talk about principle of non-violence. They preach to follow non-violence in a life. They also advise human beings to be sympathetic even towards any living being. *Gandhiji* said that by following and practicing non-violence, you can conquer your diehard enemy too. Apart from *Gandhiji*, *Gurn Nanak*, *Vivekananda*, *Gautum Buddha* also encouraged, peace living way of life. If one would look at examples of Lincon, Martin Luthor King, Nelson Mandela, one would appreciate importance of peace and non-violence. In India, after 1947, we had political leaders like *Nehruji*, *Shastriji*, *Morarji Desai* etc. who worked for their entire life and followed principle of non-violence. In fact, at Ahmedabad, we have one such university namely *Gujarat Vidyapith* which firmly believes in following Gandhian principles which

includes non-violence. We have many such educational institutions in India. In fact, UNO at international level is for this purpose only and every year, one noble prize for peace is also declared. We have seen destructions caused by two world wars. In earlier past also, we had many wars and now people believe in economic development than wars. We must inculcate value for peace among our students through their school curriculum so that when they become citizens, they would be really peace loving, ideal citizens of their nations.

### **Global Students**

In fact, modern world is firmly believing in "Globalization" where the whole world is treated as "Global Village" students can also be involved in various curricular and co-curricular activities which would teach them about importance of peace and non-violence.

As future citizen, they must lay emphasis on peace and non-violence. Similarly, wherever they work, they can function for spreading message of peace and non-violence. They can work full time or during spare time. They can work for this in society either on their own or by forming a N.G.O.

If some inputs are introduced in school curriculum, they can get knowledge about peace and non-violence in formative age. Not only has this but they got practical knowledge in this regard by their active participation in activities which promote peace and non-violence. They would also be self motivated to read more about this from reference books. Students must understand a fact that just as new innovations and developments in healthcare, industries and business etc., imbibing values of co-operation, peace and non-violence are also necessary, Geographical distance between two nations can be reduced thus. Even in a politically independent country, barriers regarding castes, sub castes and religion

do prevail. They can be broken when such inputs are inculcated among our young students. Modern society should be free of such barriers believes and prejudices.

Thus, while preparing a global teacher, we should keep in mind, demands of modern society and if care is taken to supply such inputs for inculcation through our curriculum, then our curriculum becomes very effective tool. We can provide learning experiences through our class room teaching and organization of curricular and co-curricular activities. The ultimate aim or objective of them would be to promote spirit of non-violence, peace and co-operation.

#### **Key principles of developing global citizens**

- Develop learners' understanding of equality and human rights issues and make links to rights and responsibilities locally, nationally and globally
- demonstrate the values of wisdom, justice, compassion and integrity both within and out with the school community
- provide opportunities that foster self-esteem, respect and identity
- cultivate knowledge and understanding of how Scotland contributes effectively to the global community
- enable learners to appreciate the values and opinions of others with particular reference to environments and cultures demonstrate democratic principles through pupil voice and participation in all aspects of classroom practice
- provide meaningful opportunities for children and young people to contribute to decision-making processes
- motivate learners to engage in local, national and global issues
- foster political literacy in learners engage children and young people in learning about the interconnectedness

of biodiversity, climate change and global poverty issues

- promote the concept of shared humanity
- provide opportunities to discuss the impacts of local and global actions
- develop empathy cultivate positive attitudes towards difference and diversity
- explore the rich cultural diversity in Scotland
- encourage learners to be confident in their own identity and actively engage in exploring a variety of traditions and cultures from around the world develop in learners a range of literacies that will enable and empower them to act responsibly on local and global issues (eg. political literacy, financial literacy and media literacy)
- engage learners in developing solutions to the challenges they face as global citizens
- encourage the development of informed opinions on complex ethical and scientific issues.

#### **Conclusion**

In the context of the aims, values and principles of *Curriculum for Excellence*, the group provides invaluable support and information to practitioners and runs a high-quality programme of continuing professional development. It helps practitioners address the global dimension in their ongoing work so that Highland's learners will have the knowledge, understanding, skills and values to allow them to participate effectively and contribute as global citizens. Its Global Citizenship Glow Group is designed to showcase and share emerging practice so that practitioners have the opportunity to network and make connections with other teaching professional's and agencies across the authority and beyond.

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## Study on Perception about B.Ed Curriculum among Secondary School Teachers.

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**Key Words :** *Teacher Education, Teacher Perception, Global Teacher Curriculum*

### **Abstract**

*Teacher quality is crucial for successful schooling. In the era of globalization, the information technology revolution, and an increasingly more diverse and multicultural society all reflect changes in Indian society with implications for educational practitioners particularly teachers. The knowledge base, incentives, and status for schooling have all changed. There are global standards for knowledge, technology, and qualifications. During recent years the epistemology of learning has undergone a major change; i.e. learning does not involve discovering the reality, but constructing the reality. Knowledge and cognitions are to be constructed and affects are to be felt. Learning is no more passive absorption of knowledge and ideas, but the construction of ideas developed on one's personal experiences. The most effective way to develop good teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education programme and continue with career long learning opportunities.*

### **Backdrop**

The quality of a school largely depends on the quality of its academic staff which can be judged by the depth and breadth of knowledge, skill, and judgment that teachers bring to their work, both individually and collectively. The effective teachers will be able to produce productive citizens who are vital for nation's progress and economic-socio-scientific development. Further effective teachers are nurtured through effective curriculum and it is the curriculum which shapes the objective of our education system. It has been felt that there is a strong disconnect & divorce between the classroom realities

a teacher has to face and the teacher education programmes he/she receives also finds an expression in the *World Bank Report* (1997) as "in India teachers need but do not receive-preparation for teaching in the situation that two thirds of them have to face: multigrade classrooms with many first generation learners who attend school irregularly".

Recently published Joint Review Mission on Teacher Education Gujarat (JRM, 2013) reveals that there are 26 DIETs, eight CTEs, two IASEs, Two universities (IITE, Children's University) twelve government and forty one aided D.El.Ed. college where Diploma in

Elementary Education is being offered. In addition to it, 131 private D. El. Ed. colleges are also functional. For one year B.Ed programme there are four govt. colleges, aided colleges are limited to 36 and privately managed colleges are 286. There are 56 institutes where M.Ed. courses are being offered at present having the intake capacity of 1960 and 1804 students have been enrolled in the programme forms the pillar of teacher education in the state of Gujarat. In addition to this IGNOU and Dr. Baba Saheb Ambedkar (State Open) University having total intake capacity of 560 offering two year B.Ed course. There exists rising discontent between centre & state educational quality outputs. The Pre-service curriculum in line with NCF (2005) and NCFTE (2009) has to be changed on priority basis. At the grassroots level, it was observed that some BRCCs and CRCCs have not developed thorough understanding of the implications of NCF-2005 and RTE rules 2010. PreServiceTeacherEducation curriculum must be changed immediately in line with NCF – 2005, NCFTE – 2009 and RTE rules – 2010.

#### ***How is the Present B.Ed Curriculum ?***

Today our teacher education curricula seems non responsive to the contextual needs of emerging society, and teacher education institutions are getting isolated as the best mind is not entering into the field of teaching. Nothing should be included in a required curriculum unless it can be strongly justified in terms of the future. We must think to strike a balance between 'standardization' and 'variety', 'data' and 'skills' in curriculum. Thus our curriculum should be more flexible. Need-based curriculum that will allow students to proceed at their own pace, providing scope for internalizing what they have learnt. Areas that need to be inbuilt into the present curriculum are:

Environmental Education, Education in life skills, Education in entrepreneurial competencies, Education in generic vocational competencies, Value education, Education in managing disasters and coping with Uncertainties, Citizenship training for democratic values and peaceful co-existence.

#### ***Why Perception Needed ?***

We are living in an era of accelerating change, how do we know what to prepare people for? How can we make people today fit for a future that is unknown to all of us, but that we expect to be significantly different from today? How can we implement mechanisms today that will enable the learners of the future to acquire skills for jobs that do not even exist yet? Though teachers are major stakeholders in the field of education and training, they are rarely consulted when the future of learning is at stake. Recognizing their expertise and valuable insight into learning and teaching trends, the researcher decided to undertake the present research topic and it describes the views of the participating teachers on the future of learning and teaching.

The term perception means awareness, comprehension or an understanding of something i.e. it is the sum total of experiences one can think of with regard to a proper stimuli. Teachers' perception enables the policy makers for preparing the future solutions & frameworks so as to deal with complex educational issues which we are afflicted with.

#### ***Rationale***

"Knowledge is no longer an immobile solid; It has been liquefied" – John Dewey. Quality & competence of teachers to incorporate immediate technological & socio-economical change into the system of education, Entrepreneurship education orientation, Use of multimedia & mass media technology, e-learning, e-class

rooms, touch screens etc. are the buzz word today which cannot be ignored any more.

Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. The most effective way to develop good teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education programme and continue with career long learning opportunities (Pandey, 2010). We must welcome the age of uncertainties, virtual life & learning which has been the order of the day.

### **Challenges**

The real challenge of today's education according to Howard Gardner is: to produce five types of minds i.e. The creative mind, The disciplinary mind, The ethical mind, The Respectful mind, The synthesizing mind. This is a really herculean task in the part of a teacher. Keeping in view of above points in mind it is very clear that teacher of today's generation are afflicted with several ethical issues which need to be addressed sooner for the betterment of achievement of the objectives of education and schools as well which is only possible through an effective teacher preparation curriculum.

### **Review of Related Literature**

Raina (1999) in his study found that "teacher training programmes in India have remained procrustean, offering the same menu to all without slightest regard for varying cultural and physical settings. They remained unresponsive to vast cultural, linguistic, regional and geographical diversity".

### **Teacher Education in Japan**

The Japanese education system as a whole has been characterized as a single-track 6-3-3-4 years system (i.e Primary-Lower secondary-Upper secondary-Bachelor) with compulsory and neighbourhood schooling at elementary and lower secondary levels (Richard M.

2011) Curriculum of teacher training course of bachelor's degree consists of liberal arts subjects, foundation subjects, content subjects, and graduation research positioning as a compilation of an educational program.

Japanese teachers see themselves as professionals who have a sense of pride in their professions. Japanese teachers enjoy a career that provides them with a handsome pay scale, job autonomy, high sense of accomplishment, and a collaborative community with their colleagues that affords them chances to grow and develop as educators. Because of the well-regulated guidelines governing teacher certification, Japanese teachers are well-trained in the appropriate subject matter and pedagogical courses. Job retention in the teaching profession is fairly stable. A further indication of job retention is the statistic that only 0.6% of teachers leave the profession after their first year of service (as compared to USA 40.50% in first five years of service) (Masahisa, 2009)

### **Objective of the Study:**

- To find out the perception of secondary school teachers about the present B.Ed curriculum in Gujarat.
- To review the state of affairs of Secondary school Teacher Training curriculum in India.
- To recommend all possible measures for making the present curriculum to prepare global teachers.

### **Methodology**

Surveys are used widely in all areas of aptitude measurement like business marketing, advertisement, educational research and everyday decision making.

The same method has been used for present study. The basic data was collected from 13 secondary schools & 43 teachers having regular appointment in government aided/ Self-financed English medium schools including CBSE

affiliated schools of Navsari District of Gujarat State. A sample of 43 teachers from both types of schools was selected. For data collection, A well-defined self-developed questionnaire was used. Perception scale containing 30 items was prepared for the present school curriculum keeping objectives in mind. Experts from the respective fields were also consulted while preparing the tools for validation. On the basis of the suggestion some of the questions were modified and given to the sample. The

data was gathered during August-September 2014.

### **Results & Discussions**

The collected data were analysed to derive significant results. The results of the study are shown below.

### **Major findings**

The above 30 items was further grouped into seven dimensions namely life skills, spiritual development, intellectual development, social development, Relevance, Vital components and global practices that our

**Table 1**  
**Item wise response of the secondary School Teachers about B.Ed. Curriculum**

<i>Item</i>	<i>Agree %</i>	<i>Disagree %</i>
1. Curriculum is designed to ensure joy of learning for pupils.	81.38	18.6
2. The curriculum creates stress on the child.	62.78	37.22
3. The present curriculum realizes the urgency of making leaders not followers.	39.54	60.45
4. Our curriculum emphasize not on education but on larger life question.	65.16	34.84
5. Our curriculum is designed to embrace continuous change in learning due to globalization.	70.89	29.11
6. The present state of our curriculum is too much result oriented.	88.38	11.62
7. The present curriculum development process is a participatory one and decentralized one.	72.09	27.91
8. The curriculum planning involves local specific issues.	60.46	39.54
9. The curriculum has the link with our culture and value systems.	44.18	55.82
10. Our curriculum includes human value dimensions at all levels.	53.29	46.71
11. The present curricula foster the values enshrined in our constitution, such as social justice, equity and secularism.	65.11	34.89
12. Curriculum of today's is technology oriented.	55.82	44.18
13. The curriculum takes care of varying interest of learners.	55.81	44.89



**Table 1 Contd..**  
**Item wise response of the secondary School Teachers about B.Ed. Curriculum**

<i>Item</i>	<i>Agree %</i>	<i>Disagree %</i>
14.The present curriculum has vocational orientation.	36.0	64.0
15.The present curriculum can deal with future global challenges.	44.19	55.89
16.Our environmental science curricula promote national environmental concerns.	60.46	39.54
17.Curriculum of today's ensure sustainability concept in learning process.	41.86	58.14
18.Present curriculum is teacher centric rather than learner centric.	30.23	69.77
19.The present Maths curricula is designed to enhance mathematical skill .	41.86	58.14
20.The present science curricula are 'process oriented' and "observation oriented".	44.19	55.81
21.Our social science curricula promote key national concerns like gender bias, social justice, human rights, and socio- economic issues.	44.19	55.81
22.Today's curriculum is enable to tap critical skills and capacities of learners	30.23	69.77
23. Curriculum provides ample opportunity for teachers to do research & innovation practices.	39.23	60.77
24.Today's curriculum provides a basket of well crafted intervention programme for learning.	41.86	58.14
25.Present curriculum offers hope & optimism to students.	41.86	58.14
26.B.Ed Curriculum encompass emotional connect, learning & experiencing	46.51	53.49
27.Our B.Ed curricula promote interdisciplinary knowledge	34.88	65.12
28.Active citizenry principles are well crafted in our curriculum	44.19	55.81
29.The concept of holism is promoted by the present curriculum.	41.86	58.14
30. Feeling of multiculturalism is fostered by our curriculum	27.29	72.71

B.Ed. curriculum must cater. From the perceptions of teachers, it is apparent that:

1. **Global Practices:** The present B.Ed. curriculum is designed to ensure joy of learning (81.38%), allows the learner to think about larger life questions (65.16%), designed well to embrace changes due to globalization (70.89%). On the other hand 60.46% of teachers feels that leadership making process through curriculum is missing in present B.Ed. syllabus and 62.78% teachers opined that B.Ed. training curriculum creates stress on learners.
2. **Components of Curriculum:** It comprises of content, learning process, learning outcome definition, Assessment dimension of present B.Ed. curriculum. The present B.Ed. curriculum preparation is participatory one (72.09%), 88.38% teachers says our curriculum is too much result oriented and 39.53% of teachers opined that curriculum planning involves local specific issues.
3. **Spiritual Development:** The domain talk of oneness with nature, existence of values, acceptance of divinity & diversity by our B.Ed. curriculum. More than 44.18% teachers agreed that the present B.Ed. curriculum has link with our culture & value systems, values enshrined in our constitution like social justice, equity & secularism etc are well taken care of (65.11%) and human values dimensions are included at all levels (53.29%). This seems to be a matter of great relief for us.
4. **Relevance:** There must be symbiosis and harmony with students interest and pace of inclusion of new knowledge in our B.Ed. curriculum. Above 55.82% teachers agreed that the present teacher training curriculum integrates technology in pedagogical process, takes care of varying interest of learners (55.81%), has vocational orientation

(736%), promote national environmental concerns (60.46%). On the other hand if fails to inculcate the concept of sustainability (11.63%), unable to meet global challenges (16.28%) and it is teacher centric one (730.23%).

5. **Intellectual Development:** If focuses on learning and communication, ability for higher education, knowledge about Polity, Economics, Science, Maths, liberal art etc. that must be a part of our existing B.Ed. curriculum. More than 41.86% teachers agreed that our Maths curricular enhance mathematical skills (41.86%), Science curricular is *process oriented* and *observation oriented* (>44.19%) and Soc. Science syllabus promotes key national concerns like gender bias, social justice, human rights, soc. Economic issues ( > 44.19%) respectively.
6. **Life skills Developmental dimension:** It emphasizes on connectivism, decision making skill, problem solving skill, positive thinking skills, stress management skills, critical thinking etc. by our teacher training curriculum. Above 39.53% teachers agreed that present B.Ed. curriculum provides room for teachers to do research & innovation, provides opportunities for well-designed intervention programmes (41.86%), offers hope & optimism in student teacher (>41.86%), have emotional connect & experiential learning (>46.51%) respectively. But it fails to inculcate critical thinking skill (30.23%) and interdisciplinary knowledge inculcation (734.88%) which seems critical for all of us.
7. **Social Development dimension:** It advocates values like active citizenry, multiculturalism and cultural values inculcation by our B.Ed. curriculum. About 44.19% teachers agreed that the present curriculum caters active citizenry principles, concept of holism

is promoted by it (41.86%) and 27.91% feels multiculturalism is fostered by the present B.Ed. curriculum.

### Conclusion

Great futurologist Alvin Toffler says “*The illiterates of 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.*” In spite of phenomenal growth in teacher education landscape in our country, the quality has taken back seat. Leadership making process through curriculum is

missing in present B.Ed. curriculum and it creates stress on learners, it is too much result oriented, fails to inculcate the concept of sustainability, unable to meet global challenges and it is teacher centric one, unable to inculcate critical thinking skill and interdisciplinary knowledge inculcation which seems critical for all of us. Well crafted teacher education curriculum seems inevitable at this juncture.

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## **Women Empowerment through Education, Training and Health**

*Ajay Kumar Khanduri \**

**Key Words :** *Empowerment; Gender Inequality; Education; Health; and Upliftment.*

### **Abstract**

*The issue of women empowerment remained a concern since the independence of India. The socio-economic back ground of Indian women studies in relation with policy enactment by the Government from time to time played a catalyst role in up-lifting the status of women in India. But mere providing the constitutional provision and reservation to this weaker section has not bought any major changes in their development/empowerment. Therefore, without education, training it is not possible to really empower the women and particularly the rural women. An attempt has been made to discuss/suggest various strategies adopted for development of education of women and its sustainability. This sustained empowerment can overcome the existing hurdles of gender inequalities in the country.*

### **Empowering Women**

The United Nation's Millennium Summit held in 2000, 189 Member States agreed to help the world's poorest countries significantly by the year 2015. A framework for progress consisting of eight Millennium Development Goals (MDGs) was derived from the Millennium Declaration adopted by these world leaders where the importance of gender equality and women's empowerment to development progress is underscored by the fact that this was selected as one of the eight Millennium Development Goals. UNFPA's gender frame work incorporates four strategic linkages that address critical factors underlying inequalities and rights violations: girls'

education, women's economic empowerment, women's political participation and the balancing of reproductive and productive roles. UNFPA's programme of action states that "*Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process.*"

Empowerment in itself contains the word "power", therefore, it implies that empowerment is about power and also about changing the balance of power. As far as the women's empowerment is concerned, it is about gaining autonomy and control over one's life which includes many dimensions such as economic, social and political.

Empowerment is a multidimensional social process that helps people gain control over their own lives. It is a process that fosters power (that is the capacity to implement) in people for use in their own lives, their own communities and in their own society, by acting on issues that they describe as important. Above all, empowerment is a result of participation in decision-making.

Then, women's empowerment refers to the process by which women acquire due recognition on par with men, to participate in the development process of the society through the political institutions as a partner with human dignity. So, why is empowerment through Panchayati Raj? According to the Document on Women's Development (1985) women's role in the political process has virtually remained unchanged since independence. Broad-based political participation of women has been severely limited due to various traditional factors such as caste, religion, feudal attitude and family status. As a result, women have been left on the periphery of political life. Observing this dark picture, 73rd Constitutional Amendment Act came to provide them an opportunity to ventilate their grievances and to take active part in decision-making process in the local level.

#### **The constitutional provision for women empowerment**

Articles 15(1), 16(1) and 16(2) respectively state that "The State shall not discriminate against any citizen on grounds only of religion, caste, sex, place of birth or any of them" and that "There shall be equality of opportunity for all citizens in matters relating to employment or appointment under any office under State".

Article 40 of the Constitution which enshrines one of the Directive Principles of State Policy lays down that

the State shall take steps to organize village Panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government.

Though the Panchayati Raj Institutions have been in existence for a long time, it has been observed that these institutions have not been able to acquire the status and dignity of viable and responsive people's bodies due to a number of reasons including insufficient representation of weaker sections like Scheduled Castes, Scheduled Tribes and women in particular.

In the light of the experience in the last sixty-years and in view of the shortcomings which have been observed, it is considered that there is an imperative need to enshrine in the Constitution certain basic and essential features of Panchayati Raj Institutions to impart certainty, continuity and strength to them.

As per the Article 243G, apart from other powers to Panchayat, following exclusive power and responsibilities under the clause mentioned before each have been entrusted on the Panchayati Raj Institution:

1. Education, including primary and secondary schools.
2. Technical training and vocational education.
3. Adult and non-formal education.
4. Cultural activities.
5. Health and sanitation, including hospitals, primary health centres and dispensaries.
6. Women and child development.

#### **Ingredients of Empowerment**

At the overall level, women's empowerment aims at changing the balance of power between the sexes so as to create a more equitable distribution of power in society. However, when we examine this over all process of women's

empowerment more closely, we become aware of the economic, social, political and legal dimensions of the process. Each of these dimensions is interlinked to the other, and has a bearing on each other.

“Economic Empowerment” implies a better quality of material life through sustainable livelihoods owned and managed by women.

By “social empowerment” we mean a more equitable social status for women in society.

“Legal Empowerment” is the provision of an effective legal structure which is supportive of women’s empowerment and

“Political Empowerment” means a political system favoring the participation of women, as well as control by women in the political decision making process and in governance.

#### **The Concept and Education Background**

Women constitutes half of the total population in the world and they perform an estimated 60 per cent of the world’s work but own only one percent of the world’s land and earn just 10 percent of the world’s income. Further, they are denied with the right to education, intellectual obscurantism in the patriarchal society. Even though they are contributing for the national development, their work is unrecognized and uncounted. As a result of this, they lagged behind in all spheres of life and suffering from chronic malnutrition, hygiene in the home and ignorance heightens their conditions. Recognizing their potentialities and to convert them as active human resources, the Government of India has formulated and implemented education and welfare programmes. In spite of these efforts their position has not altered significantly.

Thus, discussing Women Empowerment will be a premature discussion unless their Education is taken care and they are provided with quality of education at primary, secondary and higher level. And

as they become educated, more they can participate in decision making process at local level and stand self dependant to solve their community and their own problem.

In this regard it can be stated that women’s rights and women’s equality cannot be achieved unless women in large numbers are educated. This is an essential factor in promoting and maintaining policies and measures for the fulfillment of the goal of Indian democracy and constitution (*Manikyamba, P, 1998*).

Though women’s contribution has been immense at the time of freedom struggle and the role played by women in national movement was a big support because of which freedom movement became a success. Both the population participated equally in national movement. Women like *Rani Lakshmi Bai, Kasturba Gandhi, Annie Besant, Sarojini Naidu* and many popular and known women leaders and activist are still remembered and respected for their contributions. Many women who were mothers, wives or sisters of freedom strugglers also had their share of participation in freedom movement (*Bidyut. M.; 2002*). Women also launched their own movements in urban, rural as well as tribal states and irrespective of any class, society, religion or status played an important and crucial role in national movement. Many acts were also passed for benefit, welfare and development of women which were accepted by society. There are many known and unknown women activists who also shared an equal credit for freedom of India (*Saxena; 2008*).

But with freedom of the country, women started losing their political control and decision making power which they immensely exercised during freedom struggle. Freedom of the country brought sufferings for women socially, economically, physically, mentally and

above all politically. Representation of women in both the upper and lower house did not, even exceed 10% mark. Women's participation as voters increased, with increase in population index, but many a time voting was influenced by the dominant male members of the family.

Though some women held high position at decision making level like Prime Minister *Indira Gandhi*, but their number is very little. Thus to increase women's participation at political level, a demand to have 33% women reservation bill in both the houses is hanging since September 13, 1995 and still could not take the shape of Act so far. The lawmakers of the nation feel that they can reserve seats for the backward, the deprived and the marginalized, but not for women. In their eyes despite being violated against, despite the sexual, psychological and physical assault on them, despite economic dependence and deprivation, despite a heavily patriarchal legal code, and despite a plethora of social tradition meant to suppress the woman, she is not marginalized enough, not discriminated enough, not deprived enough to merit reservation in Parliament (*Bhora, O. P.*; 1997).

The Right to Education Act 2010, if it is achieved in true sense may give a rise to women who particularly have no means of acquiring education at primary and secondary level. Although, it can be aimed to have extended up to higher education/ professional education and vocational training also which may really make the women empowerment true in sense. By raising women literacy level, the women could be educating themselves and prosperously become economically, socially, legally, politically empowered. This is for the law makers to think about it.

It is alarming that when we look at the literacy rate of women it is abysmally low with 62% women are illiterate in

India. This status of illiteracy affects the education of the children at home. This low literacy and status of illiteracy refrains the women to take part in the decision making at home and also their participation in the political and economic development. Therefore, it is very much essential for the women to get first of all educated and this education will automatically enable them to attain empowerment. In the absence of education it will not be possible to make the women empowered. There is a great need to impress the women to obtain literacy and this is the only weapon which can invoke the inner power and enable them to face the society and community boldly enabling them to attain empowerment.

Education, therefore becomes the main means for upliftment which women can attain in the society, this upliftment will enable them to obtain political status. This illiteracy has made the women in the Indian society weak and very meek and kept them away in all the decision making processes both at home as well as in the society. At present, women do not exercise decision making powers and are influenced by their male counterparts to make any decisions. It has been observed that if women are educated then they are economically independent this makes them active and aware politically, and then in such a situation the path to achieve empowerment becomes easy. But, the situation in our country is not so satisfactory since women at both levels are not successful because of illiteracy.

To improve the situation of women, government and states are taking several initiatives for over all development, empowerment and welfare for the girl child and women. But in reality, the picture is different because, today also women faces insecurities in form of sexual assault, domestic violence, trafficking, exploitation and sexual abuse,

and some problems like problem of poverty, illiteracy, poor health are some factors which act as impediments in the path of empowerment of women.

### **Educational development of girls and women**

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfill certain economic, social, political, legal and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve the ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'.

The Education Commission (1964-66) endorsed the recommendations of all committees and commissions about the equality in the educational development of women. The National Policy of Education part IV provides that "Education will be used as an agent of basic change in the status of women".

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women to particular branches and levels of education was supported by all social groups of women's emancipation from the 19th Century onwards. However, the Indian reformers of the 19th Century wanted to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development of the country. The colonial authorities generally

supported this limited view-point of women's education. The expansion of education and health services in the 20th Century, however, precipitated and a need for women teachers and doctors was felt necessary which resulted in the incorporation of these two vocations in the programme of women's education.

After independence, the Constitutional guarantee of equality changed the conceptual thinking of educational development of women and gave a call to women to play multiple roles in the Nation's development.

After introduction of Panchayati Raj Act and Sarva Shiksha Abhiyan (SSA), efforts were made to change the education scenario of women, gradually over a period of time this weaker group has now began to emerge successfully on the national and International platform in many fields (*Sudha*; 1998). To quote a few, there are many Indian women who have made great achievement in securing the top posts in government as well as in private sectors. Now, women are inducted in our defense forces (combat) since 1994 and play equal role as that of their male counterpart. All this have come true because of the efforts made by the Government as well as social activists and particularly role played by the parents in educating their girl child.

The post 2000 decade saw almost a large number of educated women and their presence is felt in every sphere whether it is defense, politics, corporate sector, business, legal, government/private sector. They are found to be equally contributing to the economy of the country. It is true that if, once the women is educated, she manages her economy and family efficiently, takes care of her home and child, takes care of her health and sanitation, participates in social development and all this also lead to empower her in taking decisions both at home and at the community level.



**Problem of Educating a Girl**

Almost all the problems confronting the educational development of women have been discussed one way or the other while reviewing and analyzing the progress of education of women since independence. But it is necessary to re-discuss these problems at one place in a consolidated form from the point of view of suggesting corrective measures and special programmes required to tackle these problems. Following are some of the other problems in connection with the development of girls' education in India with measures required for tackling these problems:

Owing to cultural and social heritage, parents are reluctant to send girls to boys' schools particularly from middle level and above since there are no "separate Institutions for Girls". Both the Secondary Education Commission (1953) and National Committee on Women's Education (1958) recommended the establishment of separate institutions for girls with a view to promoting education among them. But the percentage of girl's institutions to total number of major types of educational institutions still works out to be 10 to 15, as against their enrolment proportion of 35. In the case of middle and secondary schools, the proportion of girls schools are in the range of 10 to 14 per cent as against their enrolment proportion of 34 and 35 per cent respectively. Similarly only 15 per cent of colleges for General Education are exclusively for girls as against their enrolment proportion of 30 per cent. Although the movement of co-education has gained ground and finds favour with the educational administrators and planners from the point of view of economy and standards of education, there is still a great necessity of establishing separate institutions for girls, because quite a large number of girls prefer to study in separate institutions, provided facilities

for all courses are available and some standards are maintained in girls' institutions as in boys' institutions.

There is a paucity of women teachers in educational institutions. Inadequacy of the women teachers in Institution reflects low enrolment ratio of girls and to improve their enrolment ratios women teachers are to be appointed in the mixed pre-primary and primary schools with provision of special facilities like accommodation and special allowances to attract more women teachers to the profession, particularly in the rural areas. In spite of an increase with proportion of women teachers there still remains a great lee-way in this regard.

Lack of transport facilities, particularly in rural areas for girls to attend middle and secondary schools, which are sufficiently far away from their dwelling, is one of the major causes of the large-scale drop-out of girls after completing lower primary education. Provision of secured hostel facilities can also improve enrolment among girls.

As is known, girls are often required to look after their younger brothers and sisters at home, when their parents go out for livelihood. They may like to go to schools, if arrangements for keeping their brothers and sisters in an attached child-care centers or Balwadis are made. The non existence or inadequate facilities for such arrangements, particularly in rural areas, have been one of the established reasons for non- enrolment of girls or a large-scale drop-out in even class I.

Most of the girls do not attend schools or drop out after initial enrolment, because of lack of physical facilities and congenial environments in schools, particularly in case of mixed schools. Lack of proper place for girls' sitting in the class- rooms, non-availability of separate toilets for girls, absence of separate arrangements for games and sports, existence of wide- spread criminal

activities by boys, existence of insensitive male teachers and insecure atmosphere in the institutions affect adversely the enrolment rates of girls in schools.

Another problem in women's education in India today is provision of some basic education to the overwhelming majority of parents who have remained outside the reach of the formal system because of their age and social responsibilities as well as the literacy gap. The large majority of them are illiterate or semi-literate. The programme of adult literacy undertaken from time to time has not created any visible impact on the problem of illiteracy. The adult centers at present running in states have not attracted enmasse the illiterate women and often the Adult Education Centers should be established for women in order to make them literates.

#### **What needs to be done !**

A large number of recommendations have been made and measures suggested for bridging the wide gap between the educational development of boys and girls by various well known Committees, and Commissions, set up in the country from time to time. However, if any dent is to be made, some of the suggestions which emanate from various committees and commissions have focused on solving the perennial problem of exiting disparity and inequality of the educational development of girls and boys. There is a need for: (a) Free education should be introduced for girls up to secondary stage (Up to Xth class) by all states; (b) Wherever there is a demand for separate institutions for girls even at the elementary stage should be established, the need of mixed schools notwithstanding; (c) Schooling facilities should be provided to the girls nearer to their place of residence (within easy walking distance). Mobile schools may be started for-girls of nomadic tribes, migrant laborers and construction

workers; (d) Provision of Transport, Hostel Facilities—Residential Schools: Adequate arrangements should be made; (e)

Above all there is a need for creating a congenial social secured environment for girls so that they put more efforts to acquire better higher education.

#### **Conclusion**

Without empowerment of women, the process of nation building cannot be complete until the women of India becomes empowered physically, mentally, socially, economically, politically, and scientifically and become free from the grip of violence, illiteracy and sexual exploitation, a nation cannot become strong and cannot achieve development in totality. Therefore, empowerment of women is not just her empowerment but if a women is empowered her family is empowered, whole nation is empowered because ultimately it's the women who as a mother, as a creator of society, as a source of strength for retaining moral values and social ethos in the coming generation certainly contribute a great deal in building a nation and the movement for women's empowerment is bound to make major contribution towards nation building.

In a country like India, with strong tradition of democratic functioning, a vibrant public opinion and influential sections of society interested in progress, welfare, development and empowerment of women, the movement for women's empowerment as a totality is bound to gather strength and women as a whole irrespective of any region, religion, caste, class or age will be empowered in real sense, be it political, economic or social empowerment. Hence, Education will act as catalyst in uplifting the economic, social, legal and political status of women in India and it is certain that they will actively participate in decision making process and in governance at local, State and Union level. This will enhance the status of the country.

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## **Psychological and Social Problems of Educated Working Women**

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**Key Words :** *Psychological and Social Problems, Working Women*

### **Abstract**

*The present study is related to the psychological and social problems of educated working women. The sample of the study was selected from two districts of Rajasthan— Sriganganagar and Hanumangarh. Out of sample of 400 working women, 200 were selected from each district. The data is subjected to statistical analysis and revealed that working women face psychological and social problems. Working women of urban background suffer from more psychological and social problems than rural women. Significant difference existed in psychological and social problems of working women as compared to the level of education.*

### **Introduction**

The emergence of the class of working women is comparatively new concept in Indian society. During the last five decades, industrialization, urbanization, increasing level of education, awareness of rights, wider influence of media and westernization has changed the status and position of woman. Today the status of women has totally changed and it influences her role in society also. The most fundamental and remarkable changes have been exclusive emancipation into the activities of the world. They have been entering salaried, remunerative occupation and professions in increasing members. The present sky rocketing prices resulting in economic tension have around in her a desire to

pool in her might in easing the financial and economic constraints of her life. For this she has to maintain an equilibrium and balance between home and career. The employment of women outside home has added to their duties, functions. The problems of women due to different roles as of wife, a mother and working women are multiple; which can be categorized under different headings as psychological problems, social problems and economic problems. More women are employed and their families need that income but the attitude towards women and their role in the family has not undergone much change. Even today, looking after family and child rearing is generally considered as primary responsibility of women. Carrying out all the duties and

responsibilities of home almost single handedly cause stress and strain for her. If she cannot cope up with the work, lead to feeling of guilt and after resulting into emotional disorders.

Problems of working women are manifold. They are not taken to be as equally efficient worker as men and face discrimination at work place. This attitude tends to create feeling of inferiority, uselessness, inability and leads to mental fatigue, stress related illness and high degree of job dissatisfaction among working women. Hence women face problems like job strain, role conflict, sexual harassment, inadequate household help, financial dependence and other occupational hazards. These also affect the productivity and efficiency and reputation as worker. For different roles, stress is sure to overpower and affect the mental health of working women. In the light of the multifaceted roles that women play, the well being of them should not only be viewed as issues in social development but should be seen as an essential component for awareness. Women should not be treated as child bearer or home worker but as an enterprising personality. Therefore, there is a need to investigate and explore the social and psychological problems that adversely affect the women in schools, colleges, hospitals, offices etc. so that there is awareness about these problems and also for seeking promise solutions to minimize them to take a cool sigh and march ahead dual life.

#### **Psychological and social problems:**

Psychological and social problems greatly affect one's life, one's work, family and leads to personality disorder. Modern scientific and technological development has created a lot of exposure in man's life. Life is full of numerous hardships, conflicts and problems related to satisfaction of basic needs and psychological needs. Traditionally it had

been perceived that men are more subject to psycho-social problems because of varied responsibilities being the provider of the family. But in recent times, this perception has changed. Women face more psychological and social problems because of their dual responsibilities –one in family and one in job. Various psychological and social problems like anxiety, frustration, mental illness, distress, depression, anger, phobias, and emotional distress upset her. A careful and sensitive observation of mind and behavior of women reveals beyond doubt how her fears, anxieties, stress and strain wrap and dampen her morale, courage, efficiency, excellence, progress and glory. *Jain and Gunthey* (2001) indicated that non-working women had better understanding, more marital satisfaction and fulfillment of expectations whereas working women respected more hassles less support, more psychological adjustment problems and higher level of mental health hazards.

A study conducted by *Mukhopadhyay* (1997) found that working women play a dual role in family and work place. They experience a sustained stress to cope with both conditions and hence their mental well-being gets affected. Psychological and social problems have decaying impact on her outer and inner potential. Despite all her resilience, patient, fortitude and tolerance, sometimes her spirit gives way under the dreary and cumbersome obligations of home and official duties.

The situation at work place create more conflicting. This leads to anxiety, worry and intolerance. The study by *Sinha* (1997) found that working status of women had significant effect on anxiety. In male dominant society, uncertain and hesitant also make her socially anxious. The evaluation by others also generates social anxiety in them. This disrupts and hampers the health and psychology of

working women and leads to frustration. If the situation continues the frustration affects the performance of women. If their professional obligations cannot be met, their self-image and consequently their ability to cope up with social settings may be endangered. *Bamji* (2005) in study found that gender disparity at all levels and its adverse impact on women has become a face of life. This is partly due to biological role and responsibilities of women as mother but mostly due to traditional mindset. In 21<sup>st</sup> century, depression has become so widespread that leads to sadness and dejection. A person who suffers from depression has depressed mood or loss of interest in pleasure activities, feeling of fatigue, loss of energy, insomnia, decreased appetite psychomotor retardation, feeling of guilt and thought of death. *Leger* (2004) found that most working women who experience depression and generalized anxiety disorder are between age group 35–55 years. Such symptoms of depression and anxiety retard their success in workplace and household lives. *Kindler* (2005) in a study observed that women are often socialized to develop their sense of self from their relationships or the quality of their relationship. He further noted that support from family and spouse appears to mean somewhat more to women than men. *B. Usha and K.T. Geetha* (2011) in case study stated that stress is a part of employee's life. However, where stress is excessive, personal and organizational performance is at best damaged.

Therefore, it is visualized that for drawing the best of creative talent and intellectual potentialities of women in the workforce and as well as in domestic life, there is need to recognize such psychological and social problems and study them in depth in today's changed scenario of education for seeking promising solutions and to give working

women the worthy attention, dignity and cooperation that richly deserve and help them to maintain a healthy mind in a healthy body.

### **Objectives of the Study**

1. To study the psychological problems of educated working women.
2. To study the social problems of educated working women.
3. To study the impact of residential background (urban and rural) on psychological problems of educated working women.
4. To study the impact of residential background (urban and rural) social problems of educated working women.
5. To study the psychological problems of educated working women in relation to their level of education.
6. To study the social problems of educated working women in relation to their level of education.

### **Research Question**

1. Do the educated working women face lots of psychological and social problems.

### **Hypotheses**

In the light of objectives of study following hypotheses were framed:

1. The psychological problems of educated working women related to rural and urban areas do differ significantly.
2. The social problems of educated working women related to rural and urban areas do differ significantly.
3. Level of education has no impact on psychological problems of educated working women.
4. Level of education has no impact on social problems of educated working women.

### **Sample**

The sample of 400 educated working women from schools, colleges, hospitals, offices government and private etc. was taken from Sri Ganganagar and Hanumangarh districts of Rajasthan.

### **Tool**

A standardized test of psychological and social problems by Hundal (2002) was used to collect the data. The test has 51 items related to psychological problems and 54 items related to social problems. It has five point scales i.e. strongly agree, agree, undecided, disagree, strongly disagree. The test-retest reliability of the tool was 0.82 and 0.84 for social and psychological test items respectively.

#### **Data Analysis**

The mean score of psychological problems has been found to be 99.97 with SD of 25.33 on this test. The mean score of social problems is 113.81 with SD of 28.37. Quartile deviation was calculated to divide the whole group into three categories, namely the group having high psychological problems, average and less psychological problems. When percentage was calculated, 24.75% women had less psychological problems, 25.55% had high and 49.70% had average psychological problems. Similarly the whole group was divided into three categories namely high, average and less social problems. After analyses it was found that 26.25% had less social problems, 26.50% had high and 47.25% had average social problems. Thus the hypothesis that working women face lots of psychological and social problems is accepted.

To find out the impact of rural and urban residential background on the psychological problems of educated working women, t-test was applied to find out the significant difference. The result indicates that the mean score of the psychological problems of urban working women has been found to be 103.12, SD 25.73 and SEm 1.91 whereas mean score of rural working women has 97.37, SD 24.69 and SEm 1.66. When psychological problems of urban and rural working women were compared, the mean difference was found to be 5.75. The value of 't' has 2.26 ( $P < 0.05$ ). This reveals that the urban working women perceive to

suffer from more psychological problems as compared to rural educated working women.

To study the social problems of urban and rural working women, the results indicate that the mean score of urban working women has to be found 117.3, SD 31.12 and SEm 2.31 and the mean score of rural working women has 110.90, SD 25.51 and SEm 1.75. The mean difference was found to be 6.43 and value of 't' has been found to be 2.22 ( $P < 0.005$ ). The result showed that urban working women perceive to suffer from more social problems than rural working women.

To find out the impact of the level of education on psychological problems of educated working women, two levels of education –high level and low level were compared with the scores of psychological test. ANOVA was applied. The result showed that there is significant difference between the psychological problems of working women with respect to their level of education. The value of F ratio is 10.216 has been found to be significant at 0.01 level. Thus it indicates that women with high level of education face more psychological problems than the women with low level of education. To find out the impact of the level of education on social problems of educated working women, two levels of education –high level and low level were compared with the scores of social test. ANOVA was applied. The result showed that there is significant difference between the social problems of working women with respect to their level of education. The value of F ratio is 13.38 has been found to be significant at 0.01 level. Thus it indicates that women with high level of education face more social problems than the women with low level of education.

#### **Major Findings**

1. The working women face lots of psychological and social problems is accepted.

2. The urban working women perceive to suffer from more psychological problems as compared to rural educated working women.

3. The urban working women perceive to suffer from more social problems than rural working women.

4. The women with high level of education face more psychological problems than the women with low level of education.

5. The women with high level of education face more social problems than the women with low level of education.

### **Conclusion**

The result of current study showed that working women face many psychological and social problems. Working women have to fulfill many expectations and requirements at workplace and home. This put strain on their mind get mentally upset, but still tries to adjust. This leads to frustration and immense burden on them. Urban

employed women have more problems relating to time and energy management but in rural areas, due to joint family system, the workload may be shared by family members. Besides this, environment at workplace in rural areas is more congenial. There is more interaction between working women and shared their problems. This keep them free from mental tensions. Women with high level of education or high qualification face more psychological and social problems. There is a conflict in the thoughts of women with high and low level of education. Heavy work pressure of work results in stress and mental fatigue. Administrators, policy makers should help to create a congenial work environment to promote caring and fairness. Social support should be provided in the workplace as it is potential facilitator for change. This also provides assistance for coping with psychological and social problems.

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## **Educational Backwardness of Muslim Women : A Critical Analysis with reference to Social- Realities & Madrassah System in Education**

*Sahala P.M.\**

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**Key Words :** *Madrassah System. Social Aspects*

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### **Abstract**

*This study aims to examine the educational backwardness of Muslim women and the influence of Madrassah system of education. It emphasizes the importance of religious education in day to day life of Muslim women. To have a critical analysis on this aspect, its roots have traced to the place where they have their first learning i.e. Madrassah. It is the place where the character and personality develops in an individual. The drop out rate of female learners is much higher in Madrassahs due to their physical maturity and early marriage. Hence they are not aware of religious teachings, duties and responsibilities. It is the need of the hour to bring desirable changes in Madrassahs considering the women too in the field of education.*

### **Introduction**

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age-old process. That moment is today. The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal, (NPE, 1986).

We live in a competitive world today, where education in general and professional education in particular, is in great demand. The common people are aware of the advantages of modern education and even the uneducated aspire for modern standard of living. India is today a booming and burgeoning economy, moving gradually to centre stage in the comity of nations. Muslim women are one of the most backward groups in the Indian society. Some pre-Islamic values, prejudices, superstitious and conservative ideas are still persisting in the community. There is a common belief that girls have to mind their home and hence there is no need to pursue education. The main purpose of a girl's

life is to get married earlier and to reproduce soon. We just realize the social reality of Kerala, which is considered with state with excellent potential in human resources. Here we have men and material resources that have high attributes in their professional education. In this social structure also the educational growth of Muslim women are not in an increasing pace as seen in other religious groups. To have a critical analysis on this aspect, it needs to trace its roots to the place where they have their first learning came i.e.; Madrassah. The term Madrassah in Arabic means 'school'. It is the place where teaching and learning of Islamic religion occurs. Madrassah were created to transfer the true essence of Islam and principles to younger generation which helps them to lead a successful life in this world and the life hereafter. It provides guidance to become a good Muslim. Children are taught to read, write and to recite Holy Quran. Quran is a source of knowledge pertaining to value judgments and the unseen truth about the ultimate destiny of human beings. Essence in the Quran is divine guidance, principles and values. It is of two dimensional; one dimensional is social and the other is the moral and ethical. The moral has to be related with the social and thus both are essential. The Quran is the core of Islam. It contains 30 chapters, 114 surahs and 6236 verses. In addition to Quranic interpretations and memorization, the curriculum includes *Adab* (manners and etiquettes), *Hadith* (tradition of prophet Mohammed), *Fiqh* (basic Islamic teachings) and much more which helps to bring social harmony and in molding the character of the learner. Children are usually enrolled in Madrassah at the age of 5. This is a crucial period where maximum development of personality takes place in an individual. Rights, duties and responsibilities of an individual are also

stressed in Islamic education. The teachings of Islam give every encouragement to the culture of mind and make the pursuit of knowledge a religious duty. Madrassah provides essential social services such as education for the poor children and orphans. Main source of income for Madrassah is from the believers through a process of alms giving known as *zakat*. There is a specific education board for Madrassahs. These boards set the curriculum and monitor the performance of each Madrassah. Recently state and central government allocate funds for Madrassahs that are registered under the Madrassah board for their expansion and to provide quality education. Co-and extracurricular activities were conducted by the Madrassahs for the all round development of the learner.

In a report National Commission for Minorities says, "In recent years Madrassahs have become targets of a sustained campaign of hatred and vilification. Unfortunately such campaigners are not familiar with the Madrassah education. To some extent, the promoters of Madrassah system are also responsible for this state of affairs as they have done nothing to foster interfaith understanding for consolidative coexistence in an inclusive society.

These Madrassahs form a parallel education system which completely blocks the roads of economic growth and prosperity of the Muslims who resort to it. Some of the clerics want Madrassahs to flourish on account of their vested interests. Madrassahs have had the lamentable effect of keeping the down-trodden segment of the Muslim community ignorant and exploited by the privileged". There is no Madrassahs in India, providing training for militants. There is nothing resembling violence or terrorism in the curriculum of Madrassah.

Teacher possesses a prominent role in the society. Traditional mode of teaching is still practiced in madrassahs. Teacher dominated classroom where learners are considered as empty vessels and as passive organisms. The teachers do not get any training or classes regarding the psychological nature of the learner, teaching methods and instructional strategies in imparting and transforming knowledge. Hence, discipline tends to be very strict and harsh. Some teachers induce a sense of superiority in the minds of learners regarding Islam. This induces a lack of respect and hatred towards other religions. Some learners fail to understand the information in a right perspective and so they misinterpret the teaching of Islam. Through lecture cum parrot-like teaching methods learners may be easily distracted. They are unaware of the Islamic teachings. They attend in Madrassahs just to satisfy their parents. This would not help to achieve the desired goals of Islamic education.

In a report National Commission for Minorities says, "In recent years Madrassahs have become targets of a sustained campaign of hatred and vilification. Unfortunately such campaigners are not familiar with the Madrassah education. To some extent, the promoters of Madrassah system are also responsible for this state of affairs as they have done nothing to foster interfaith understanding for consolidative coexistence in an inclusive society. These Madrassahs form a parallel education system which completely blocks the roads of economic growth and prosperity of the Muslims who resort to it. Some of the clerics want Madrassahs to flourish on account of their vested interests. Madrassahs have had the lamentable effect of keeping the down-trodden segment of the Muslim community ignorant and exploited by the privileged".

What is wrong with the present system of Madrassah education now? Children come from various social and economical backgrounds. Therefore, the character of learner is unpredictable. It is highly essential to understand the learner first, rather than the taught. Certain incidents are being reported that learners are psychologically exploited by the teacher. This creates fear and frustration in the minds of parents to send their children to Madrassah. Mental health and emotional maturity finally leads to hatred against Madrassah education. Another serious drawback is that Madrassah graduates hold knowledge only in religious affairs. They are commonly employed in religious sector as religious leaders (imams) and scholars. It is a great failure for them if they ignore material knowledge. The female learners could not be able to complete their higher education due to physical maturity. Though Madrassah has no restrictions, many parents hesitate to send their children after the attainment of puberty. Hence, they are unable to understand the curriculum entirely including rights and responsibilities. In such cases, females have been getting exploited by males in the name of religion.

A large number of parents see no benefits in sending their female children to pursue higher education especially among the backward sections of the society. Educated parents, particularly the fathers have much chance to provide education to children. But, still they provide quality education only to male children. Psychological violence includes verbal abuse and mental harassment which becomes more painful for women than physical attacks and torture because it effectively undermines the women's security and self confidence. It even results in dowry deaths. Most of the women is poor, illiterate and are not conscious of Islamic rights. But actually

Islam emphasizes moral and physical purity in minds and thoughts.

The Madrassah system in India needs a structural revamp purely incorporating all the scientific aspects of educational development in modern days. Science and technology are in the door steps of modern youth. So, Muslim children should be trained in the modern educational outfits in their early days, in order to meet the change in demands of the present day society. Recruitment of teachers in Madrassahs should be done with a perfect selection process so as to ensure standards in this system.

Sacchar Committee Report in 2006 shows that the literacy rates of Indian Muslims is far below the national average. It recommended reforms in Madrassahs. The role of teachers must be transformed from an instructor to that of guide and friend. Children must feel free to discuss and interact with the teachers. Learners must be considered as an active organism. Lack of female teachers in Madrassahs is also a drawback. The entire education cum administration in Madrassah is dominated by males. Female teachers can provide guidance and support for girls in their education and health. This will indeed help to reduce the dropout rate of girls.

Man and woman are given equal rights in Quran, but practically, women are kept much behind the men in various life activities. Every religion was pure in the beginning, but in course of time it became impure. Its liberal and broad outlook becomes narrow and rigid. Holy Quran stands for the empowerment of the weak (Quran28:5). Islam has granted freedom of expression and speech to both man and women equally.

Holy Quran never requires women to be veiled nor confined at home. She is free to work outside her home and can take part in all public activities. It was

only male domination which put women under the veil. Pardah has been adopted as dress code in Madrassahs. It was very rigorously enforced upon the young girls between the age group of 6-12 years. Psychologically, this will reflect upon the girls and will lead to the destruction of self esteem and restricted freedom. The girl indeed feels that they are inferior to men in all respects. Women must have the freedom and so dignified way of dressing is needed. It is a fact that most of the Muslim women are under the caught of depression. Women are not confined to freedom even at home. Open discussions and talks are not initiated in the family. Hence, children are exposed and exploited by many negative energy and act as rebellion against parents and towards society.

The *shariah* (Islamic laws) should be considered as an attempt to achieve the Quranic goals, values and principles. Unfortunately, it is considered as an end in itself and this creates many problems in the community. The role of religious leaders in creating awareness and awakening of the people today is more important than ever. They can be an effective and powerful vehicle for abolishing violence and sins persisting in the religion. Through the commencement of prayer especially on Friday (*khutuba*), where large number of Muslims from different places gather together in the mosque the imams will be able to bring desirable changes in the attitude of the people through his insightful, inspiring and thought provoking talk. The influence of Muslim religious leaders and their teachings spreads beyond the religious arena and impacts upon social, economic and political activities in the community.

Madrassah plays a significant contribution in the development of society. It is true that religion may not be the primary cause for the violent

choices that the people make in the name of religion. When religion is accepted in its right sense violence, frustration, stress, partiality, superstitions, jealousy, dissatisfaction, etc. will disappear. Nothing can be achieved unless the Madrassah education system is modernized. The text books adopted in Madrassahs reflect and adhere to the male figures are more powerful, dominated and educated. Text books can be modified by including the Muslim women leaders in order to provide motivation and inspiration to female learners. It is the need of the hour to bring new revolution in Madrassahs considering the women too in the field of education. Girls need to be aware and conscious about Islamic laws and rights and to apply them in their lives accordingly. Unless women are given proper rights and freedom our nation cannot attain prosperity.

According to "India- Vision 2020" published by the Planning Commission of India: "Education is an important input

both for the growth of the society as well as for the individuals. Properly planned educational input can contribute to increase in the gross national products, cultural richness, build positive attitude towards technology and increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new aspirations and develops new values. It strengthens competencies and develops commitment."

### Conclusion

Considering the aspects in general for the society and Muslims in particular Madrassah system of education is to be transformed into an effective catalyst for activating an educational and developmental ferment in the Muslim community so as to promote the cause of national integration, it is imperative that the Madrassahs should be improved substantially in terms of quality education that suit to the changing needs and demands of the modern age.

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## **Influence of Social Networking Sites on Prospective Teachers**

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**Key Words :** *Social Networking Sites, Prospective Teachers*

### **Abstract**

*In this digital world, opportunities for education are available like never before. Many teachers using online tools are empowering students, but at times they may also expose them to inappropriate material, sexual predators, and bullying and harassment by peers if they are not careful. Teachers who are not careful with their use of the sites, can fall into inappropriate relationships with students or publicize photos and information they believed were kept private. Through utilizing teaching techniques that incorporate social media, teachers are able to increase students' engagement in their education, increase technological proficiency, contribute to a greater sense of collaboration in the classroom, and build better communication skills. This study is an attempt to find out the influence of Social Networking Sites on Prospective teacher educators. The investigators collected data from students pursuing B.Ed. under the University of Calicut. Questionnaire prepared by the investigators was used to collect data from the B.Ed students. Being a qualitative study, the collected data were consolidated, tabulated, analyzed and interpreted by using statistical procedure like percentage.*

### **Introduction.**

The idea of "Social Networking" has existed for several decades as a way for people to communicate in society and build relationships with others (Coyle & Vaughn, 2008). With the increase of technology used for communicating with others and the popularity of the Internet, "Social Networking" has become an activity that is done primarily on the Internet. Social networks and their educational uses are of interest to many researchers. According to Livingstone and Brake (2010), "Social networking sites,

like much else on the Internet, represent a moving target for researchers and policy makers." Recent studies have shown that social network services provide opportunities within professional education, curriculum education, and learning. Approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the

Internet (Lin & Subrahmanyam, 2007). Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Girls have reported that they use the Internet for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social networking sites and other online social groups (Giles & Price, 2008). According to most research done on the topic, the amount of teenage girls and boys who are communicating on these social networks are equally divided (Bonds-Raacke & Raacke, 2008). In this study an attempt is made to find out the educational value of social networking sites on prospective teachers.

#### **Objectives**

- To find out the educational value of social networking sites on prospective teachers
- To find out the barriers of e-learning in the present day education.

#### **Methodology**

In the present study the investigators adopted survey method to study the educational value of social networking sites on prospective teachers and the barriers of e-learning in the present day education. The investigators collected data from students pursuing B.Ed. under the University of Calicut. Questionnaire prepared by the investigators was used to collect data from the B.Ed students. Being a qualitative study, the collected data were consolidated, tabulated, analyzed and interpreted by using statistical procedure like percentage.

#### **Analysis:**

##### **Influence of Social Networking Sites**

Social networking sites are the most popular and widely used genre of internet applications today. This study intends to find whether there is any educational

value to these social networking sites. The analysis shows that among the users of internet 100% of male students and 80.83% of female students enabled social networking sites. The stream of study didn't make a big difference for enabling social networking sites. 81.66% of science students and 82.73% of humanities students were the users of social networking sites. Under graduates of 85.39% and post graduates of 78.89% also used social networking services. The usage level of social networking sites differ among rural and urban as 76.17% and 88.73% respectively. A study among the users of social networking sites was done to understand the popularity among different social networking sites. The study declared Face book as the most popular social networking site. 100% of social networking users were the members of Facebook. Twitter is one of the other social networking sites, but the prospective teachers didn't show any kind of favorable attitude towards Twitter. It shows that Twitter is not a favourable social networking site among the prospective teachers. Goggle+, as a social networking site, is also under study. 87.5% of male students and 52.24% of female students favoured it. 77.54% of science students and 40.78% of humanities students under the users of social networking sites used Google+. 52.41% of Under graduates and 59.24% of post graduates also used Google+ as a social networking site. There were only 45.39% of rural students as the users of Google+, but 64.64% of urban students used the same. The study shows that very few among the users of social networking sites, enabled Linked In as a social networking site. Only 18.7% of male students and 10.26% of female students were the members of Linked In. On the basis of the stream of study there were only 16.67% of science students and 7.28% of humanities students used it.



9.09% of under graduates and 13.38% of post graduates were the members of Linked In. Only 5.52% of rural students were the members of Linked In while 16.02% of urban students were the members of the same. Blog as a social networking site was also studied by the investigator. The study shows that 25% of male students and 9.62% of female students favored Blog. There were 8.12% of science students and 6.31% of humanities students seen as the members of Blog. 9.09% of under graduates and 13.38% of post graduates were the members of Blog, but 7.36% of rural students and 14.36% of urban students showed the same attitude. Next point of this study was the reasons for using social networking sites. The study was done among the users of social networking sites. Socialization is one of the reasons for using social networking sites. 75% of male students and 84.29% of female students have the reason of socialization for using social networking sites. 92.03% of science students and 77.67% of humanities students also have the same opinion. Under graduates of 75.94%, post graduates of 92.36%, rural students of 73.01% and urban students of 92.82% also showed the same opinion.

Analysis of the study shows that 56.25% of male students and 75% of female students enabled social networking sites for entertainment. According to the stream of study 75.36% of science students and 71.84% of humanities students showed the same opinion. On the basis of educational qualification there were 65.78% of under graduates and 82.17% of post graduates opted the same. There were 82.21% of rural students and 65.78% of urban students enabled social networking sites for entertainment. The most important feature of social networking sites are sharing experiences among the members. Every one of the social

networking users under the whole sample opted 'sharing experiences' as a reason for using social networking sites. Some of the users of social networking sites thought that this facility helps them to stay up-to-date with their friends. A mixed response was given by the prospective teachers under study towards this particular reason. On the basis of gender differentiation 75% of male students and 37.82% of female students enabled social networking sites to stay up-to-date with friends. 39.13% of science students and 42.72% of humanities students have the same opinion. Under graduates of 25.67% and post graduates of 59.87% showed a favorable attitude towards this reason. Locale of the institution didn't make lot of change towards this opinion. 42.33% of urban students and 40.33% of rural students also showed the same opinion. There is a facility for getting opinion through social networking sites. The study reveals that 37.5% of male students and 30.77% of female students enabled social networking sites for getting opinions. Science students of 42.03% and humanities students of 24.27% also enabled social networking sites for the same. According to the educational qualification 17.11% of under graduates and 48.41% of post graduates also seeks opinions through social networking sites.

There were 31.94% of rural students who enabled social networking sites for getting opinions. Social networking sites are used as a mode of finding information. The analysis shows that few among the users of social networking sites use it as a medium for finding information. There were only 18.75% male students and 15.38% of female students who used social networking sites for this purpose. Science students of 17.39% and humanities students of 14.56% also enabled social networking sites because of this reason.

14.44% of under graduates and 17.19% of post graduates found various kinds of information. According to the locale of the institution, there were 17.79% of rural students and 13.81% of urban students access social networking sites for getting information. Discussion between the members is another part of social networking sites. This part was also under study. The study reveals that 93.75% of male students made discussion between their friends in social networking sites, but it was done by 27.56% female students only. There were 45.65% science students and 25.73% of humanities students made discussion through social networking sites. On the basis of educational qualification under graduate students of 38.5% and post graduate students of 28.03% showed a favorable attitude towards discussion as a reason for using social networking sites. 41.1% of rural students and 27.07% of urban students also made discussions through social networking sites. Most of the male students were the users of social networking sites. But few among the sample were not the users of social networking sites. The percentage of such students were like 19.17% of female students, 18.34% of science students, 17.27% of humanities students, 14.61% of under graduates, 21.11% of post graduates, 28.83% of rural students and 11.27% of urban students. The study shows that most of the sample was the users of social networking sites. Only few among them were not using social networking sites because of their own reasons. Those reasons were other points to study. Lack of knowledge, lack of interest, lack of facility, lack of time, lack of interest to publicity etc. were considered as the major reasons for the people to go away from social networking services. But the analysis shows that nobody among the non-users of social networking sites become so not because

of lack of facility and lack of time. The other three options were considered by the sample. The study shows that 48.65% of female students, 25.81% of science students, 65.11% of humanities students, 75% of under graduates, 28.57% of post graduates, 35.29% of rural students, and 78.26% of urban students were not being a part of social networking sites because of their lack of knowledge on it. Some of the students didn't use social networking sites because of their lack of interest. Such students include 32.42% of female students, 32.26% of science students, 32.56% of humanities students, 25% of under graduates, 38.09% of post graduates, 35.29% of rural students and 26.09% of urban students. Lack of interest to publicity is another reason for not being a part of social networking sites. The percentage of such students are like 18.92%, 18.75%, 18.6%, 31.25%, 9.52%, 17.65% and 21.74% for female students, science students, humanities students, under graduates, post graduates, rural students and urban students respectively. The investigator needs to know whether there is any educational purpose to the social networking sites. The study was conducted only among the members of social networking sites. The analysis shows that 75% of male students and 73.08% of female students have a positive attitude towards educational purpose of social networking sites. 87.16% of science students and 67.96% of humanities students were satisfied on the educational purpose of social networking sites. Under graduates of 56.15% and post graduates of 93.63% also selected the same. A favorable attitude towards the educational purpose of social networking sites were seen among 48.66% of rural students and 62.98% of urban students. Discussions, debates, seeking opinions, seeking suggestions were also studied as the educational

purposes of social networking sites. Analysis of the data shows that 66.67% of male students and 80.7% of female students make some kind of discussion in education through social networking sites. 78.57% of science students, 80% of humanities students, 70.48% of under graduates, 85.71% of post graduates, 89.86% of rural students and 66.67% of urban students also used social networking sites for educational discussions. Debates on various topics also have been done through social networking sites. In this particular study 75% of male students, 72.37% of female students among the users of social networking sites for educational purpose showed a positive attitude towards this. On the basis of stream of study there were 64.29% of science students and 79.29% of humanities students who opined the same. Same educational use with social networking sites were seen among 60% of under graduates and 81.63% of post graduates. 81.16% of rural students opted discussion as an educational purpose of social networking sites while 62.28% of urban students opted the same. Seeking opinions on educational matters from the friends in social networking sites is another chance to both the students and teachers. The analysis of the data shows that some students show a kind of positive attitude towards this option of social networking sites. 41.67% of male students, 60.53% of female students, 57.14% of science students, 60% of humanities students, 66.67% of under graduates, 53.06% post graduate students, 42.03% of rural students and 71.93% of urban students favored this facility. There is a possibility for seeking suggestions on various matters, including educational matters, from the persons who played as their friends in social networking sites. Few among the sample agreed to this. Analyzed data points out that 58.33% of

male students, 45.39% of female students, 51.79% of science students, 57.14% of humanities students, 59.05% of under graduates, 51.7% of post graduates, 49.28% of rural students and 61.4% of urban students showed a kind of agreement towards seeking suggestion on educational matters through social networking sites.

### **Barriers on using E-Resources**

Our use of e-resources over the last twenty years has been prodigious, but it is not matched by our understanding of it. E-resources, especially the new ones, attract effort and ingenuity to the design and development of materials, but rarely to the embedding of those materials in our educational niche. The present infrastructure, class size, quality of training on e-resource usage etc. creates some kinds difficulties for the teaching-learning process. The barriers currently faced by the prospective teachers while using e-resources are also to be identified. Through this study 75% of male students and 76.17% of female students revealed that they felt obstacles while using e-resources for teaching-learning process. According to the stream of study 62.72% of science students and 85.14% of humanities students felt some kinds of barriers. 83.11% of Under graduates and 68.34% of post graduates also pointed out that they also felt problems while using e-resources for transacting knowledge. 85.05% of rural students and 66.67% of urban students also have the same opinion. At the same time the study reveals that few among the sample of this study didn't feel any kind of obstacles while using e-resources for the teaching-learning process. The analyzed data shows that 25% of male students, 23.83% of female students, 37.28% of science students, 14.86% of humanities students, 61.89% of under graduates, 31.66% of post graduates, 14.95% of rural students and 33.33% of

urban students didn't face any kind of obstacles while using e-resources for teaching - learning process. It was the need of the investigators to find out the types of difficulties faced by the prospective teachers while using e-resources for the betterment of teaching-learning process. The difficulties may be ignorance of potential use of e-resources, lack of infrastructure facilities, lack of encouragement from the institution and family, lack of expertise by the teacher, lack of personal interest and difficulty in using hardware and software and negative attitude towards the information gained from e-resources. All these points were analyzed in this study. The study reveals that nobody among the sample, who felt obstacles, felt so not because of the ignorance of potential use of e-resources and lack of personal interest. The prospective teachers who positively respond to the obstacles for using e-resources were not because of any negative attitude towards the information gained from e-resources. But the entire students who felt obstacles while using e-resources in teaching-learning process were because of the lack of infrastructure facilities. Encouragement is needed for any new venture to show its complete potential. Technology and its applications also needed the same. The analyzed data pointed out that 41.67% of male students and 49.66% of female students felt difficulty in using e-resources for teaching - learning process because of the lack of encouragement. Here the lack of encouragement may be from the authority or from the family. The same opinion was given by 54.72% of science stream students and 96.08% of humanities stream students. According to the educational qualification 43.96% of under graduates and 55.88% of post graduates also opined so. There were 50.55% of rural students and 47.06% of urban students who expressed the same

opinion. Expertise is needed for the better usage of anything. Lack of expertise in any field exhibits lots of confusion while using it. A thorough knowledge on e-resources is needed for the better usage. Few among the sample under study show lack of expertise as their reason for feeling obstacles while using e-resources in teaching-learning process. They were 58.33% of male students, 57.12% of female students, 63.21% of science students, 54.25% of humanities students, and 60.44% of under graduates, 52.94% of post graduates, 57.14% of rural students and 57.35% of urban students. People felt difficulties in using hardware and software in this age of technology also. Lack of frequent usage may be the reason for that. Whatever may be the reasons, the sample selected under this study also felt such difficulties. 50% of male students and 68.71% of female students had difficulties in using hardware and software. According to the stream of study 74.51% of science stream students and 65.09% of humanities stream students also had the same opinion. On the basis of educational qualification 69.23% of under graduates and 64.71% of post graduates also felt the same. This opinion slightly varies on the basis of locality of the institution. The percentage among rural students and urban students on this obstacle was like 63.74% and 72.06% respectively. This shows that urban students felt more difficulty than that of rural students.

### **Findings**

- ❖ The stream of study didn't make a big difference for enabling social networking sites.
- ❖ Entire prospective teachers under this study have a good knowledge on e-resources
- ❖ Face book was the most popular social networking site. 100% of social networking users were the members of Facebook. Twitter is one of the other

social networking sites, but the prospective teachers didn't show any kind of favorable attitude towards Twitter

- ❖ Socialization is one of the reasons for using social networking sites.
- ❖ Lack of knowledge, lack of interest, lack of facility, lack of time, lack of interest to publicity etc. were considered as the major reasons for the people to go away from social networking services
- ❖ Nobody among the sample, who felt obstacles, felt so not because of the ignorance of potential use of e-resources and lack of personal interest.
- ❖ The prospective teachers who positively respond to the obstacles for using e-resources were not because of any negative attitude towards the information gained from e-resources.
- ❖ The entire students who felt obstacles while using e-resources in teaching-learning process were because of the lack of infrastructure facilities.

### **Discussion**

Social networking sites allow the people of a particular category join together and share their ideas. Among them Blog, Twitter etc. plays a great role in sharing the ideas of the people. Social networking sites can be used to publish texts, photos, audios, videos etc. It can be useful to link to external content or hypertext thus forming a dense mesh of cross-commented links going to and from between the people. Through the social networking sites both the teachers and learners can extend their field of learning. This level of usage can be measured by taking various parameters into account. Most of the sample under this study enabled social networking

sites. It was observed that majority of the sample population, involved in many groups of social networking sites, but the entire sample who were the members of social networking sites opted Face book as their favorite one. Most of the prospective teachers under this study agreed on the educational use of social networking sites. The study points to the fact that majority of the prospective teachers in the current scenario became a part of social networking sites not only by the entertainment value, but by the educational use also. Today, we all agree that the world is becoming increasingly dependent upon technology as is evidenced by the big role it is playing. But the lack of potential use of any technologies may decrease its original value. Here the study reveals that the entire prospective teachers under this study have a good knowledge on e-resources, but some of them failed to use it towards its maximum. Some may face technical barriers, such as lack of infrastructure, equipment and connectivity. At the same time others may face difficulties for making use of it due to lack of experience and lack of encouragement. Whatever may be the reasons it is sure that these difficulties will affect the educational system of our country. If the prospective teachers get enough expertise in using the potential of electronic resources for both erudition and edification, it will hasten the improvement of educational field into a new dimension. So authorities should be alert on implementing and updating the technological innovations into educational system for the benefit of both erudition and edification.

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## **Impact of Smart Classes on Behavioural Outcomes of Students at Secondary Level**

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**Key Words :** *Smart Classes, Behavioural Outcomes*

### **Abstract**

*The present study was conducted to assess the impact of smart classes on behavioural outcomes of secondary school students in Social science subject using experimental method. A pre-test post-test randomized group design was used. Forty class X students were selected as sample. The group was taught through smart classes. Pre-test and post-test was conducted. The correlated t-test was used to find out the significant differences. The results indicated that the impact of smart classes effected significantly in post-test as compared to pre-test.*

### **Introduction**

Education being the system of society plays a key role in molding, shaping, reforming and reconstructing it from time to time. One of the major features of contemporary educational thinking has been a going concern about the development of effective personality and efficiency of teaching-learning outcomes that can be assessed in terms of student's achievement. In the present system, the concept of providing education is changed from only enhancing the achievement in subjects to harmonious development of learner; now parents want that their kids to get admission in that school which has facilities like smart classrooms, smart boards, computer based learning and hi-tech language laboratories. The development of the learner is possible only

if proper individual attention is given to them for enhancing the knowledge attained or skills developed in school subjects usually reflected by test scores or marks assigned by the teachers or both.

### **Significance of the study**

In the modern era, Information and Communication Technology is becoming part and parcel of the education system. Smart class is a medium of teaching and learning. Smart Board is used for teaching, training, conducting meetings, and delivering presentations. Using Smart Notebook software, teachers can record each step of a lesson activity for students to review at a later time

In the present age when the computer has attained the place of a best instrument, it became necessary to know

its fruitfulness in teaching of social science at secondary level. For this the smart classes of Social science content of Std.10 which could be activated by computer were used. The ready made computer software of the subject of social science was effective tool. Under this research it was checked the effectiveness of ICT when the smart classes were used while teaching Social Science as a school subject.

### Objective

The study was designed to achieve the following objective:

- \* To study the effect of smart classes on behavioural outcomes of the experimental group .

### Hypothesis

Following hypothesis were formulated in order to achieve objectives of the study:  
 $H_1$  There would be no significant difference between pre-test and post-test scores of cognitive outcomes of experimental group.

$H_2$  There would be no significant difference between pre-test and post-test scores of affective outcomes of experimental group.

$H_3$  There would be no significant difference between pre-test and post-test scores of psychomotor outcomes of experimental group.

### Research Method

Experimental method (pre & post-test design) was used for the study. The experimenter administered self made test as a pre test. After that experimental treatment (three units of social studies subject of class x within the duration of 20 days was taught through smart classes) was administered to the group and then post-test was given. The difference between pre-test and post-test scores of the group was compared with the help of correlated t-test.

### Sample

The proposed study was conducted in one school on class X students of C.B.S.E

Board through Quasi-experimental research. Random sampling technique was employed to select the sample for the proposed study. The school using smart classes to teach students was taken as sample. Forty students were taken as sample.

### Tools Used

Self-made test was used to find out the Behavioural outcomes (cognitive, affective and psychomotor) of the students in Social science.

### Data Analysis

In order to study the significance of the difference between pre-test and post-test scores of cognitive outcomes of experimental group, t test was employed the summary is given in the table 1.

**Table-1**

**Significance of difference between the means of pre & post-test scores of the cognitive outcomes of the students of**

#### Experimental Group

Sr	Test	N	M	Sd.	df.	corre.t
1	Pretest	40	10.4	2.06	38	23.18
2	Posttest	40	20.6	1.43		

**Table-2**

**Significance of difference between the means of pre & post-test scores of the Affective outcomes of the students of**

#### Experimental Group

Sr	Test	N	M	Sd.	df.	corre.t
1	Pretest	40	10.	0.77	38	22.78
2	Posttest	40	14.1	1.13		

**Table-3**

**Significance of difference between the means of pre & post-test scores of the Psychomotor outcomes of the students**

#### of Experimental Group

Sr	Test	N	M	Sd.	df.	corre.t
1	Pretest	40	9.1	1.13	38	29
2	Posttest	40	18.1	1.3		

p<.01



It is observed from the table-1 that the Mean and SD of pre test of Experimental group is 10.4 and 2.06. The Mean and SD of post test of experimental group is 20.6 and 1.43.

The correlated t-value is 23.18 which is significant at 0.01 level with degree of freedom 38. Thus it can be interpreted that there is significant difference between pre and post test of experimental group. Thus we conclude that our hypothesis no.1 is rejected. It is observed from the table-2 that the Mean and SD of pre test of Experimental group is 10 and 0.77. The Mean and SD of post test of experimental group is 14.1 and 1.13. The correlated t-value is 22.78 which is significant at 0.01 level with degree of freedom 38.

Thus it can be interpreted that there is significant difference between pre and post test of experimental group. Thus we conclude that our hypothesis no.2 is rejected.

It is observed from the table-3 that the Mean and SD of pre test of Experimental group is 9.1 and 1.13. The Mean and SD of post test of experimental group is 18.1 and 1.30.

The correlated t-value is 29 which is significant at 0.01 level with degree of freedom 38. Thus it can be interpreted that there is significant difference between pre and post test of experimental group. Thus we conclude that our hypothesis no.3 is rejected.

### **Result**

The results of the study indicate that there exists significant difference between mean pre and post test scores of Cognitive, Affective and Psychomotor outcomes of experimental group.

So it can be concluded that there will be effect of smart classes on students' Behavioural outcomes in Social science.

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## Grade and Sex Difference in Reading-Comprehension of High School Students

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**Key Words :** *Reading Comprehension, Grade, Sex Differences*

### **Abstract**

Comprehending is the soul of reading activity. Learning to fully comprehend written text is complex and intricate task. According to Macmillan, (1965) comprehension as understanding what is written within, between and beyond the lines – in other words, intelligent interpretation. The objectives of the present study are to examine the differences in the reading comprehension of IX and X grade and Sex of High school students. The sample consisted of 360 pupils of IX and X grade boys and girls selected by using random and cluster sampling technique. The findings revealed that (1) there was a significant difference between two grades in 'overall score' in reading, comprehension 'passages' and in 'reading news' and there were no differences between two grades in 'conversation' story reading' and 'vocabulary'. (2) No difference existed in 'overall score' in reading, 'story reading' and 'vocabulary' between boys and girls, and found that significant differences between boys and girls in 'comprehension passages', 'reading news' and 'conversation'.

### **Introduction:**

Language is a vehicle for communication our ideas, beliefs, needs etc. It is a code where by ideas about the world is represented through a conventional system of arbitrary signals for communication (Bloom and Lahey, 1978). Reading is one of the important skill of language and a process of communication. It is a basic tool for giving knowledge, provides variety of experience, finds solutions to many problems and provides power of thinking. Man's cultural and social heritage is transmitted from generation to generation and is communicated readily

from one individual to another by means of permanent printed record. Without reading it is difficult to continue formal education because reading is the 'inevitable instrument' for learning (R.P. Srivastava, 1988).

According to Thordike (1917) 'Reading to be a central part of the school curriculum' because reading involves learning, reflection, judgment, analysis, synthesis, problem solving behavior, comprehensive of data and critical evaluation. John Merrit (1977) classified reading skills into three levels viz., primary, intermediate and higher order skills. The primary level refers to 'Reading

the lines', intermediate level refers to 'Reading between lines' and higher order skills refers to 'Reading beyond the lines'. The cognitive process involved at each level of reading is different. At primary level 'Reading the lines', only memory and translation are involved. In 'Reading between the lines' the cognitive process of interpretation and application are involved while at 'Reading beyond the lines' analysis, synthesis and evaluation are involved. The classification of reading skills by various authors though differ in their labeling, they mainly refer to the above three levels of reading (Gray Robinson, 1960., Barret, 1966., Bloom Barret, 1968., Hecker, 1968., Haris Smith, Francis Robinson, 1970., Walcutt, 1977).

By the 1990s, the definition of reading comprehension was further extended to mean that comprehension was constructed and interrelated to form a coherent, integrated representation of meaning in memory. In this view, successful reading comprehension occurred when readers drew on other circumstances to help themselves understand and learn from new experiences and from reading other texts (Kintsch, 2004).

#### **Literature Review:**

A lot of studies (Chavez, 2001; Ehrman & Oxford 1989; Oxford & Nyikos 1989) found a wide range of gender differences in the frequency and flexibility of strategy use. That is, female students employ a variety of reading strategies in coming to terms with the text and 'dealing' with the comprehension of the messages of the text (Oxford & Nyikos, 1989; Pressley & Afflerbach, 1995; Singhal, 2001). On the other hand, in Lee's study (1994) it was revealed that girls showed more frequent use of cognitive, meta cognitive and social strategies than boys in middle school.

Simivasa Rao and Subramanyam (1981) found that there was no significant

difference between the performances of boys and girls in reading comprehension test.

Shah(1979) made a comparative study of some personal and psychological variables and reading comprehension with an objective to compare intra-group difference in subjects' scores on Trivedi and Patel's Reading comprehension test with respect to six personal occupation as well as three psychological variables, namely, reading rate, intelligence and meaning vocabulary. The sample it consisted Of 412 pupils of VIII and IX grades drawn from four different secondary schools of Bhavanagar city. He found no difference existed in reading comprehension between boys and girls.

#### **Objectives:**

- To explore grade differences if any in overall reading and also in each aspect of reading comprehension of high school students.
- To find-out sex differences in overall reading and also in each aspect of reading comprehension of high school students.

#### **Research Questions**

1. Will there be any grade differences in their performance in different aspects of reading ?
2. Do boys and girls differ in their overall reading and also in different aspects of reading ?

#### **Hypotheses**

- Sub groups belonging to different grades would not differ significantly in their performance in overall reading and also in each aspect of reading comprehension of high school students.
- Boys and girls would not differ significantly in their performance in overall reading and also in each aspect of reading comprehension of high school students.

**Sample:**

The sample was consisted of 360 students of IX and X class studying in the schools of different managements viz., Government, Private-Aided and Private-Unaided. Therefore, a multistage stratified, random sampling technique and cluster sampling techniques were adopted while selecting the sample for the study. As Andhra Pradesh is divided into three regions viz., Andhra, Rayalaseema and Telangana areas, the investigator selected the sample of subjects from the schools of these three regions.

**Table- 1**  
**Shows Grade and Management - Wise**  
**Distribution of the Ss of sex**

Sch. Magmt.	Class IX		Class X		Total
	B	G	B	G	
Government	30	30	30	30	120
Private Aided	30	30	30	30	120
Priva. Un Aided	30	30	30	30	120
Total	90	90	90	90	360

**Tool used**

A self made test was prepared and employed to measure the reading comprehension of high school students. Reading a test battery consisting of five tests have been developed by the investigator covering 'Reading Comprehension', 'Reading Newspaper', 'Conversation', 'Story Reading', 'Vocabulary'. Care was taken to select age appropriate and interesting content for test battery.

**Statistical Techniques**

The data thus collected was analyzed using relevant statistical techniques like mean, SD, Percentage and 't'-test etc. The usual levels of significance, viz., 0.05, 0.01 were used to 't'- test the significance of the obtained statistics.

**Results and Interpretation**

The study aims at finding out the differences if any in the reading achievement of students studying at IX

and X classes (grade) selected from high schools. Means and SDs and t-value were found out for different sub-groups of Ss and the results are shown in Table-2

It is seen from Table.2 that the mean overall reading achievement of X class was 58.63 and it was 56.49 for IX class students from high schools. It shows that the computed value of 't' for the reading comprehension of high schools students 'overall score' 't'- value is (2.170). It is greater than table value of 't'-value at 0.01 level.

It is concluded that the significant difference between IX and X Grade in 'overall score' in reading comprehension. The mean scores of IX class were 14.19, 7.04, 5.83, 10.64 and 18.78 respectively with regard to sub-tests on 'reading comprehension', 'reading newspaper', 'conversation', 'story reading' and 'vocabulary', while X grade students scored 15.22, 7.50, 5.79, 11.33, 18.99 five sub- tests of reading.

It shows that the computed value of 't' for the reading comprehension of high school students reading 'comprehension passages' 't'- value is (3.491) and 'reading news' 't'- value is (2.75). It is greater than table value of 't'-value significant with df 358 at .01 level is 2.60.

X grade has high scored than the IX grade in 'overall score' in reading comprehension, 'comprehension passages' and in 'reading news' of five sub tests of reading. It was found that significant difference between IX and X Grade high schools students in 'overall score', 'comprehension passages' and 'reading news' of five sub tests of reading comprehension.

There was no significant difference between IX and X Grade high schools students in 'conversation' 'story reading' and 'vocabulary' of five sub tests of reading comprehension.

From Table.3 it is seen that the mean scores of boys for all reading and different aspects of reading viz., 'reading -

**Table.2:**  
**Means and SDs and 't'-value of IX and X Grade on Reading Test Battery (N=360)**

Reading Test Battery	GRADE IX			GRADE X			t-value
	N	M	SD	N	M	SD	
<b>Overall Score</b> ( <i>Max.Score 85</i> )	180	56.49	8.68	180	58.63	10.00	2.170*
<b>1. Reading Comprehension Passages</b> ( <i>Max.Score 20</i> )	180	14.19	2.66	180	15.22	2.96	3.491*
<b>2. Reading News</b> ( <i>Max.Score 10</i> )	180	7.04	1.62	180	7.50	1.59	2.75*
<b>3. Conversation</b> ( <i>Max.Score 10</i> )	180	5.83	2.34	180	5.79	2.22	0.072@
<b>4. Story Reading</b> ( <i>Max.Score 18</i> )	180	10.64	3.68	180	11.33	3.71	1.77@
<b>5. Vocabulary</b> ( <i>Max.Score 27</i> )	180	18.78	3.28	180	18.99	3.53	0.588@

**Table.3:**  
**Means and SDs and 't'- value of reading comprehension of Boys and Girls of IX and X grade high school students.**

Reading Test Battery	GRADE IX			GRADE X			t-value
	N	M	SD	N	M	SD	
<b>Overall Score</b> ( <i>Max.Score 85</i> )	180	57.56	9.86	180	57.52	8.89	0.040@
<b>1. Reading Comprehension Passages</b> ( <i>Max.Score 20</i> )	180	15.11	2.82	180	14.24	2.84	2.939*
<b>2. Reading News</b> ( <i>Max.Score 10</i> )	180	7.50	1.60	180	7.16	1.60	2.035*
<b>3. Conversation</b> ( <i>Max.Score 10</i> )	180	5.57	2.41	180	6.07	2.11	2.118*
<b>4. Story Reading</b> ( <i>Max.Score 18</i> )	180	10.67	3.84	180	11.12	3.53	1.162@
<b>5. Vocabulary</b> ( <i>Max.Score 27</i> )	180	18.71	3.41	180	19.07	3.39	1.011@

@ indicates not significant at 0.05 level; \* indicates significant at 0.05 to 0.01 level.

comprehension', 'reading newspaper', 'conversation', 'story reading' and 'vocabulary' were 57.56, 15.11, 7.50, 5.57, 10.67 and 18.71 respectively, while they were 57.52, 14.24, 7.16, 6.07, 11.12 and 19.07 respectively for girls of IX and X grade high schools students.

In the overall score on reading test battery the 't'-value for boys and girls was (0.040) which is not significant with df 358 at 0.01 level is 2.60. Hence with respect to 'overall score' on reading test battery, no significant sex difference was found. These results are in support with the findings of *Gintile* (1973), *Srinivas Rao*(1981), *Gaur*(1982), *Gani,S.*(1990) *Dey, Sarswati*,(1991) who reported no significant sex difference in reading. It shows 't'- value for the reading 'comprehension passages' of boys and girls of IX and X high school students is (2.939), and 't'- value for the 'reading news' is (2.035).

It is concluded that the boys have scored more than that of girls in reading 'comprehension passages' and 'reading news', and 't'- value for the 'reading conversation' is (2.118). It is greater than table value of 't'-value significant with df 358 at 0.01 level.

It is concluded that the girls have scored more than that of boys in the performance of 'conversation' of reading test battery. In the performance of 'story reading' 't'- value is (1.162) and 'vocabulary' the 't'-value for boys and girls was (1.011) which is not significant. Hence with respect to reading test battery on 'story reading' and 'vocabulary' no significant sex difference was found.

#### **Major findings of the study**

1. It was found that significant difference between IX and X Grade high schools students, X grade performance is significantly higher than the IX grade in 'overall score' in reading

comprehension, 'comprehension passages' and 'reading news' of five sub-test battery of reading comprehension.

2. There was no significant difference between IX and X Grade high schools students in 'conversation' 'story reading' and 'vocabulary' of five sub-test battery of reading comprehension.
3. No significant sex differences was found in 'overall score' in reading comprehension, 'story reading' and 'vocabulary' of five sub-test battery of reading comprehension.
4. Boys' performance is significantly higher than the girls in reading 'comprehension passages' and 'reading news' and the girls' performance is significantly higher than the boys in the 'conversation' of reading test battery.

#### **Conclusion:**

To develop reading comprehension among the students, use of variety of books and giving regular practice in reading help students to understand the structure of language and in turn will improve their reading.

Therefore, schools may allot time for the use of library in time-tables. The best way to help students to enjoy reading is to have them 'read their own books'. Hence, teachers and parents may make it a point to make students to read their text books regularly.

Teachers can also use 'News paper' as an alternate for using text book to motivate students to improve reading skills. Reading of newspaper has to become a regular habit for the high school students, for which teachers and parents should insist upon. Before teaching the lesson teachers should introduce difficult words, function words and their different forms. This will help in acquiring vocabulary.

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## Effectiveness of Metacognitive Strategy Instruction on the English Language Creativity of Students at Secondary Level

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**Key Words :** *Metacognitive Strategy, English Language Creativity*

### Abstract

*Present paper focuses on the effectiveness of Metacognitive Strategy Instruction in developing English language creativity of the Secondary Students. In this study 60 girls were selected by purposive sampling technique so as to equate into two groups on the bases of age and I.Q. English language creativity was measured by standardized tool .The result suggests that Metacognitive Strategy Instruction is effective in developing language creativity of the secondary students.*

### Introduction-

The age in which we live is the age of Science. The discoveries and inventions have taken place in all the areas which have affected every individual's life pattern; it has opened vistas of jobs in various fields. In different jobs communication skills also plays an important role in which Language Creativity is important. In the globalized world English is the universal language and all tasks and information processing requires Creativity in this language. The National Policy on Education (1986) has also emphasized the role of education in the National development. The National policy on education has observed. *The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and*

*to ensure that the fruits of change have occurred and for it all education is the highway to that goal.*

In the introduction to NCF, Prof. Yash Pal writes *we have bartered away understanding for memory-based, short-term information accumulation. This must be reversed, particularly now that the mass of what could be memorized has begun to explode. We need to give our children some taste of understanding, following which they would be able to learn and create their own versions of knowledge as they go out to meet the world of bits, images and transactions of life.* Here Dr. Yash Pal has indicated the problem formulated long ago by Sri Aurobindo in these words: *The argument against national education proceeds in the first place upon the lifeless academic notion that the subject, the acquiring of this or that kind of information is the whole or the*



*central matter.* They all have shown the importance of Metacognition. Metacognition is defined as 'cognition about cognition' or 'knowing about knowing'. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition- knowledge about cognition and regulation of cognition. It usually includes three different kinds of metacognition awareness – Declarative, Procedural and Conditional Knowledge (*Brown 1987, Jacobs and Paris 1987*)

Creativity is a fundamental means of survival as well as a bringer of joy. Language learning and linguistics diversity contribute towards enhancing creativity and innovation at all levels of education and training, which been highlighted as a priority.

There is a clear link between multilingualism and creativity because knowledge of languages gives access to other ways of thinking and to other cultures, reinforcing our creative capabilities. This in turn has a positive impact on innovation.

Teaching creative writing skills through the use of short stories and fairy tales is quiet an effective way of enhancing the learners' ability to develop practical and creative skills. Language use is a creative act, we transform thoughts into language that can be heard or seen. We are capable of producing sentences & even long texts that we have never heard or seen before.

By giving learners creative exercises, we get them to practise an important sub skill of using a language : thinking creatively. So, investigators become inquisitive to study whether training in Metacognitive Strategies effect the English Language Creativity of students or not, which is taken as problem for Present study.

### **Objectives of the Study**

1. To study the effect of Traditional method on English Language Creativity of Secondary students.
2. To study the effect of Metacognitive Strategy Instruction on the English Language Creativity of Secondary students.
3. To compare the effect of Metacognitive Strategy Instruction and Traditional method on English Language Creativity of Secondary students.

### **Hypotheses**

Keeping in mind the objectives of the study the following hypothesis have been formulated for the present study: –

1. There is no significant effect of Traditional method on the English Language Creativity of Secondary students.
2. There is no significant effect of Metacognitive Strategy Instruction on the English Language Creativity of Secondary students.
3. There is no significant difference in the effect of Metacognitive Strategy Instruction and Traditional method on the English Language Creativity of Secondary students.

### **Methodology**

Present study is confined to only 60 female X class students of St. Patrick's Vidya Bhawan Sr. Sec. School.

'Experimental Method' with Equivalent group design has been used in this study. The sample consists of 30 students in each group equated on the bases of age and I.Q using verbal Intelligence Test developed by P. Shrinivasan. Lesson plan based on traditional method and metacognitive Strategy Instruction were prepared by Investigators are used. For measuring English Language Creativity test developed by *S.P. Malhotra and Sucheta Kumari* was used.

**Analysis and Interpretation of the Data-**

Data was analysed in accordance with hypotheses using proper statistical technique. Analysis and interpretation is shown in tables.

**Table No. 1**  
**Difference between the Pre-test data of Control and Experimental Group for the variable English Language Creativity**

Sr.	Group	N	Mean	Sd.	df	t-value
1.	Control	30	74	8.7	58	1.36*
2.	Experimental	30	72.9	8.3		

Table value for df 58 at 0.01 level is 2.76.

The table I indicates the results of comparison of Pre-test means of Control and Experimental group for the variable 'English Language Creativity'. The two means were compared with the help of 't' test. The calculated 't' value is less than the table value at 0.01 level of confidence. Thus there is no significant difference between the two Groups. It reveals that at initial level both Groups do not differ in their language creativity.

**Table No. 2**  
**Difference between the Pre and Post test data of Control Group for the variable English Language Creativity.**

Sr.	Group	N	Mean	Sd.	df	t-value
1.	Pre-test	30	74	8.7	58	1.18*
2.	Posttest	30	75.5	8.6		

Table value for df 58 at 0.01 level is 2.76.

The given table 2 indicates the results of comparison of Pre and Post means of Control Group for the variable English Language Creativity. The calculated 't' value is less than the table value at 0.01 level of confidence. Thus there is insignificant difference between the two Groups. It reveals that the traditional method is incapable of developing English Language Creativity.

**Table No. 3**  
**Difference between the Pre and Post test data of Experimental Group for the variable English Language Creativity.**

Sr.	Group	N	Mean	Sd.	df	t-value
1.	Pre-test	30	72.9	8.3	58	3.75
2.	Posttest	30	78.3	8.9		

The given table 3 indicates the results of comparison of Pre- test and Post-test means of Experimental group for the variable English Language Creativity. The two means were compared with the help of 't' test. The calculated 't' value is more than table value at 0.01 level of confidence. Thus there is significant difference between Pre and Post test score in context to effect of Metacognitive Strategy Instruction on the English Language Creativity. It reveals that Metacognitive Strategy is capable of developing English Language Creativity among Secondary students.

**Table No. 1**  
**Difference between the Post-test data of Control and Experimental Group for the variable English Language Creativity**

Sr.	Group	N	Mean	Sd.	df	t-value
1.	Control	30	75.5	8.6	58	3.25
2.	Experimental	30	78.3	8.9		

The given table 4 indicates the results of comparison of Post-test means of Control and Experimental group for the variable English Language Creativity. The two means were compared with the help of 't' test. The results are presented in the table. It is clear from the table that Post-test mean of Experimental group is higher than that of Control group. The calculated 't' value is more than table value at 0.01 level of confidence. Thus

there is significant difference between Post- test scores of Control and Experimental groups for the variable English Language Creativity. It reveals that Metacognitive Strategy Instruction is capable of developing English Language Creativity among Secondary students.

### **Findings And Conclusion**

1. There is no significant effect of traditional method in developing English Language Creativity among Secondary Students.
2. There is significant effect of Metacognitive Strategy Instruction in developing English Language Creativity among Secondary Students.
3. There is significant difference in the effect of traditional method and Metacognitive Strategy Instruction in developing English Language Creativity among Secondary Students.

### **Discussion and Suggestions**

The findings of present study reveal that the metacognitive strategy instruction is capable of developing the English language creativity of the secondary students.

The findings also reveal that most of the learners have acquired some knowledge and strategies of metacognition like topic familiarity, self-awareness of weakness, rhetoric conventions, coherence and continuity. This relationship may lend support to those who advocate teaching reading

through a combined reading and writing approach.

The findings of the study suggest that the language learner is able to evaluate the learning situation, to make plans, to choose suitable skills, to sequence them, to co – ordinate them, to check their effectiveness and to change the plan when necessary. Metacognitive knowledge and Metacognitive strategies form a reciprocal relationship. Metacognitive knowledge influences students English writing; developing students' metacognitive knowledge helps increase their writing proficiency.

The present study has several important pedagogical implications. There is an urgent need to raise the learners' metacognitive awareness to facilitate their English Writing Skill. Since metacognitive knowledge correlates significantly and positively with English language creativity writing, it is necessary for teachers to provide instructions to cultivate learners' metacognitive knowledge in English class. The results demonstrate that a good command of metacognitive knowledge can empower learners in their learning autonomy in English learning. Teachers also can help learners identify their own current reading strategies through such verbal report techniques as thinking aloud mnemonics', verbalisation, discussion, interviewing questioning.

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## **Effectiveness of Concept Attainment Model in Mathematics Teaching on the Achievement and Self Concept of Students at Secondary level**

**Dr. R. L. Nikose\***

**Key Words :** *Concept Attainment Model, Self Concept*

### **Abstract**

*This study aimed at finding the Effectiveness of Concept Attainment Model of teaching on the variables Pupils' Achievement and their Self Concept. A sample of 100 9<sup>th</sup> Grade students of Manohar Municipal High School, Gondia (Maharashtra) was selected randomly. Fifty Students were randomly selected for both controlled and Experimental group. In this study experimental-control (pre-test post-test) parallel group design was used. The study was completed in two phases: Pre-test stage and Post-test stage. The data were collected and analyzed with the help of Differential analyses i.e. t-test. A significant difference was found between the mean scores of Achievement between experimental and controlled group and similarly the mean scores of Self Concept between experimental and controlled group. The study reveals that the achievement of experimental group is higher than the control group. As in the case of self-concept it has been influenced by the concept attainment model Concept Attainment Model but not significantly.*

### **Introduction**

The objectives of education have changed from time to time and so is our concept of teaching. What and how we teach, depends to a great extent on what we want to achieve. Teaching is both an art and science. Able teachers always find ways and means to improve their teaching techniques. The improvement of teacher by employing newer methods of teaching is a need of the locus. The ways the knowledge, skills and values are delivered to the learner have a meaning both for a teacher and the student. The most recent concept of teaching is: teach

the child how to learn, how to discover, how to think and how to inquire. The emphasis is upon 'know how' rather than 'know what'. In modern world, knowledge increases at a terrific pace and social change is very rapid. Education can no longer be taken as the preparation of a finished product. Due to science and technological advancement the entire world has been shrunk in its space and time. And it also impacts on all human activities. So that teacher should adopt dynamic methods to create the needs and interest in children. For that teacher should provide conducive environment for

the full development of the learner's potentials.

At present, instructional strategies are being developed for teaching Mathematics in an effective manner. The models can create most suitable environment and stimuli for the student to solve problems pertaining to Mathematics. The concept Attainment Model (CAM) is designed and developed to teach concepts and to help students to become more efficient at learning.

The CAM developed by *Bruner* succeeded in learning the concepts. So a genuine interest was aroused in the minds of investigator to prove the effectiveness of Concept Attainment Model on secondary school students with special reference to Academic Achievement and Self Concept.

#### **Concept Attainment Model**

Teaching models are prescriptive teaching strategies designed to accomplish particular instructional goals. They are perspective in that the teacher's responsibilities during the planning, implementing and assessment stages of instruction are clearly defined. A model of teaching is a description of learning environment. They have many uses, ranging from planning curriculum courses, units and lesson plans to design instructional materials – text book and work books, multimedia programs and computer assisted learning programs. A model cannot take the place of fundamental qualities in teacher, such as knowledge of subject matter, creativity, and sensitivity to people. It is instead a tool to help good teachers teach more effectively by making their teaching more systematic and efficient. Models provide sufficient flexibility to allow teachers use their own creativity

#### **The Concept Attainment – An Inductive Model**

In order to develop inductive thinking, higher order-critical thinking the concept

attainment is considered as best among other models. The concept attainment model is an inductive teaching strategy designed to help students of all ages reinforce their understanding of concepts and practice hypothesis testing. The models use positive and negative examples to illustrate concepts of simple and complex.

The design of this model first suggested by *Joyce* and *Weil* (1972) is based on the work of *Bruner*, *Goodnow*, and *Austin* (1956). Who investigated how different variables affect the concept learning process. The concept attainment model is also useful for giving students experience with the scientific method and particularly with hypotheses testing.

#### **Objectives of the Study**

The main objective of this study was to find out the effectiveness of CAM on achievement and self-concept of Ninth graders. This is further explicated by the following specific objectives

- To study the effectiveness of Concept Attainment Model (CAM) and Traditional Method (TM) of instruction on the achievement of Ninth graders
- To find out the effectiveness of Concept Attainment Model and Traditional Method on the self-concept of the pupils.

#### **Hypotheses of the Study**

- There will be no significant difference between the mean gains achievement scores of pupils taught through CAM and TM.
- There will be no significant difference between the mean gains of pupils taught through CAM and TM on the measures of self-concept.

#### **Methodology**

In this study experimental-control (pre-test post-test) parallel group design was used. The study was completed in two phases i.e. Pre-test stage and Post-

test stage. The study was conducted in the Manohar Municipal High School Gondia (Maharashtra). Representative purposive sampling method was used out of the representative population. Out of 200 pupils studying in class 9th of the said school, 100 were selected on the basis of intelligence and socioeconomic status and were randomly assigned to two groups to be taught through two different methods.

#### **Tools Used**

In order to collect the data on achievement and self-concept the following tools were used

1. Self –Concept tool developed by Investigator
2. Achievement test which was developed and standardized by the investigator.

#### **Data Analysis**

Hypothesis No. 1 states that “There will be no significant difference between the mean gain achievement scores of pupils taught through CAM and TM”. The data related to this hypothesis were analyzed by employing ‘t’ test. The results are presented in Table 1.

**Table-1**

#### **Difference in the Gains of the Pupils of Experimental and Control Groups on Achievement**

Group	N	M	Sd	df	t-Val.	Sign.
Exptl. (CAM)	50	22.76	5.29	98	3.38	p<.01
Control (TM)	50	19.02	6.83			

From Table 1 it can be seen that the t-value of 3.38 (df = 98) for Experimental and Control Groups is significant at 0.01 level. Hence, the null hypothesis No.1 is rejected. It indicates that achievement of experimental group is higher than the control group. This result demonstrates the superiority of Concept Attainment Model over Traditional Method in raising the achievement of pupils.

Hypothesis No. 2 states that, “There will be no significant difference between the mean gains of pupils taught through Concept Attainment Model and Traditional Method on the measures of self-concept”.

The data related to this hypothesis were analyzed by employing ‘t’ test. The results are presented in Table -2.

**Table-2**

#### **Difference in the Gains of the Pupils of Experimental and Control Groups on Measures of Self-Concept**

Group	N	M	Sd	df	t-Val.	Sign.
Exptl. (CAM)	50	4.81	2.39	98	1.79	NS
Control (TM)	50	3.68	2.88			

Table 2, shows that the ‘t’ value of 1.79 (df = 98) for the difference in the mean gain scores of pupils studying through Concept Attainment Model and Traditional Method are not significant. The mean scores (4.81) of pupils learning Mathematics through Concept Attainment Model is higher than that of those learning Mathematics through Traditional Method. It shows that the self-concept of pupils has been influenced by the concept attainment model (CAM) but not significantly.

#### **Major Findings**

1. The concept attainment model was found more effective in raising the achievement of the pupils than that of the traditional method.
2. There is no significant difference was noticed between the students’ self-concept by Concept Attainment Model and Traditional Methods.

#### **Educational Implications**

Concept Attainment Model provides a chance to analyze the students thinking process and to help them develop more

effective strategies for thinking and concept attainment.

In this study Concept Attainment Model has been found to facilitate achievement of learners in Mathematics. This has an important implication for teaching mathematics to the school children. Therefore, the mathematics teachers may be trained in using Concept Attainment Model for teaching of Mathematics.

Keeping in view the limitations of the present study, and the constraints under which it was conducted, the findings do not warrant wide generalization. It is, therefore, suggested that replication of this study on a larger sample of different age-groups, grade levels, subject areas, sex, socio-economic status and intelligence level, be made to arrive at more reliable and precise results.

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## **Inherent Values in Co-curricular Activities**

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**Key Words :** *Values, Co-curricular Activities*

### **Abstract**

*In ancient days, the curricular Activities were considered as secondary. In the present stage it has great role / values to play for the all-round development of the child. It has led the child to develop in terms of self-expression and personality growth. However living beings in organic community are primarily interested in learning but they must acquire it as a primarily by product of activities because it is only then they can become a main part of student's personality. The value of co-curricular activities is very important when we are taking into consideration the educational points such as physical value, psychological value, civic value, academic value, social value, recreational value, cultural value, aesthetic value, value of oneness and for proper growth and development of body. Besides these values, school assembly, dramatics, Scout and Guides, literary activities, games and sports as guidelines.*

### **Introduction**

Nature of man is to live, cooperate and grow with others. Adjustment of the individual to the social life of the school is to be a preparation for adjustment to the larger life of the world outside. The interests, activities, habits and purposes of school life should be such that they can be easily carried over into the larger world and can function effectively there. For this purpose, the demands of the complex conditions of the larger adult life should be fully taken into account and its typical conditions should be reproduced in school. Pupils learn to live by actually practicing in the school the art of living.

The present day conception of

discipline does not contemplate disorder in the school. The essential purpose of school discipline is the development in the pupils of attitudes, habits and ideals of conduct through the medium of the social life. Of the school, organized on a cooperative basis and inspired by the higher ethical teaching of religion. To achieve that i.e. the moral and social development and adjustment of the pupil the principal means that will be considered as the participation of pupils in the government and management of the school, the provision, through appeal to the natural tendencies of the pupils, of varied activities, commonly called extracurricular activities, and their

management, the general spirit and atmosphere of the school instruction that has a direct bearing on civic and moral development and finally religious teaching that helps pupils in evolving higher moral values.

#### **Curricular and Co-curricular activities**

The school education aims to develop in each individual knowledge, interests, ideals, attitude, skills, and powers. It aims to shape his personality so that he may full his own weight in the world and may serve the society. It is believed that the society will be better if the individual member will get the opportunities to blossom their talents and potentialities. The school programme makes an effort to train the students so that his all-round development is ensured. It includes a wide variety of activities. Some of them are curricular and some are outside the curricular offerings. These activities are organised so that the needs of the students are satisfied. The schooling can only be made a dynamic or multi-dimensional affair, if suitable curricular and co-curricular activities organised in the school in which each pupil participate, contributes his maximum and prepare himself for becoming an efficient member of the society.

#### **Curricular Activities**

According to *Mathur and Khli* (1970) "The curricular activities have always been related with something involved in the teaching of curricular or course of studies prescribed for a particular age of students or for a particular class".

#### **Co-Curricular Activities**

Co curricular activities are now considered to be the intrinsic part of the educational endeavour in a school. Till lately these were called extra-curricular activities. But now these have been recognized a part of regular curriculum for the complete education of the child and hence these are now called co-curricular. Curricular and co-curricular activities

are now considered complementary to each other, both deserving equal weight and emphasis in co-curricular activities have been referred to such terms as extra-curricular, semi-curricular, social activities, non-class activities and community activities. These new terms suggest that these activities are more extra, but are an integral part of education.

According to the present concept of education co-curricular activities are now considered as media for the realisation of the modern aims of education i.e. the development of the total personality – physical, intellectual, emotional, social, aesthetic, moral and spiritual aspects of personality. They are also a source of enrichment and vitalization of the school curriculum. They provide outlets for the flow of the surplus energies of the pupils education will suffer from many gaps and handicaps.

*Muellar* (1961) defined co-curricular activities as including everything the student does outside the classroom, during all the hours of the day he does not spend at his desk or in library.

In any school programme there should be equally sets of activities, the first one to be organized units of subjects matter called curricular activities and the second around self directed student activities, "called co-curricular activities. Both curricular and co-curricular activities are linked with one another. Every curricular activity has its origin in co-curricular activity.

#### **Historical Development of Co-curricular Activities**

There is evidence of athletic games, social activities and student government organization in early Greek schools for boys. In medieval times the universities were often governed by student Nation. Students monitor system and school courts were developed in German by *Trotzendorff* and in England and in USA by *Lancaster, Bell and Hill*.

The English Public Schools of the seventeenth and eighteenth centuries had students publications, speech activities, a clubs and such sports as cricket, golf and rowing musical organizations and informal study groups were added during the nineteenth century.

In America, a self- government plan was in operation before 1800 in the William Pan charter School. Football was played as early as 1811 at Enter Academy in most of academicians early in the nineteenth century.

Since 1990, the activities movement has gone through the successive stage of growth. The first of these was characteristics by hostility and opposition on the part of the school authorities, which caused students to organize their activities secretly and entirely the school. The second stage may be described as one of passive acceptance by the faculty. In the third and current stage, teachers and administrators are welcoming and encouraging student activities as an integral part of school programme. During all these stages, student's activities grew enormously in both number and variety.

Historically speaking, co-curricular activities have deep roots in the ancient system of education in India. The ancient Indians hardly make any distinction between the learning activities which were to train intellect from those which were to build them physically, morally and emotionally.

In *Vedic* system to education ample opportunities were provided to the pupil for the development of his personality. Each disciple in the Shram or Gurkula had to fetch wood from the jungle, do social service, attend to kitchen, gardening and also perform physical exercises. Theoretical instructions in the classes, were supplemented by practical work manual work, purely literally activities, physical and artistic activities etc. were not ignored.

In the post *Vedic* system of education industrial and vocational training was essentially a practice and useful education. In the Brahminical system of education, close contact between pupils outside the class helped a lot in the development of character and individuality of human being.

In the seventh century according to the account given by 1-Testing there were such physical and arististic activities. Popular among the students of Nalanda University as wrestling, chariot-racing, mimicking and dancing.

In Islamic system of education the practical activities were emphasized. The Swordsmanship, riding, wrestling, etc. were the activities which were emphasised in the training of the princes and the sons of the nobles.

In the British system of education the co-curricular activities were not considered very essential in a school instructional programme. The school with enlightened headmasters were giving them more importance than the others.

In the nineteenth century and particularly the twentieth century education witnessed a great development of a curriculum of informal activities outside of and parallel to the curriculum of more formal studies. Thus while during school hours students were poring over their textbooks under the eye of generally an apathetic teacher, after school hours they found relief from their academic labours by voluntarily organising such recreational activities as debating, athletics, drama, school journalisms, photography and radio which came to be known as extra-curricular or co-curricular activities. There have been great advances during the twentieth century in the theory concerning the curriculum and most of the educational authorities are now agreed that extra-curriculum should be viewed not as the competitor of the regular curriculum but as its growing edge.

Various Education Commissions' recommendations on co-curricular activities.

"Co-Curricular Activities are as integral part of the activities of a school as its curricular work and their proper organisation needs just as much care and bore-thought. If they are properly conducted, they can help in the developing of very valuable attitudes and qualities."

The true aim of education cannot be realized until and unless a host of activities are introduced. So Secondary Education Commission (1952-53) has aptly remarked:

"We don't visualize the school as merely a place of formal learning, our main concern is not to communicate certain prescribed quantum of knowledge, but rather as a living and organized community which primarily is interested in training its pupil in what we called the 'gracious art of living ..... The art of living is much more comprehensive concept than the acquisition of knowledge, however, intelligently planned. It included training in the habit and grace of social life and capacity for cooperation in work group ..... These can only be cultivated in the context of the social life and the many co-curricular activities that must find a recognised place in the school".

The Education Commission (1964-66) stressed the importance of co-curricular activities as:

"We conceive of the school curriculum as the totality of learning experience that the school provides for the pupils through all the manifold activities, in the school or outside, that are carried on under its supervision. From this point of view, the distinction between curricular and extra-curricular work ceases to exist, and a school camp and games and sports are curricular

#### **Value inhibit in co-curricular activities**

Co-Curricular activities are of immense value in the present day school

curricular. There are various and numerous advantages of co-curricular activities. According to Sodhi and Sadhu (1978) the pioneer research in the field of co-curricular activities was carried out by the National Society for the study of Education in America under the guidance of *L.V. Koos* in 1925. The values concluded through that study were:

#### **1.Training in civic-social-moral relationship**

ii Fitting the school to the needs of the adolescents iii Training for leadership iv Improving discipline and social spirit v Training for experience in group life vi Training for citizenship and vii Training for ethical living. According to *Wallia (1988)* the values of co-curricular activities are as under:

**2. Physical value:** Curricular activities like games, A.C.C., etc. Improve the health of the students.

**3. Psychological value:** Co-curricular activities satisfy the psychological needs of the pupils. Some of the psychological values of co-curricular activities are given below:

**i.Sublimation on Instincts:** Co-curricular activities are the best means of channelizing the child's instincts into healthy and fruitful channels. Various instincts like instincts of curiosity, constructiveness, and gregariousness, self-assertion, self-basement and sex find healthy outlet for expression are sublimated through these activities.

**ii.Training of Emotion:** Co-curricular activities help in providing outlets to emotional energy. They provide opportunities for expression of emotions. The catharsis of pent-up emotion is performed by means of all types of activities and games.

#### **iii.Development of healthy Sentiments:**

Co-curricular activities help in the creation of many wholesome sentiments, such as the group sentiment, the sentiment of social service and loyalty. Tournaments and

activities like school functions foster these sentiments.

**iv. Satisfaction of interests and**

**Aptitudes:** Co-curricular activities are helpful in the satisfaction of interests and aptitudes and thus reduce the chances of dissatisfaction and frustration to a great extent.

**v. Development of capacities and**

**talents:** capacities and talents of the pupils are developed to the maximum by participation in diverse type of activities which suit their interest's aptitudes various capacities and facilities like intellectual, social, vocational and aesthetic can be developed through different co-curricular activities like writing, library reading, and dramatizing, playing and organising functions.

**vi. Development of character:** Every item of the school programme which the pupil participates intelligently helps in developing his character.

**vii. Development of Sound Mental**

**Health:** Co-curricular activities have proved to be potent means of sound mental health and development.

**viii. Moral and Spiritual Value:** Co-curricular activities encourage moral and spiritual development. Qualities like honesty, true, justice and purity and development through morning assemblies, prayers, self- government, celebration of birth days of greatness and social service activities.

**4. Civic Value:** Student's self-government, school assemblies, visits to civic institutions, celebration of social, religious and school festivals have significant effect on the development of citizenship among the students of the school.

**5. Social Values:** Pupils learn manners and become conscious of their role in the group, by participating in co-curricular activities. These activities give them the training to living in the

society. They develop the qualities like fellow feeling, sincerity, good temperament and discipline. According to Mohiyuddin (1963) these activities have a social appeal. "By reason of the social appeal of extra-curricular activities, their co-operative method, their spontaneity, and their intrinsic interest, they are a significant social medium for the civic training of young."

**6. Cultural value:** Co-curricular activities like folk songs, folk-dances, variety shows, drama, exhibitions, excursions, visits to museums, celebration of religious, social and national festivals portray our cultural heritage and traditions and provide opportunities for the better understanding of our culture.

**7. Aesthetic Value:** Co-curricular activities like music, dance, drawing, and painting, toy making, clay modeling preparation charts and models, fancy dress, floor show, variety show and exhibition have special significance for developing the aesthetic aspect of personality of the pupils.

**8. Disciplinary value:** Through participation in co-curricular activities the students learn the value of discipline. In games, debates, dramatics, exhibition, competitions, clubs and other activities, the students learn to frame rules for themselves and to obey these rules for smooth of these activities which will lead to self-discipline.

**9. Recreation Value:** Co-curricular activities like games, music, dance, art and painting, photograph provide enjoyment and healthy recreations as against wandering, reading obscene literature, indulging in gambling and gossiping.

**10. Leadership Value:** Games and sports, debates and declamations, self-government, societies and clubs bring out qualities and traits of leadership like self-confidence, enthusiasm,

patience, courage, planning and independent judgment in the students.

### **Conclusion**

Different co-curricular activities help the students to maintain good mental health and submission of instincts. Students have lot of energy that should not be wasted are that may prove harmful and destructive. Students become emotionally satisfied. When they are involved in the activities of their choice, their energy is properly utilized and they become free from mal adjustment. These activities have the ability to maintain good mental health of students. This is just like a therapy of abnormal. These activities are organized in groups the members of these groups are individuals belonging to any association who got the opportunity of being together. They learn etiquettes of society. Everyone develops

his behaviour as per the requirements of the social group, and learn how to be in a group. How to behave and how to seek mutual cooperation. It becomes a give and take policy, so it helps in social developments. Participation in different activities gives moral training to the learners. The learners acquire virtues like honesty and sympathy towards others. Activities like school Panchayat provides students to learn importance while occupying the chair of responsibility. They learn tolerance, defeat and get success. The students become self disciplined. They remain busy with the activities. There remain no time for mischief students themselves frame rules and regulations for the conduct of activities. So they maintain reputation and prestige of school. All this leads them to self discipline.

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## Metacognition and Spiritualism: Development of Reflective Mind and a way to live Peaceful Life

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**Key Words :** *Metacognition, Reflective Mind, Spiritualism*

### Abstract

*Metacognition and spiritualism, though having totally different concepts and meaning, have some characteristics in common. Both metacognition and spirituality focuses on consciousness, monitoring, evaluating and self-regulation. They help an individual to get aware of his or her thoughts and evaluate and regulate their thinking. Metacognition and spiritualism leads to reflective mind in terms of awareness, self-questioning, and creative minds. Reflective mind enables an individual to monitor and manage his/her emotions, to motivate oneself toward a goal, to have empathy for others, to handle conflict and relationships and to reflect upon learning and reappraise. In the present study, investigators made an attempt to: a) study the relationship between metacognition and spiritualism; b) role of metacognition and spirituality in shaping one's behaviour and personality; c) meditation as an important aspect of spiritualism and relation of meditation with metacognition; d) meditation and mindfulness; e) metacognition and meditation; and f) role of metacognition and spiritualism in leading peaceful life.*

### Introduction

The word “metacognition” refers to thinking about thinking or cognition about cognition. Metacognition is the understanding and awareness of one's own mental or cognitive process. Metacognition involves self-correction, self-assessments, and self-reflection. The word “spiritual” refers to a deeply personal concern about psychological and moral well-being regardless of the theological, dogmatic, ritualistic, magical, or mystical aspects often associated with religious life. The Sanskrit term *adhyatmic* conveys this sense of the spiritual, and is

essentially untranslatable into English. The idea of spirituality was born when the first Homo sapiens stumbled on the question, “*What will become of me after I am dead?*” For humanity, this question has driven the rise of religions, absorbed the intellectual energy of countless thinkers, and shaped the course of its development. It has become the perennial question: Like no other, it compels us to reflect on the time-limited nature of our existence. Spirituality, however, is concerned with much more than death and what happens after death. It informs humanity about the meaning



of life and ways of living one's life. Nourished in values in diverse cultures, spirituality represents a distillate of ecumenical wisdom.

Spirituality is not reducible to happiness equated with satisfaction with life or more generally with subjective well-being having materialistic gains. Rather, it is characterized by the capacity for depth of feelings, both positive and negative. A spiritual person is not necessarily happy all or most of the time, and may even experience anguish at times. Indeed, we may consider the inability to feel unhappiness or psychic pain (an instance of emotional numbing) as a symptom of spiritual emptiness. As a Chinese maxim states, "There is no greater grief than the death of one's heart." The attainment of spirituality is a dynamic process in which struggle, change, and transformation are central (Hill & Pargament 2003). The journey in quest for personal salvation, freedom from attachment, liberation from self-imprisonment, new directions to lead one's life, enlightenment, and the like is arduous; no end may be in sight; despair may be experienced. Along the way, however, hope invites those who take the journey to go on; tranquility, interspersed with intense feelings such as exhilaration and ecstasy may also be experienced. From this perspective, the preoccupation with subjective well-being appears to be a symptom of attempting to expunge unhappiness from humanity's collective consciousness. But true happiness includes the wisdom to embrace unhappiness as part of life. It comes naturally when one is no longer obsessed with pursuing it.

Adaryani et al. (2013) investigated the relation of metacognitive strategies with spiritual health and life satisfaction on 120 university students. The results showed a significant relationship between metacognition and spiritual health as

well as between metacognition and life satisfaction. The results of multiple regression analysis revealed that spiritual health could predict life satisfaction.

Zand et al. (2013) compared the spiritual intelligence, metacognitive beliefs, life expectancy and their interaction in people with multiple sclerosis and healthy people. The results showed that there is a significant difference between spiritual intelligence of people with M.S and healthy people. In both elements of negative metacognitive and cognition efficacy found significant differences between the groups. In the variable of hoping to life, no any significant difference found between the related groups. Also, the correlation results indicated that there was a significant relationship between spiritual intelligence and life expectancy increasingly; the results represent the fact that the spiritual intelligence predicts 36.6% of the variance in life expectancy.

Of metacognitive beliefs, there are relationships between positive metacognition beliefs in relation to concern, negative beliefs about the same concern, low cognition efficacy, and negative metacognition in relation to thoughts and life expectancy; in other words, with reduction of these beliefs, life expectancy increases; the results representing the fact that metacognitive beliefs predicts 26.1% of life expectancy variance totally.

#### **a.Relationship between Metacognition and Spiritualism:**

Metacognition and Spiritualism are related to each other in one way or other. Both of them are very much involved in making individuals aware of their thought processes and evaluation and regulation of their thinking processes. Spiritualism, on the one hand, focuses on the teachings of God or religious saints, which in turn stresses on the results of our good or bad actions. This makes

individuals to think and realise about what is good and what is bad in their actions and what changes they should need to improve their 'Karma' and find good results and make their lives worth living. Metacognition, on the other hand, make individuals to think how they think and how they should regulate their thinking in order to get success in whatever task they are doing. So, all in all, we can say that both of them stresses on thinking and regulating one's thinking for his or her betterment and both of them make individuals aware of themselves. Metacognition and spiritualism leads to self-monitoring. Their relationship is described in the following manner:

**i. Spiritualism includes three things:**

As mentioned in the study done by Ho & Ho (2007) spiritualism includes three important things which are described as follows:

- a) Spirituality addresses '*existential or transcendent questions*', such as those concerning the meaning and purpose of life. Conviction that life is meaningful and purposeful is essential to spirituality.
- b) Spirituality belongs to the domain of '*superordinate or cardinal values*' underlying all aspects of life.
- c) Spirituality is '*self-reflective, and hence metacognitive*', in nature.

**ii. Metacognition includes three things:**

As defined by Burnett (2012) in 'Master practitioner series: the reflective brain part one: reflection in action', metacognition includes the following three things:

- Developing a plan of action
- Maintaining/monitoring the plan
- Evaluating the plan

Metacognition is a sort of "*inner coach*", the inner awareness and knowledge of how one will control his or her thinking process. It is important that one should be aware of his/her own

learning process and that one should take steps to monitor his or her learning. There are three key components to metacognition:

**1. Metacognitive knowledge:** It is also called metacognitive awareness. It is what individuals know about themselves and others as cognitive processors.

**2. Metacognitive regulation:** It is the regulation of cognition and learning experiences through a set of activities that help people control their learning.

**3. Metacognitive experiences:** These are the experiences that have something to do with the current cognitive endeavours.

Metacognition is thus vital to the development of spirituality. It enables the self to be aware of its place in the world, and engage in internal dialogues about its relations with both itself and non-self. A self so empowered is what Ho, Chan, Peng, and Ng (2001) term dialogical self. In sum, it drives the spiritual self to be engaged in internal dialogues and thus to participate in its own re-creation.

**b. Role of Metacognition and Spiritualism in shaping the Behaviour and Personality:**

As we know that metacognition and spiritualism focuses on consciousness regarding one's own thought processes. It further helps in shaping the behaviour and personality of the individuals as they get to know about their thinking processes and get to know about the right and wrong things regarding it. It further leads to effective learning in individuals. Individuals get to evaluate and regulate their thinking and actions. It is very helpful in making them realise their limitations and strengths which leads to improvement in their behaviour and personality. Both of them are helpful and work as agents to have or maintain a check on their own thought processes and leads to reflective minds. It gives rise to:

- Reflection-on-action: What is one thing one could have done differently?
- Reflection-in-action: Using that idea, can one design a new strategy for application?

#### **i. Three Reflective Directions:**

As defined by *Burnett* (2012) in 'Master practitioner series: the reflective brain part one: reflection in action', there are three reflective directions:

1. Reflection-in-action - reflecting on one's actions during an event....how can one maintain momentum- one is hawk like; sharp eyed, making informed decisions based on intuitive split second reflections.
2. Reflection-on-action - retrospective reflection, one reflect on actions that have already occurred. What can I do next time to improve things or make use of what one has learned?
3. Recall incidents, ruminating in depth on how one can improve his or her practice; spontaneously while travelling or resting or one may put specific time aside and formally structure his or her reflections.

Both metacognition and spiritualism teach one to pay attention to and acknowledge both one's inner experience and the outer world, without necessarily reacting. The ability to simply observe and accurately sense thoughts, emotions, and physical sensations – without having to change them, or act on them – can be instrumental in breaking habitual behavior patterns that can harm one's health, such as smoking a cigarette when feeling stressed, eating comfort food when feeling sad or "empty", or turning to alcohol or other substances to "numb out" when feeling overwhelmed. Experts and researchers have always sought to understand cognitive processes and discover techniques to improve cognitive abilities. Metacognition refers to the individual's understanding of their own cognitive system. It is a multifaceted

concept that entails the knowledge, processes and strategies that evaluate cognition. Stronger metacognitive strategies help promote learning and pave the way to success. Thus, they provide the individual with a sense of happiness, hope and self-confidence, hence the improvement of well-being. Individuals' personality and behaviour get a boost from spiritualism and metacognition in the following manner:

- Strengthen awareness
- Discover Calmness
- Become alert to their consciousness
- Devote themselves to spiritual practice
- Develop spiritual intelligence and mastery
- Deepen their ability to reflect
- Helpful in dealing with stress, developing awareness, and the understanding of others.
- Improves concentration and creativity.

#### **c. Meditation as an important aspect of Spiritualism and its relation with Metacognition:**

Meditation is a very important part of spirituality. Meditation practice is often identified as a relaxation technique (*Benson & Proctor*, 1984). Although this is certainly a legitimate aspect of meditation, and one that has made these techniques more easily understood, our primary focus is on meditation as an approach to developing mindfulness, whether at a physical, psychological, or spiritual level.

In Indian context, it is believed that a simple chanting of 'OM' gives an individual intense peace and pleasure within one's own self and everything seems to him or her so blissful. During meditation, when we chant Om, we create within ourselves a vibration that attunes sympathy with the cosmic vibration and we start thinking universally. The momentary silence between each chant becomes palpable. Mind moves between the opposites of

sound and silence until, at last, it ceases the sound. In the silence, the single thought 'Om' is quenched; there is no thought. This is the state of trance, where the mind and the intellect are transcended as the individual self merges with the Infinite Self in the pious moment of realization. It is a moment when the petty worldly affairs are lost in the desire for the universal. Such is the immeasurable power of 'Om'.

Indian system is rich in its diversity and culture. There are so many religions in India and it has a huge religious difference at every another kilometer. There are people from different communities like Hinduism, Islam, Sikhism and Christianity, all have different practices and faiths, but have the same philosophy that God is one and can be attained through meditation.

Every religion has its own way of meditation, like Hindus follow the teachings given in the 'Holy *Bhagvad Gita*' and perform meditation with the help of 'Yoga' and 'Dhyana', Muslims believe that reciting the teachings given in the 'Holy Quran' is the true form of meditation, in Sikh religion it is believed that obeying the teachings of *Guru Nanak Dev ji* given in 'Guru *Granth Saheb*' and 'Gurbani' or 'Naam *Simran*' is the true form of meditation and in Christianity, following the teachings of Jesus Christ and reading 'Holy Bible' is the true form of meditation.

In Christianity, it is believed that confessing or confession of one's doings in front of God or any priest gives an individual peace within one's own self. All in all, all religions in India emphasised on total surrender to God which is followed by meditation. It leads to a peaceful and blissful life. There are misconceptions regarding word 'Om'. People belonging to different religions think that it is associated with Hinduism only. There is nothing like that. Om, in its variants, forms part of all major cultures. It

symbolizes goodness or power or meditation or respect. Hindus use it as a chant for all mantras and *bhajans* and are more popularly associated with *Om*.

Christians and Jews use it as 'Amen' to denote strong affirmation. Our Muslim brothers and sisters use it as 'Aamin'. Buddhists use it as 'Om Mani Padme Hum'. Sikhism is based on fundamental tenet of '*Ik Omkar*' or One *Om*. *Omni* which forms root of so many words implies infinity or ubiquity or tremendous presence. For example, omnipresent, omnipotent, omniscient etc.

Thus, Om, like its source Vedas, is beyond all later day religious or cultural divisions and is for entire humanity just as air, water, sunlight, blessings of *Ishwar*, love of mother, compassion for fellow beings.

The motive of metacognition and spiritualism is to make an individual aware and mindful. To be fully mindful in the present moment is to be aware of the full range of experiences that exist in the here and now.

It is bringing one's complete attention to the present experience on a moment to moment basis. As defined by two leading meditation teachers, "mindfulness means seeing how things are, directly and immediately seeing for oneself that which is present and true. It has a quality of fullness and impeccability to it, a bringing of our whole heart and mind, our full attention, to each moment (Goldstein & Komfield, 1987).

Mindful awareness is based on an attitude of acceptance. Rather than judging one's experiences as good or bad, healthy or sick, worthy or unworthy, mindfulness accepts all personal experiences (e.g., thoughts, emotions, events) as just "what is" in the present moment.

"Meditation is the dissolution of thoughts in Eternal awareness, in Pure Consciousness without objectification,

knowing without thinking, merging  
the finite into infinity”

~Swami Sivanand

#### **d. Meditation and Mindfulness:**

The meditation literature describes many different meditative practices (Goleman, 1977; Shapiro & Walsh, 1984). Most reviewers of this literature have referred to two basic types of meditation practice: concentrative meditation and mindfulness meditation (Smith, 1975). Mindfulness meditation is also referred to as “opening up,” insight, or *Vipassana* meditation. Concentrative practices focus on a specific object of attention, such as awareness of the breath (paying close attention to the physical sensations of breathing in and out).

Other objects of concentration may include a visual target such as a candle flame or mandala, or the sound of a repeated word or mantra. In transcendental meditation (TM), practitioners repeat a Sanskrit term as the focus of their meditation (O’Connell & Alexander, 1994); secularized versions of this method have substituted the word “one” (Benson & Proctor, 1984), or encourage the practitioner to select a word or sound of their choice (Carrington, 1998). An example of a concentrative meditation practice is given below in the section on clinical applications.

In insight or mindfulness practices, the meditator is instructed to develop an awareness of any mental content, including thoughts, imagery, physical sensations, or feelings, as they consciously occur on a moment-to-moment basis. As with concentrative meditation, the overall focus is on paying close attention to one’s immediate experience in an attitude of acceptance and “loving kindness.” The two types of practice are often combined, as in the teaching of insight or *Vipassana* meditation (Goldstein & Komfield, 1987; Kabat-Zinn, 1990). In 10-day *Vipassana*

meditation retreats, the first 3 days are devoted to practicing concentrative meditation (a focus on the breath) before beginning a week of insight meditation (a focus on physical sensations and thoughts as they occur in the moment). *Vipassana* is the Buddhist tradition from which most mindfulness techniques derive. Both concentrative and insight meditation techniques are associated with two main processes: (a) the direct experience of “impermanence” or the constantly changing nature of perceived reality, and (b) the ability to self-monitor subjective events from the perspective of an objective or detached observer. Both have important clinical implications.

“When meditation is mastered,  
the mind is unwavering,  
like the flame of a lamp in a  
windless place.” ~ Lord Krishna

(Source: The Bhagavad Gita 6: 19-20)

#### **e. Metacognition and Meditation:**

“Sometimes, simply by sitting, the soul  
collects wisdom.” ~Zen proverb

Metacognition is reflecting on the learning and is very helpful for the young students as well as for the elderly persons. For students it improves the memory power and the learning ability. For the senior persons metacognition meditation improves brain plasticity. It cleanses the neural pathways.

It also reorganizes the pathways. The process of metacognition meditation involves awareness, self-regulation, and refocusing. It includes integrating previous knowledge with new information. Neuroscientists have discovered that when you ask the brain to meditate, it gets better not just at meditating, but at a wide range of self-control skills, including attention, focus, stress management, impulse control, and self-awareness.

#### **f. Metacognition and Spiritualism leading to Peaceful Life:**

Religion is generally taken to include a set of “beliefs, practices and rituals

related to the sacred.” (Koenig, 2009). Unfortunately, spirituality is more elusive to define, but refers to a subjective sense of being part of a greater whole that stretches beyond what can be directly perceived by our senses; it is independent of the precepts of a particular religion (although could be provided by a religious faith) and gives the person a sense of meaning and purpose in life, perhaps leading to peacefulness and serenity.

Spirituality is “that most human of experiences that seeks to transcend self and find meaning and purpose through connection with others, nature, and/or a Supreme Being, which may or may not involve religious structures or traditions.” (Buck, 2006; Delgado, 2005).

Nonetheless, in our increasingly secular era it may be worth trying to draw a distinction between the two, on the general assumptions that (1) many people who subscribe to no religion are nonetheless deeply spiritual, and (2) that spirituality is likely one of several conceptually distinguishable mediating paths through which religious affiliation may be relevant for health. Virtually every society has recorded other-worldly experiences, from seeing a bright light and experiencing the joy and peace of near-death experiences, to the sense of closeness to all living things brought about by meditation. The mind has a way of interfering with personal happiness, often causing stress and doubt. Getting in touch with one's inner source of peace and following its guidance over the mind's often-unfounded concerns requires training and discipline. We are what we think. We are what we read. We are what we do most often in the present moment. What we are now is the result of all we have thought, read, done; the choices we have made, or the choices we failed to make whenever we acted out on the default of our feelings which is to say our

conditioning/karma. What we are now is also a result of how present we have been to the present moments in our past how mindful, aware, open, discerning, insightful, observant, focused, or how vacant, scattered, diffused, discursive, avoidant. If we do nothing differently now and we just exist, and just “be” then whatever has been uncritically written in us by life, by others, in the past, will be our present, and will become our future, because who we are our level of personal development or lack thereof, how many self-capacities we have developed or failed to develop will be the most important determinant of the quality of our lives and our level of inner peace, composure, and happiness. Who we are, the level of self-development and personhood that we each carry around with us wherever we go and that we can't escape or outrun is more important, more essential and more powerful, than what's around us. Research on mindfulness supports the idea that cultivating greater attention, awareness and acceptance through meditation practice is associated with lower levels of psychological distress, including less anxiety, depression, anger, and worry. In addition to the mental health benefits of meditation practice and cultivating mindful awareness in daily life, simply being in a mindful state momentarily is associated with a greater sense of well-being.

“There is no coming to consciousness without pain, people do anything, no matter how absurd, in order to avoid facing their own soul. One does not become enlightened by imagining figures of light but by making the darkness conscious.” *Carl Jung*

#### **Conclusion:**

Metacognition refers to the knowledge of cognitive processes. In other words, metacognition involves strategies and processes that evaluate, monitor and control the cognition. Utilization of

metacognitive strategies improves the performance control. Same is the role of spiritualism which refers to an activity of developing or deepening one's relationship with something deeper and more inclusive. Meditation is an important aspect of spiritualism. Although this is certainly a legitimate aspect of meditation, and one that has made these techniques more easily understood, our primary focus is on meditation as an approach to developing mindfulness, whether at a physical, psychological, or spiritual level. Metacognition and spiritualism leads to reflective minds with the help of meditation and conscious endeavour of making a check on their own thought processes and regulate their thinking process which in turn give rise to mindfulness and their better adjustment with in oneself. Metacognition and spiritualism both gives an individual a clear concept of his or her mental processes and they come to know their real identity which is the utmost requirement of a reflective mind. When a person acts in accordance with his true spiritual nature and realizes his full potential, the natural flow and impetus will be the individual state of goodness, humanitarianism and the capacity to experience actualization and fulfillment.

To actualize our potential as divine human beings, we must expand our consciousness and choose to learn from our life experiences. Unhappiness and frustration are caused by the unrealized spiritual potential of a person, leading to failed goals, misdirected energies, disconnection and a discontented life. Therefore, it is imperative for people to act in accordance with their true spiritual nature and develop their self-awareness along with their latent inner talents in order to experience a state of contentment, peace, happiness and

completion. Self-realization, the awareness of one's spiritual nature and the true development of one's inner talents, is one stage of experiencing the art of fulfillment and peace in our daily life. In the end, investigators conclude that today's world is getting tough day by day. One should know how to maintain a balance between his or her materialistic and spiritualistic life. One should devote equal time to both material world and spirituality and give more importance to spiritualism as it gives immense pleasure and happiness to an individual. It is only through spiritualism that an individual get to know how to become tolerant, patient, learn how to live in humility and maintain one's calm in difficult times. One's action and reaction can be improved with the help of spiritualism and metacognition. It has been found while going through various studies that spiritualism is the only way or method of getting peace within one self and various metacognition studies revealed that getting aware with one's own thinking process can help an individual understand him/herself and thereby improving one's self-awareness, self-monitoring and self-regulation. It has been concluded that various NGO's and organizations like Art of Living and *Brahamakumaris* etc. should organize seminars and workshops so that an individual can attend and get the true pleasure of life, i.e., peace and happiness, which is very difficult to attain in today's fast and tough life. Moreover school curriculum especially at secondary stage should be revamped and some aspects of metacognition and spiritualism should be integral part of it. During adolescent period students confront with lot of stress and strain and the curriculum of type can go a long way to make the present society happier and peaceful.

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## An Empirical Investigation of Performance of Tribal (Ashram) Schools in ITDP Districts of South Karnataka

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**Key Words :** Tribes, Ashram Schools

### **Abstract**

*Tribal education in India has reached a threshold point. The spread of education in a vast tribal belt of the country is still a challenging one. While dealing with the poor educational attainment of tribal children to formal schooling, researchers have found emphasis few issues like economic marginalization of these communities, their illiterate parents, conducive home environments, and inadequate facilities for education, social and culturally alien nature of the school system etc. Governments have in the recent past followed the path of the trial and error method and have been able to identify special needs of the tribal children in the field of education. But the result is no encouraging one. This paper has examined three aspects 1. present educational status of STs in Karnataka and 2. working pattern Ashram Schools and 3. Policy Implications. The finding of this paper is based on the preliminary study done on selected Ashram Schools in ITDP district of Karnataka and it concludes that since education for tribal children is quite different from other cultural groups of the country culturally sensitive, ecologically valid and economically viable programmes of education should be implemented as soon as possible for the tribal children and Ashram schools must be upgraded.*

### **Background**

Scheduled Tribe in India is more like the “indigenous” or “native people” in other parts of the world. The population of Scheduled Tribes in India according to 2001 census is 8.43 crores. Education of Scheduled Tribe (ST) children is considered important, not only because of the constitutional obligation, but also a crucial input for total development of tribal communities. The literacy levels of the Scheduled Tribes according to the 2001 census is 48.10% as compared to

overall literacy rate of the total population i.e., 75.38%, which shows a dismal picture of Scheduled Tribes education. So long as there is a gap between the literacy levels, the position of Scheduled Tribes will remain backward. Lack of education may lead to child exploitation, child labor, population explosion, etc., so the need of the hour is to bring quality education through 100% school enrolment and retention with more emphasis on the girl child education. I have given some suggestions for imparted inequality

education among the Scheduled Tribes in order to uplift themselves and to overcome the socio-economic problems.

Recent study has shown that an alarmingly large number of tribal children do not become real literate even after four years of primary education (*Sharma, 2002*). Hence, total school effectiveness and actual learning have to be the central theme rather than secondary concern for universal education. Further, more important is that how effective tribal schools are and successive learning basically depend not only on school level inputs but also on many vital factors outside the school. Basic infrastructures of Ashram Schools in tribal areas are worse than anything in many southern districts of Karnataka state.

#### **Tribal education in Karnataka :**

The total population of Karnataka, as per 2001 Census is 52,850,562. Of this, 3,463,986 are Scheduled Tribes (STs). The ST population constitutes 6.6 percent of the state population and 4.1 percent of the country's ST population. Forty-nine STs have been notified in Karnataka by the Scheduled Castes and Scheduled Tribes Order (Amendment) Act, 1976 and by the Act 39 of 1991. This is the second highest number, next to Orissa (64) if compared with the number of STs notified in any other states/UTs of the Country. Literate rate of Karnataka tribes is 48% only. Census (2011) reports Out of total literates, 39.2 percent are literates without any educational level or have attained below Primary level. The literates, who have attained education up to Primary level and Middle level, constitute 29.3 percent and 11.8 percent respectively. Next, 15.8 percent of the literates are having educational level up to Matric/Higher Secondary etc. implying that every 6<sup>th</sup> ST literate is a Matriculate. Literates with educational level of Graduation and above are only 3.1 percent. Individually, *Gond* tribe (3.6

percent) has the highest percentage of Graduation and above educational level Population in the age group 5-14 years are the potential students. Only 59.3 per cent of the ST population in this age group is attending various educational institutions. In this regard, *Marati*, the fourth largest ST, have the highest 83.6 per cent school going children" (Census, 2011).

#### **Tribal (Ashram) Schools in Karnataka**

Ashram schools are residential schools for tribal children from a cluster of habitations. Based on the Gandhian philosophy of self-reliance, it was experimented by *Thakkar Bapa*, a Gandhian in Panchmahal district of Gujarat in the pre-independence days (*Ananda, 1994*).

Ashram schools were found effective as (i) it was not feasible to open full-fledged schools in very small and scattered habitations (ii) it created congenial atmosphere for teaching learning as it is assumed that the tribal households do not have such an environment and (iii) it helped to develop the total personality of the child and impart vocational skills to improve employment opportunities. Ashram schools generally provide admission to children from habitations at least 2-4 kms. away from the school. If children from nearby villages are admitted, they are not provided with boarding.

The curriculum of Ashram schools includes agriculture and other life skills in addition to general subjects. In case of Karnataka there are 127 Ashram schools are keep running. Out of 127, only five schools are exclusively high schools. Majority of the schools is primary schools only. However, recently Govt. has passed an order to open higher primary schools with the existing facilities recently. Govt. is not showing any interest in opening high schools in large scale in tribal areas. An attempt has been made in this

present research study to analyze the working pattern of Ashram schools of the tribal children in Karnataka. Data have been collected based on both content analysis and fieldwork method.

### Objective

The objective of the study was;

- a. To study the functioning of selected Ashram schools in ITDP districts of Karnataka

### Districts Selected

All Six ITDP Districts were selected for the study

1.Mysore, 2.Kodagu, 3. Chickmangaore, 4.Dakshin Kannada , 5.Udupi, 6.Chamaraj Nager, and number of schools visited is 66

### Data Resources:

Primary Data has been collected from the school authority students and teachers. Secondary data collected from literatures

### Tools for data collection

**(a) Survey:** Primary Data has been collected through a questionnaire.

**(b) Interview:** Carefully designed structured interview has been conducted to collect data from the stakeholders.

**(c) Focus group study:** Data has also been collected through focus group study with teachers.

**Table- 2**  
**Enrollment in Ashram Schools in the Studied Schools (2010-2013)**

Schools	No.	Students Enrolled
1 Primary Schools	30	1006
2 Middle Schools	27	1146
3 High Schools	05	874
4 Hr. Sec. Schools	04	384
<b>Total</b>	<b>66</b>	<b>3408</b>

(Source: SC/ST Development Corporation, Karnataka)

### Analysis of Data

The qualitative data has been analyzed using NUD\*IST statistical software's and the quantitative data has been analyzed using SPSS software.

### Discussion

In this crucial moment education plays a vital role. Education is a backbone of every society. It is a tool for social change. Opening of tribal schools the tribal areas in the wake of modern developmental process have brought in juxtaposition two distinct value systems – one based on inherent tradition and ignores and the other on technology and innovations. Harmonious synchronization

**Table-1**  
**General Enrolment of ST Students during 2012-2013**

Sr.	Level	Scheduled Tribes (Numbers in lakh)			Enrolment rate of ST students		
		Boys	Girls	Total	Boys	Girls	Total
1	Primary Schools	0.47	0.41	0.88	2.68	1.56	4.24
2	Middle Schools	0.21	0.11	0.29	2.01	1.26	3.27
3	High Schools	0.11	0.06	0.17	1.45	0.44	1,89
4	Higher secondary	0.08	0.02	0.10	0.89	0.18	1.07
	Total	0.74	0.50	1.24	7.03	3,44	10.47

Source: Department of Education, Bangalore

**Table-3****Achievement Levels (Class-I-V) of Scheduled Tribe Students in Ashram schools**

Sr.	Districts	Maths	Language	Envir. Sci.	Gen. Sci.
1	Mysore	4.55	6.18	4.12	2.45
2	Kodagu	4.08	5.58	8.51	1.41
3	C H Nager	4.44	5.35	5.04	3.78
4	Udupi	3.23	7.70	7.12	2.51
5	Dakshin Kannda	3.19	6.15	4.29	3.21
6	Chikka mangalore	2.87	4.60	4.84	2.67

**Table-4****Successful Outcomes of Ex Students of Ashram Schools (2008-2013)**

Sr.	Distt.	Gradu.	P G.	Ph.D.	IAS/	Class I	Gov. Job	Priv.Job	Own Busi.
1	Mysore	118	33	9	1	14	19	14	9
2	Kodagu	56	9	-	-	7	11	7	4
3	CH Nager	102	17	7	1	4	21	14	11
4	Udupi	63	21	3	-	8	17	4	3
5	Chikka mangalore	11	6	-	-	3	2	11	3
6	Dakshin Kannada	18	9	3	-	-	1	8	-

Primary data

**Table-5****Co-curricular Activities in Studied schools**

Sr	Districts	Mock Parlia ment	Deba te	Drama	Essay	Cult. Progr.	School Day	Nation Festi.	Social Servi.
1	Mysore	7%	—	13%	11%	8%	65%	78%	23%
2	Kodagu	2%	23%	—	10%	—	56%	67%	2%
3	C H Nager	4%	18%	44%	—	27%	77%	89%	—
4	Udupi	—	—	65%	2%	—	44%	89%	—
5	Dakshin Kannada	—	11%	31%	—	11%	—	56%	—
6	Chikka mangalore	2%	11%	—	—	32%	—	22%	2%

Primary data

of the two systems is highly essential for the rapid educational development of tribal's (Jha, 1995). In the past education was one of the main considerations for hierarchical classification in the Hindu society. Rapid population growth impedes educational development in several ways. Most obviously it produces a rapid increase in the school age population. To spread the education among marginalized sections of society has become a formidable task in India. However, with the advent of modernization, the education of tribal's has undergone a different phase. Under the influence of globalization, the tribal education and culture has been tremendously influenced.

The uniqueness, of the tribal culture which enriches the country's culture mosaic, is fast disappearing and even getting distorted under powerful influences of the dominant urban culture. In this study we found these issues also;

#### **a. Shortage of schools**

As we seen in much tribal area shortage of schools has become a major issue. As for as non-existing facility within a habitation is a policy concerned. Looking at the disparity condition in terms of deprivation, more children of tribal group school age children are deprived of primary schools within their habitations. Parents don't like to their child to for way schools. Majority schools are facing fundamental facility problems.

#### **b Language issues**

The tribal situation in India presents a varied and complex picture and poses peculiar problems of social and economic development. Demographically speaking, there are more than 244 scheduled tribes with many sub-groups speaking some 100 languages /dialects. Most unfortunate thing is that major portion of government's resources is diverted to concessional provisions and little is left

for the development of tribal education, language and culture. we found that in the tribal schools teachers are not teaching through tribal Language. Children can't understand English and pure Kannada.

#### **c) Urban Prejudiced**

The success of one's education largely depends on the motivation. Basically tribes are living with low socio -economic status. Obviously the level of motivation and self-esteem will be comparatively low among tribal children. The main reason for this problem is current education system is more or less urban based non-tribal and absence of culture specific. All syllabus are urban orientated. Teacher from urban areas are not aware tribal culture at all.

#### **d) Drops out issue**

The problem of dropout persists among all categories of **tribal** children in ashram schools. However in the context of children studying in Classes 1-10 the gap between the ST and total population of dropouts has widened from 1990-91 to 1998-99. The reduction in the dropout rates could be because of late or absence of various incentive schemes run by the State Govt. ST children not getting free textbooks, uniforms and scholarships in on time here. Hence we can experience heavy drops out rate in ashram schools.

#### **e) Shortage of Teachers**

Teachers are the real directors of every tribal school. The major problem is that Govt. is recruiting teachers from the urban area to teach tribal children. Reports say that only 0.56% of teachers are basically from either Anthropology or Sociology discipline. Majority of the teacher are from non-tribal community. Also many ashram schools are running from shortage of teachers. We found that that teacher' visit one or two times in a weak to school only!. This is also due to low level of motivation, inspiration and commitment among the inspecting

teachers. This is the high time that Govt. should think to, monitoring this school effectively.

#### **f) Parents' Indifference**

In tribal society children from the early age will be engaged in cooking food, fetching water, siblings care, support in the field, collection minor forest food, grazing etc. Parents are not showing much interest to send their children to school. Parent's feels children always should be in front of them only. There are not aware of the value of school education it seems.

Moreover it is found that absence of effective monitoring unit on the tribal schools is one of the major drawbacks in case of development of tribal education. Concerned inspecting staffs hardly visits to the tribal schools, sometimes only once in a year. This makes teacher to lack commitment in their profession.

#### **Conclusion**

While dealing with the poor educational attainment of tribal children to formal schooling, researchers tend to emphasis the economic marginalization of these communities, their illiterate home environments, and inadequate facilities for education and culturally the alien nature of the school system. Lack of education is largely responsible for the exploitation and pitiable plight of the tribes. The educational problems of the tribal children can unfortunately not be solved just by raising the quality of the offered education. Most teachers and community leaders ascribe poor attendance of tribal children in school to economic reasons, including household duties and working on the farm; low parent motivation is also listed as a significant reason for children not attending school.

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## A Study of Achievement Motivation and Emotional Intelligence among Students at Secondary level of R.S. Pura Tehsil, Jammu

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**Key Words : Achievement Motivation, Emotional Intelligence**

### **Abstract**

The force which stimulates an individual's actions and decides its direction is known as motivation. It is a process which sustains will to work. Motivation is the will to achieve or the will to perform. Achievement means all those behavioural changes which take place in the individual as a result of learning experience of various kinds. Emotion is intent and sometimes violent feeling. It stirs up the whole organism mentally as well as physically. Intelligence means to apply one's knowledge to noble situations or adjustment to noble situations. It is the flexibility of mind to meet the new situations. In the present study, an attempt has been made to study the achievement motivation and emotional intelligence among secondary school students of R.S. Pura tehsil, Jammu. The findings of the study revealed that a) there is no significant difference in achievement motivation among secondary school students belonging to high and low levels emotional intelligence; there is no significant sex difference in achievement motivation among secondary school students; and the variables of emotional intelligence and sex are independent of each other with achievement motivation as dependent variable among secondary school students.

### **Introduction**

Achievement Motivation is simply a level of aspiration that an individual can achieve, if we observe a child who is motivated to reach his goal, we find him full of life and strength. Motivation for success or achievement of individuals lead them to set level of aspiration that do not guarantee easy success.

Achievement Motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we call it as "pursuit of excellence."

According to *Atkinson* (1927) "Achievement motivation is an important determinant of aspiration, effort and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence, such behaviour is called "Achievement oriented".

According to *McClelland* (1953) Achievement Motivation may be associated with variety of goals, but in general the behavior adopted will involve activity which is directed towards the attainment of some standard of excellence.



*Murray* (1938) defines Achievement Motivation as 'to accomplish something difficult to master, manipulate or organize physical objects, human beings or ideas to do this as rapidly and as independently as possible. To overcome obstacle and attain high standard to excel oneself to rival and surpass others, to increase self regard by the successful exercise of the talent'.

*Heckarsen*(1967)defined Achievement Motivation as, 'the striving to increase or keep as high as possible one's own capabilities in all activities in which a standard of excellence is thought to apply and where execution of such activities, can therefore, either succeed or fail'.

The person who tries to attain a high degree of perfection as a result of his performance when it is self-rated, the person compares his achievement with that of others. He further states whether the standard of excellence is task-related, self-related or other-related. It consists of two parts fear or failure and hope of success.

Achievement Motivation is described as a disposition to strive for satisfaction derived from success in completion with some standard of excellence. "All of us wish to achieve something, our ultimate goal may be economic security, wealth, health, fame, recognition, happiness, peace of mind or something else. Whatever the goal may be, achievement related to that end i.e. the need to achieve. Something is related to the need for superiority." (*Jung*, 1920)

Thus, achievement motivation is directed towards certain end results that are produced by one's own ability, namely to achieve success and to avoid failure.

#### **Concept of Emotional Intelligence**

Emotional intelligence like general intelligence is the product of ones heredity and its interaction with his environmental forces. Until recently we were believing that a person's general

intelligence measured as I.Q. or Intelligent Quotient is the greatest predictor of success in any walk of life-academic, social, vocational or professional. Consequently the I.Q. scores are often used for selection, classification and promotion of individuals in various programmes, course and job placements etc.

However, researches and experiments conducted in the 90's onwards have tried to challenge such over dominance of the intelligence and its measure intelligence quotient (I.Q.) by replacing it with the concept of emotional intelligence and its measure emotional quotient has revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictor of success than his I.Q.

The term emotional intelligence was introduced in 1990's by two American University Professors, Dr. *John Mayer* and Dr. *Peter Salovey* in their attempt to develop a scientific measure for knowing the difference in people's ability in the area of emotions.

Emotional intelligence is that which gives a person the competitive edge to excel in his life. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from intelligence, but complementary to academic intelligence, the purely cognitive capacities measured by I.Q. Many people who look smart but lack emotional intelligence end up working for people who have lower I.Q's than who excel in emotional intelligence.

Pioneering model of emotional intelligence was proposed in the 1980's by Reuven Bar-On, an Israeli psychologist. His model describes emotional intelligence as "an array of personal, emotional and social abilities that influence one's ability to succeed in

coping with environmental demands and pressures.”

In a national level interactive workshop organized by Chamber of Commerce and Industry held in New Delhi, on 16<sup>th</sup> August, 2002 to discuss the theme, “Emotional Intelligence at work”. It was felt that the emotional characteristics as defined by psychologists worldwide do not cover whole range of human behaviour and its reactions to divergent stimuli in day to day life.

In general, we define emotional intelligence as accumulation of all cognitive, non-cognitive and non-physical capabilities, competencies and skills a person has that help him to deal with the demands and pressures in daily life.

In simple terms, we can say that “Emotional intelligence can be defined as, knowing what feels good, what feels bad and how to get from good and bad.

#### **Dimensions of Emotional Intelligence**

In the Indian context, the concept of emotional intelligence includes three dimensions as under:

1. Emotional competency
2. Emotional maturity
3. Emotional sensitivity.

*Salovey and Mayor* (1990) described emotional intelligence as “a form of social Intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action.”

According to *Goleman* (1998), “Emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships.”

*Mayor and Cobb* (2000) “Emotional intelligence is the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotions.

#### **Related Literature**

*McClelland* et al. (1953) believed that our fantasies often reveal motivational basis of our actions. He attempted to make use of fantasies to explore and measure achievement motivation. He tried to collect information from his subjects by means of projective techniques.

*Dutt and Sabharwal* (1981) studied achievement motivation in relation to some selected variables, one of these variables was sex. It was found that male subjects do not significantly differ from female students in terms of mean achievement motivation scores.

*Richardson and Evans* (1997) expressed some method for teaching social and emotional competence with culturally diverse society. Their purpose was to help the students connect with each other in order to assist them in developing inter-personal, intra-personal, and emotional intelligence arguing that these types of intelligence are essential for personal accomplishment.

*Finegan* (1998) argued that school should help students to learn the abilities underlying, emotional intelligence. Possessing these abilities or even some of them can lead to achievement from the formal education.

*Tapia and Stock* (1998) explored the relationship of emotional intelligence and academic achievement and found that there existed a low relationship between emotional intelligence and academic achievement.

*Dewan* (2003) in her study on a sample of 769 students found that students with average academic stress were more emotionally stable as compared to the students having high academic stress. She further found that family stress of students belonging to both urban and rural affect their academic achievement.

*Manhas* (2004) in her study on a sample of 400 students of 11<sup>th</sup> class (both boy and

girls) found a high positive correlation between intelligence, creativity, academic achievement, mental health, self concept and stress with emotional intelligence. She further reported that girls level of emotional intelligence is slightly more than that of boys. She also found a significant difference in the emotional intelligence of adolescent of Government schools and private schools as well as urban and rural areas.

### **Objectives of the Study**

The following are the objectives of the study:

1. To study the achievement motivation among secondary school students belonging to high and low levels of emotional intelligence.
2. To study the achievement motivation among secondary school students.
3. To study the interaction between emotional intelligence and sex with achievement motivation as the dependent variable among secondary school students.

### **Hypotheses Of The Study**

The following hypotheses have been formulated in the present investigation:

1. There will be no significant difference in achievement motivation among secondary school students belonging to high and low levels of emotional intelligence.
2. There will no significant sex difference in achievement motivation among secondary schools students.
3. There will be no significant interaction between emotional intelligence and sex with achievement motivation as the dependent variable among secondary school students.

### **Tools Used**

In the present study the following standardized tests were used:

#### **a. Mukherjee's Achievement Test**

This test has been developed by Mukherjee. There are fifty items in the test with statements (a), (b) and (c) for

each item. The respondent is to put a tick (?) mark on either of the three statements for each statement which is closest to him/her on the answer - sheet provided to the respondent. There is no time limit for the test but on an average a respondent takes 15-20 minutes to respond to all the items of the test. The test can be administered individually as well as in a group.

#### **b. Emotional Intelligence Scale**

In the present investigation in order to measure emotional intelligence the investigator used emotional intelligence scale prepared by Anukool Hyde, Sanjyot Pethe and Upinder Dhar which consists of 34 items of strongly agree, agree, indifferent, disagree and strongly disagree in the scale. No time limit should be given for completing the scale. However, most respondents should complete it in above 10 minutes. The indicis of reliability and validity as reported by the authors are 0.88 and 0.93 respectively.

In the present study, the investigators have selected a sample of 250 students employing stratified random sampling, technique. The sample consists of 154 boys and 96 girls drawn randomly from 5 schools of tehsil R.S. Pura of Jammu.

### **Data Analysis**

The responses given by students on questionnaires were scored with the help of prescribed scoring key and manual of the test.

Perusal of Table 1 shows that the value of the F for the main effect of Emotional Intelligence with Achievement Motivation as the dependent variable is 0.11, which is insignificant.

Review of Table also shows that the value of F for achievement motivation in case of the independent variables of sex is also insignificant ( $F=0.25$ ) for df 1 and 56.

Table further shows that the value of F for interaction between emotional

**Table No. 1**  
**Summary of Two-way ANOVA (2x2 Factorial and Experiment) for Achievement**  
**Motivation Scores**

Sources of Variance	SS	Df	MS	F-ratio
Emotional Intelligence	1.07	1	1.07	0.11 (NS)
Sex(B)	2.4	1	2.4	0.25 (NS)
Emotional Intelligence x Sex	0.05	1	0.05	0.005 (NS)
Within	526.82	56	9.41	
<b>Total</b>	<b>530.34</b>	<b>59</b>		

intelligence and sex with achievement motivation as the dependent variable is 0.005 which is also insignificant for df 1 and 56.

#### Major Findings

On the bases of results, the investigator arrived at the following conclusions:

1. There is no significant difference in achievement motivation among secondary school students belonging to

high and low levels emotional intelligence.

2. There is no significant sex difference in achievement motivation among secondary school students.
3. The variables of emotional intelligence and sex are independent of each other with achievement motivation as dependent variable among secondary school students.

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## शिक्षक प्रशिक्षण : एक अनुशीलन

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**Key Words :** राष्ट्रीय पाठ्यचर्या 2005, शिक्षक प्रशिक्षण

### सारांश

स्वतन्त्रता के पश्चात् हमने शिक्षा के क्षेत्र में उल्लेखनीय प्रगति की है। वर्तमान परिप्रेक्ष्य राष्ट्रीय पाठ्यचर्या 2005 में हमें विद्यार्थी विकास में जो चाहिए उस से पूर्व हमें शिक्षकों की कमियों/ कठिनाइयों को जानना होगा, तभी हम अपेक्षित सुधार कर सकेंगे। वर्तमान में कार्यरत शिक्षकों में से भी एक बड़ी संख्या प्रारम्भिक स्तर पर एवं इसका लगभग एक तिहाई माध्यमिक स्तर पर अप्रशिक्षित हैं। प्रशिक्षित शिक्षकों की कमी हमारे प्रयासों को नकारात्मक रूप से प्रभावित करती है। यह इसलिए भी आवश्यक है, क्योंकि शिक्षा प्राप्ति का मार्ग शिक्षक से हो कर गुजरता है। हमें विद्यार्थी में सुधार लाने के पूर्व शिक्षक में सुधार लाना होगा और यह कार्य शिक्षक-प्रशिक्षण के द्वारा ही सम्भव हो सकता है। अधिकांश अशासकीय शिक्षा महाविद्यालयों में अपेक्षित योग्यताधारी प्रशिक्षकों की कमी है। ऐसे प्रशिक्षक कमजोर शिक्षकों के निर्माण का पथ प्रशस्त करते हैं, जो राष्ट्र के लिये लाभप्रद नहीं है। हमें एक ऐसी प्रक्रिया को विकसित करना होगा, जिससे इस गरिमामय पेशे में वही आये, जिसकी इस में रुचि हो न कि मजबूरी। हमें यह भी सुनिश्चित होना कि यह कम जिम्मेदारी का काम न होकर एक महत्वपूर्ण और गम्भीर कार्य है, जिस में होने वाली कोई चूक राष्ट्र एवं समाज को लम्बे समय तक कष्ट दे सकती है।

### पृष्ठभूमि

राष्ट्र का विकास उस के नागरिकों के विकास पर निर्भर करता है। नागरिकों का विकास शिक्षा पर निर्भर करता है, क्योंकि शिक्षा ही हमारे आचार-विचार का निर्धारण कर हमें प्रज्ञावान बनाती है। प्रज्ञावान नागरिक ही राष्ट्र को समर्थ बनाने में महत्वपूर्ण भूमिका निभाते हैं। इसीलिए कहा गया है -

*“न हि ज्ञानेन सदृशं पवित्रमिह विद्यते”*

‘निशुल्क एवं अनिवार्य शिक्षा का अधिकार’ 2009 जन-जन को एक सामर्थ्य प्रदान कर राष्ट्र के विकास की दिशा में अग्रसरित करने हेतु भारत शासन द्वारा उठाया गया सार्थक एवं सकारात्मक कदम है। इससे हमारी शिक्षा संबंधी कई कठिनाइयों का निराकरण हो सकता है। वैश्विक शिक्षा के संदर्भ में स्तरीय शिक्षक, स्तरीय शिक्षा, स्तरीय विद्यार्थी तैयार करने हेतु, हमें शिक्षा और शिक्षक-प्रशिक्षण की दिशा और दशा में उल्लेखनीय परिवर्तन करना अनिवार्य है। बेहतर शिक्षा और बेहतर शिक्षक तैयार करने हेतु प्रशिक्षण संस्थानों को उच्चस्तरीय बनाना

आवश्यक है। इसके बिना किए जा रहे प्रयासों का फलीभूत होना संदिग्ध हो जाता है।

### शिक्षक प्रशिक्षण

शिक्षक प्रशिक्षण व्यवस्था पर जब हम दृष्टि डालते हैं तो पाते हैं कि वर्तमान समय में छात्र की अपेक्षाओं की पूर्ति कम हो रही है और उसकी उपेक्षाएँ अधिक हैं। कालान्तर में जब यह विद्यार्थी शिक्षक बनता है तो वह वैसा ही आचरण करता है, जैसा उसके साथ हुआ था। यह अनवरत चलता रहता है, जिसके परिणामस्वरूप शिक्षकों के प्रति नकारात्मक सोच में वृद्धि होती जाती है। यह नकारात्मक सोच शिक्षक के सम्मान में कमी लाता है और उसमें समर्पण, निष्ठा, कर्मठता, ईमानदारी और लगन को कम करता है, अथवा प्रायः समाप्त कर देता है। यहाँ यह कहना प्रासंगिक है कि छात्रों में नैतिक गुणों का विकास करने हेतु हमारा आचरण भी वैसा ही होना चाहिए।

राष्ट्रीय पाठ्यचर्या 2007 में मार्ग निर्देशक सिद्धांत हैं -

1. ज्ञान को विद्यालय के बाहरी जीवन से जोड़ना।

2. पढ़ाई रटन्ट प्रणाली से मुक्त हो यह सुनिश्चित करना।
3. पाठ्यचर्या ऐसी हो जो बहुमुखी विकास के अवसर मुहैया कराये न कि पाठ्यपुस्तक केन्द्रित हो।
4. परीक्षा को अपेक्षाकृत अधिक लचीला बनाना और कक्षा की गतिविधियों से जोड़ना।
5. एक ऐसी पहचान का विकास, जिस में प्रजातांत्रिक शासन व्यवस्था के अंतर्गत राष्ट्रीय चिन्तायें समाहित हों।

स्वतन्त्रता के पश्चात् हमने उल्लेखनीय प्रगति की है। वर्तमान परिप्रेक्ष्य राष्ट्रीय पाठ्यचर्या 2005 में विद्यार्थी विकास में जो चाहिए उस से पूर्व हमें शिक्षकों की कमियों/ कठिनाईयों को जानना होगा, तभी हम अपेक्षित सुधार कर सकेंगे। यह इसलिए भी आवश्यक है, क्योंकि शिक्षा प्राप्ति का मार्ग शिक्षक से हो कर गुजरता है। हमें विद्यार्थी में सुधार लाने के पूर्व शिक्षक में सुधार लाना होगा और यह कार्य शिक्षक-प्रशिक्षण के द्वारा ही सम्भव हो सकता है।

वर्तमान में कार्यरत शिक्षकों में से भी एक बड़ी संख्या प्रारम्भिक स्तर पर एवं इसका लगभग एक तिहाई माध्यमिक स्तर पर अप्रशिक्षित हैं। प्रशिक्षित शिक्षकों की कमी हमारे प्रयासों को नकारात्मक रूप से प्रभावित करती है।

अशासकीय शिक्षा महाविद्यालयों, के अस्तित्व में आने से सुधार की अपेक्षाएं धूमिल पड़ गई हैं। इन महाविद्यालयों से निकलने वाले प्रशिक्षणार्थी जो कालान्तर में शिक्षक बनते हैं, गुणवत्ता के मान से समृद्ध नहीं हो पाते हैं।

अधिकांश अशासकीय शिक्षा महाविद्यालयों में अपेक्षित योग्यताधारी प्रशिक्षकों की कमी है। ऐसे प्रशिक्षक कमजोर शिक्षकों के निर्माण का पथ प्रशस्त करते हैं, जो राष्ट्र के लिये लाभप्रद नहीं है।

महाविद्यालय के शिक्षक निर्धारित वेतनमान प्राप्त नहीं कर रहे हैं। अतः वह प्रशिक्षण जैसे गुरुतर दायित्व के प्रति गम्भीर नहीं हैं। वह वेतन के हिसाब से कार्य कर रहे हैं, जिसका परिणाम : "जैसा तेरा गाना वैसा मेरा बजाना" की तर्ज पर प्रशिक्षण जैसा गम्भीर और महत्वपूर्ण कार्य संपन्न किया जा रहा है। शिक्षकों को विषय का ज्ञान नहीं है और वह ज्ञानार्जन की प्रक्रिया को अपना भी नहीं चाहते। बहुत कम महाविद्यालयों में ऐसे शिक्षक हैं, जो ग्रंथालय में अपना समय बिताते हैं। ज्यादातर ग्रंथालय पुस्तक एवं जर्नल विहीन हैं, जहाँ यह सब है वहाँ शिक्षक ग्रंथालय में नहीं जाते हैं। पहले शिक्षा में साधनाभाव था, पर शिक्षक में साधना के प्रति भाव था। अब साधन हैं, किन्तु शिक्षक में साधना की बजाय साधने का भाव है। कमजोर महाविद्यालयों के कारण प्रशिक्षण में

कमियाँ आई हैं। इसका सीधा प्रभाव शिक्षक के निर्माण पर पड़ता है। उसके व्यक्तित्व एवं कृतित्व का सुनियोजित विकास इसलिए नहीं हो पाता है क्योंकि नियोजन की प्रक्रिया भी संदिग्ध है। अधिसंख्य संस्था प्रधानों में नूतन दृष्टिकोण का अभाव है।

गत वर्षों में बी.एड. करने वाले विद्यार्थियों की संख्या में निरंतर वृद्धि हुई है। इसके दो प्रमुख कारण हैं। शिक्षकों की बड़ी संख्या में नियुक्ति तथा शिक्षकीय कार्य को कम जिम्मेदारी का समझा/माना जाना।

हमें एक ऐसी प्रक्रिया को विकसित करना होगा, जिससे इस गरिमामय पेशे में वही आये, जिसकी इस में रूचि हो न कि मजबूरी। हमें यह भी सुनियोजित होगा कि यह कम जिम्मेदारी का काम न होकर एक महत्वपूर्ण और गम्भीर कार्य है, जिस में होने वाली कोई चूक राष्ट्र एवं समाज को लम्बे समय तक कष्ट दे सकती है।

दूरस्थ शिक्षा के द्वारा दिये जाने वाले शिक्षक प्रशिक्षण में भी हमें विशेष ध्यान देने की आवश्यकता है। शिक्षक-प्रशिक्षण के पाठ्यक्रम में नैतिक एवं वृत्तिक आचार नीति का समावेश वांछनीय है।

हमें वर्कशॉप की संख्या एवं अवधि में भी वृद्धि करना चाहिए। पढ़ाये जाने वाले अभ्यास पाठों की संख्या पर्याप्त है और इस से प्रशिक्षणार्थी में शिक्षकीय गुणवत्ता विकसित हो रही है, इस बात को जानने हेतु एक स्वतन्त्र पर्यवेक्षण व्यवस्था का विकास करना आवश्यक है। वर्तमान प्रशिक्षण हमें सैद्धांतिक रूप से समृद्ध कर रहा है, किन्तु व्यावहारिक रूप से नहीं। कक्षा शिक्षण की समस्याओं के समाधान के लिये उसे व्यावहारिक समृद्धि प्राप्त नहीं हो रही है।

मेंटर्स एवं सुपरवाईजर्स की टिप्पणी में अपेक्षित गुणवत्ता को विकसित करना भी बहुत जरूरी है। नियमित प्रशिक्षण एवं दूरस्थ शिक्षा के द्वारा किये जा रहे शिक्षक-प्रशिक्षण में हमें उन सभी बातों का समावेश करना होगा, जिनकी अपेक्षा हमसे राष्ट्रीय पाठ्यचर्या 2005 में की गई है।

दूरस्थ शिक्षा द्वारा संचालित शिक्षक-प्रशिक्षण कार्यक्रम में हमें वर्कशॉप की संख्या तथा अवधि बढ़ाना होगी। नियमित प्रशिक्षण दो वर्ष का होने जा रहा है, इस बढ़ी हुई अवधि में हमें निम्न बातों को शामिल करना होगा-

- शिक्षकों को शिक्षकीय कार्य के प्रति गम्भीर बनाया जाय, क्योंकि यह काम कम जिम्मेदारी वाला कार्य न हो कर राष्ट्र निर्माण सदृश गुरुतर एवं गंभीर कार्य है। यह भाव एवं भावना उन में विकसित की जाय।

- उन्हें संवेदनशील बनाया जाय और कक्षा शिक्षण की समस्याओं का समाधान करने के लिए व्यावहारिक रूप से सबल बनाया जाय। वह इस रूप में समष्टि होगा तो विद्यार्थियों की समस्या को हल करने में उत्तेजित और क्रोधित नहीं होगा।
  - उसकी यह व्यावहारिक सबलता उसे बाल केन्द्रित शिक्षण की ओर प्रेरित करेगी। यह क्षमता हमें अभ्यास-पाठ के दौरान विकसित करना चाहिए।
  - ज्ञान को विद्यालय के बाहरी जीवन से जोड़ने की क्षमता का विकास करना और विद्यार्थी के बहुमुखी विकास के अवसर पैदा कर सके ऐसा शिक्षक तैयार करना आवश्यक है, जिससे वह विद्यार्थी के सर्वांगीण विकास में सहायक सिद्ध हो सके।
  - शिक्षक को बालक में ज्ञान, अंतःशक्ति, योग्यता का निर्माण एवं विकास करने वाला बनाना, जिससे वह विद्यार्थी में पूर्णतम् मात्रा में शारीरिक एवं मानसिक योग्यताओं का विकास कर सके। विद्यार्थी को रटन्त प्रणाली से मुक्त कर सके।
  - मेन्टर्स एवं सुपरवाइजर्स को इस प्रकार तैयार करना ताकि अभ्यास पाठों के अध्यापन के दौरान वह शिक्षा में अपेक्षित सुधार पैदा कर सकें। उनमें यह समझ होना चाहिए कि हमारा शिक्षक अपेक्षाओं के अनुरूप तैयार हो।
- इसके अतिरिक्त हमें निम्नांकित प्रयास करना आवश्यक है: -
- शिक्षकों की नियुक्ति हेतु एक नीति बनाई जाये और उसमें उन के शिक्षा के प्रति दृष्टिकोण तथा शिक्षकीय कार्य के प्रति दृष्टिकोण को जानकर प्रावीण्यता के आधार पर चयन सुनिश्चित किया जाय।
  - अशासकीय महाविद्यालयों से गुणवत्तायुक्त प्रशिक्षणार्थी निकल सकें इसलिए उनकी गुणवत्ता पर नियन्त्रण रखने d k d k Z h l g e a d j u k g h k A NAAC के अलावा भी हमें व्यवस्थापन करना होंगी क्योंकि NAAC के अवलोकन के वक्त सब कुछ बढ़िया ही दिखाया जाता है।
  - योग्य, कर्मठ तथा शिक्षा के मर्म को समझने वाले एवं प्रशिक्षणार्थियों को समझा सकने में सक्षम और उनकी समस्या का समाधान कर सकने वाले योग्यताधारी प्रशिक्षकों को नियुक्त किया जाय।
  - योग्य शिक्षकों को योग्यता के अनुरूप वेतन एवं अन्य सुविधायें इस प्रकार प्रदान की जाय, जिससे वह अपने कार्य के प्रति न्याय कर सकें और योग्य शिक्षकों को तैयार करने का अपना कार्य गम्भीरता से करने में रूचि लें।
  - शिक्षक-प्रशिक्षक को ज्ञानार्जन की दिशा में प्रेरित करना भी हमारे लिए लाभकारी होगा। इस दिशा में प्रयास करने से शिक्षक साधने को छोड़कर साधना की ओर अभिप्रेरित होंगे। यह कार्य उन के व्यक्तित्व विकास में तो सहायक होगा ही उन्हें अच्छा प्रशिक्षक भी बनायेगा। उन्हें सेमिनार, वर्कशॉप, सिम्पोजियम आदि में भाग लेने देना सरल बनाना चाहिये। इस हेतु महाविद्यालय को राशि व्यय करना चाहिए। उन्हें इस हेतु इंसेंटिव, यथा इंक्रीमेंट या केश रिवाई जो भी प्रशासन/ प्रबन्धन उचित समझे दिया जाना चाहिए।
  - प्रशिक्षण की प्रक्रिया को और विकसित बनाया जाना चाहिए। प्रशिक्षण “One Size fits for all” की तर्ज पर नहीं होना चाहिए। इस प्रक्रिया में व्यक्तिगत विभिन्नताओं के साथ-साथ आवश्यकता को भी दृष्टिगत रखा जाना चाहिए।
  - प्रत्येक स्तर पर सीखने की प्रक्रिया हेतु आवश्यक संसाधनों की व्यवस्था यथा E.T. Tools, Library etc. की व्यवस्था अनिवार्य रूप से की जाना चाहिये।
- प्रभावी शिक्षक विकास एवं प्रबन्धन हेतु हमें निम्न बिन्दुओं को ध्यान में रखना होगा-
- अध्यापक शिक्षा की एक समग्र नीति व क्रियान्वयन की रणनीति मय चिह्नित संसाधन तैयार हों।
  - अध्यापक शिक्षा (सेवा पूर्व व सेवाकालीन) यथाशीघ्र राष्ट्रीय पाठ्यक्रम ढांचे 2005 के अनुरूप बने।
  - शिक्षकों को काम करने की अनुकूल परिस्थितियां देश भर में तत्काल प्रदान की जाएं।
  - शिक्षकों के प्रदर्शन के मानक भारतीय संदर्भों में विकसित किए जाने चाहिए और इनका विकास शिक्षकों व उनके प्रतिनिधियों की सलाह पर हो।
  - शिक्षकों के विकास हेतु संस्था केंद्रित, समग्र और भलीभांति वित्तपोषित योजनाएं बनाई जाये। यह योजना जीवनपर्यन्त हो, मांग पर आधारित हो, बढ़ते क्रम में स्कूल आधारित हो और प्रशिक्षण मॉडल के संदर्भ में नवाचारी हो। यह हाल के सेवाकालीन प्रशिक्षण के कार्यक्रम केंद्रित व वित्त चलित नजरिए से आगे जाए।
  - गुणवत्ता सुधार के लिए एक समग्र व सर्वसमावेशी नजरिए की ज़रूरत है, जो छात्रों के सीखने पर केंद्रित हो और इसमें प्रभावी शिक्षक व प्रभाव स्कूल सुनिश्चित करने के लिए आध्यापक शिक्षकों और शैक्षिक नेतृत्व को सृष्टि बनाने की बात पूरी तरह शामिल हो।
  - अध्यापक शिक्षण व स्कूल शिक्षा के लिए जिम्मेदार संस्थाओं के बीच कड़ियों को मजबूत करने की तत्काल ज़रूरत है।



- अध्यापकों और संस्थाओं के नेटवर्क विकसित करने और अध्यापक शिक्षकों के क्षमता निर्माण व कार्य मानकों को बढ़ावा देने की भी जरूरत है।
- सृजनात्मकता और पहल की गुंजाइश के लिए हर स्तर पर तंत्रगत स्वायत्तता चाहिए: इसके साथ ही जवाबदेही की व्यवस्था भी जरूरी है। तंत्र को स्वयं पर और अपने कर्मचारियों, खासतौर से शिक्षकों पर भरोसा करना होगा और यह ज़ोर देना होगा कि तंत्र का अस्तित्व छात्रों की जरूरतें पूरी करने के लिए है।
  - शिक्षकों की सेवापूर्व तैयारी शैक्षिक रूप से समृद्ध और ज़्यादा पेशेवर होनी चाहिए।
- यह व्यवस्थित रूप से सम्पन्न हो सके इस हेतु निम्न कार्य करना होंगे -
- सेवा पूर्व शिक्षा के हर स्तर का उन्नयन उच्च शिक्षा तक करना, जैसा कि कई विकसित देशों में है।
  - यह सुनिश्चित करना कि शिक्षकों की भर्ती एवं नियुक्ति में विभिन्न विषयों, अनुभव, शहरी व ग्रामीण क्षेत्रों के लिहाज से संतुलन रहें।
  - शिक्षा व्यवसाय से जुड़े सभी लोगों के लिए सेवाकालीन प्रशिक्षण को एक जीवनपर्यन्त शिक्षा का रूप देना ताकि सिद्धान्त व व्यवहार दोनों में शिक्षण क्षमता का उन्नयन हो सके।
- शिक्षकों के सेवाकालीन प्रशिक्षण में पाठ्यक्रम विकास को शामिल करना।
  - शिक्षकों की वेतन श्रृंखला होनहार युवाओं को शिक्षण व्यवसाय की ओर खींचे। वेतन अन्य सरकारी कर्मचारियों व जिस समुदाय में शिक्षक काम करेंगे उनकी आमदनी के संदर्भ में हो।
  - उपर्युक्त उपायों को जोड़कर राष्ट्रीय व प्रांतीय स्तरों पर एक समग्र शिक्षक नीति तथा एक क्रियान्वयन रणनीति जिम्मेदार अधिकारियों का प्रमुख सरोकार होना चाहिए।
  - ऐसी प्रक्रियाएं बननी व लागू होनी चाहिए जिनसे शिक्षक छात्रों के पालकों के प्रति जवाबदेह बनें।
  - राष्ट्रीय अध्यापक शिक्षा परिषद् के ढांचे और संसाधनों के मुद्दे का निपटारा करने और उसके रोजमर्रा के कामकाज में अधिक अकादमिक व पेशेवर विषयवस्तु कलेवर शामिल करने की तत्काल जरूरत है।
- शिक्षक प्रशिक्षक और शिक्षक स्वयं में चाणक्य की अनुभूति करें किन्तु सदैव अज्ञानता, अंधकार और कुसंस्कारों की सत्ता को उखाड़ने का कार्य करें। यही शिक्षा, शिक्षक और राष्ट्र के हित में होगा।
- अन्त में राष्ट्रकवि दिनकर के अनुसार '
- "समर शेष है, नहीं पाप का भागी केवल व्याध  
जो तटस्थ हैं, समय लिखेगा उनका भी अपराध।"

## संदर्भ ग्रंथ सूची

National Curriculum Framework 2005, NCERT, New Delhi, p.5-6

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## सार्वभौमिक शिक्षक निर्माण हेतु पाठ्यचर्या

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**Key Words :** वैश्विक शिक्षक, वैश्विक शिक्षक पाठ्यचर्या

### सारांश

वर्तमान परिप्रेक्ष्य में देखें तो पाते हैं कि विश्व एक ग्राम के रूप में बदलता हुआ विकास को प्राप्त कर रहा है। वैश्विक ग्राम के रूप में बढ़ते वैश्विक समाज व नव पीढ़ी की पौध हेतु स्वयं समर्थ शिक्षकों की अनिवार्यता रहेगी। वैश्विक दृष्टिकोण को अपने जेहन में रखकर विकास की परम्परा को बरकरार रखने वाले शिक्षक आदर्श, मूल्य, संस्कार, संवेदना, कौशल, प्रौद्योगिकी संचालन, संस्कृति संरक्षक के रूप में अपनी भूमिका का निर्वहन करें, यह अपेक्षाएँ समाज, राष्ट्र व विश्व लगाएँ हुए हैं। प्रस्तुत आलेख में वैश्विक दृष्टिकोण से युक्त शिक्षक तैयार करने हेतु आवश्यक तथ्यों व बिन्दुओं का समावेशन किया गया है। साथ ही यह सुझाया गया है कि इन तथ्यों को वैश्विक शिक्षक निर्माण पाठ्यचर्या में स्थान दिया जाना चाहिए। स्पष्ट किए गए बिन्दुओं के अनुरूप शिक्षक निर्माण की पाठ्यचर्या तैयार की जाए तो निश्चित ही आने वाली पीढ़ी संवेदनशील, विवेकी, आत्मविश्वासी, प्रौद्योगिकी दक्ष, स्नेह, सौहार्द, एवं बन्धुता की भावना से युक्त हो विश्व को एकसूत्र में बांधने वाली साबित होगी। जिसका श्रेय वैश्विक दृष्टि से तैयार किए जाने वाले शिक्षकों को जाएगा।

### पृष्ठभूमि

विश्व पटल पर दृष्टिपात करने पर हम पाते हैं कि आज विश्व अलग-अलग भूखण्डों में बिखरा हुआ नहीं है। किसी समय में विश्व का अधिकांश भू-भाग तथा तद्वासी आपसी सम्पर्क से रहित थे। आपसी सम्पर्क सम्प्रेषण के अभाव में संस्कृति, पर्यावरण एवं प्रकृति भी विलग-विलग हुआ करती थी। हर संस्कृति, सभ्यता, देश, सम्प्रेषण-सम्पर्क के अभाव में विलग विशेषताओं से युक्त हुआ करते थे। किन्तु अपनी-अपनी विशिष्टताओं का आदान-प्रदान आज के समान नहीं होता होगा, ऐसा अनुमान हम लगा सकते हैं।

आज के परिप्रेक्ष्य में हम देखें तो पाते हैं कि पूरा विश्व एक दूसरे से जुड़ा है। संस्कृति, साहित्य, शिक्षा, सूचना आदि संवाद-संप्रेषण के दायरे में हैं। इस स्थिति को देखते हुए यजुर्वेद की पंक्ति "यत्र विश्वं भवत्येक नीडम्" साकार होती नजर आ रही है। सम्पूर्ण विश्व विचार, वस्तु व विशिष्टताओं के विनियमन से एक ग्राम के रूप में विकसित हो रहा है तो यह शुभ संकेत है। किन्तु एक बड़े ग्राम में सात्विकता सद्भावना,

आदर्शवादिता का प्रसार जितनी तीव्र गति से नहीं होता उससे भी तीव्र गति से विपथगामी (विपरीत) प्रवृत्तियों का होता है।

विश्व रूप नीड़ (ग्राम) के शान्ति व सामंजस्यपूर्ण निर्माण-विकास में शिक्षा प्रणाली व शिक्षक सर्वाधिक सशक्त भूमिका का निर्वहन कर सकते हैं। शिक्षा प्रणाली वैश्विक आवश्यकताओं के अनुरूप निर्मित की जाए। इस हेतु वैश्विक शिक्षा पाठ्याचार्य का एक प्रारूप निर्मित करना नितान्त जरूरी होगा।

वैश्विक शिक्षा पाठ्यचर्या के अनुरूप सकल विश्व को एक सूत्र से मार्गदर्शित किया जाए तो परिणाम निश्चित ही लोककल्याणकारी प्राप्त होंगे। सहज, सुन्दर, संस्कारी, विवेकी, आदर्शवादिता के साथ प्रौद्योगिकी व्यवहार से युक्त नव विश्वग्राम की संकल्पना को दृष्टिपथ पर रखकर वैश्विक शिक्षा पाठ्यचर्या का निर्माण करना प्रथम सीढ़ी हो।

शिक्षा पाठ्यचर्या के पश्चात् वैश्विक ग्राम निर्माण में सर्वप्रमुख भूमिका शिक्षक की होगी। किसी भी राष्ट्र अथवा समाज को सही दिशा प्रदान करने का सामर्थ्य शिक्षक रखता

है। यदि शिक्षक वैश्विक एवं सार्वभौमिक दृष्टि को ध्यान में रखकर निर्मित किए जाए तो विश्व तकनीकी प्रौद्योगिकी विकास के साथ आदर्शों, संस्कारों एवं संस्कृति को विवेकी कदमताल करवाता नज़र आएगा। पूर्णविकास को प्राप्त करता वैश्विक संघ अमन-चैन के साथ जीवन निर्वहन कर सकेगा। अमन-चैन युक्त वातावरण में विकास हेतु महत्वपूर्ण भूमिका रखने वाले महानायक शिक्षकों को तैयार करने हेतु एक उन्नत पाठ्यचर्या की आवश्यकता होगी। उन्नत पाठ्यचर्या के प्रकाश में विश्वस्तरीय शिक्षक तैयार किए जा सकेंगे, जो सम्पूर्ण वैश्विक समुदाय में आशा, निर्माण, संस्कार, विकास, विचार, विवेक आदि का संचार करने में समर्थ हों।

**वैश्विक शिक्षक तैयार करने हेतु पाठ्यचर्या कुछ इस प्रकार प्रस्तुत की जा रही है:-**

शिक्षक की क्षमताएँ विचारों व कल्पनाओं से भी शक्तिशाली होती हैं। शिक्षक यदि चाहे तो निर्माण की श्रृंखला चला दे और हों यदि वह चाह ले तो पतन की खाइयाँ खुदवा दें। उक्त तथ्य को आचार्य कोटिल्य का उदाहरण पुष्टि प्रदान करता है।

कोठारी आयोग की टिप्पणी किसी एक राष्ट्र अथवा संघ के स्थान पर सम्पूर्ण विश्व को ध्यान में रखते हुए देखें तो अधिक सटीक लगती है। आयोग ने स्पष्ट किया है कि "भारत का भाग्य कक्षा में ही गढ़ा जाता है।" इसे यदि "वैश्विक भाग्य व सोच का निर्माण कक्षा-कक्षों के माध्यम से एक कुशल शिक्षक ही करने में समर्थ है।" ऐसा कहा जाए तो अत्युक्ति नहीं होगी।<sup>2</sup>

**वैश्विक शिक्षक निर्माण हेतु पाठ्यचर्या**

वैश्विक शिक्षक की निर्माणवादी विचारधारा के निर्मित हों, इस हेतु शिक्षक निर्माण की प्रक्रिया इस वाद को प्रमुखता के साथ में जोड़ा जाए। साथ ही शिक्षकों को व्यावसायिक रूप से निर्माणवादी कौशल से युक्त करने वाली पाठ्यचर्या का अंगीकार किया जाए। यदि कल का शिक्षक नवीन सोचने, विचारने के साथ निर्माण करने वाला होगा तो विश्व नित्य विकास करता नज़र आएगा। नित्य नव निर्माण के अभाव में विकास अवरूद्ध सा होने लगता है। अतः आवश्यक है कि वैश्विक शिक्षक निर्माणवादी विचारधारा से युक्त तैयार हो। निर्माणवादी शिक्षकों की खेप तैयार करने हेतु निर्माणाधारित शिक्षक-शिक्षा को पाठ्यचर्या में स्थान मिले।

आज देखें तो हम पाते हैं कि शिक्षक संवेदनाओं से रहित व्यवहार प्रदर्शित करते हैं। संवेदना रहित शिक्षक विश्व की नव पीढ़ी में संवेदना का संचार कैसे कर पाएगा ? नई पीढ़ी प्रकृति

के सौन्दर्य, पक्षियों के कलरव, मानवीय सुख-दुख को अपने हृदय एवं नज़रों से कैसे महसूस कर पाएगा? संवेदना के अभाव में मेरे में तेरा व तेरे में मेरा का भाव साथ ही "वसुधैव कुटुम्बकम्" का भाव कैसे जागृत कर पाएगा ?

उक्त तथ्यों को ध्यान में रखते हुए विश्व जन में स्नेह सौहार्द, प्रेम, सहानुभूति आदि भावों के संचरण हेतु संवेदी शिक्षकों की आवश्यकता रहेगी। अतः नियोजकों को चाहिए कि वैश्विक स्तरीय संवेदना विकसित करने वाले तथ्यों को शिक्षक-शिक्षा की पाठ्यचर्या में मुख्यतः जोड़ने के प्रयास करें।

यदि शिक्षक संवेदना से युक्त होगा तो भावी पीढ़ी में वह संवेदना का संचार करने में समर्थ हो सकेगा। सम्पूर्ण सृष्टि को यदि एक दृष्टि से देखना है तो सर्वप्रमुख बिन्दु संवेदना का संचार होगा। संवेदना<sup>3</sup> एवं मानवीयता युक्त दृष्टिकोण वाले शिक्षकों की आवश्यकता व निर्माण के सम्बन्ध में एनसीएफटीई-09 ने भी विशेष जोर दिया है। वैश्विक सार्वभौमिक दृष्टि से निर्मित किए जाने वाले शिक्षकों में संवेदना का पुट अनिवार्यतः हो, इस हेतु बालकों की प्रारम्भिक शिक्षा व्यवस्था से ही संवेदना विकास के प्रयास पाठ्यचर्या में हों। प्राथमिक स्तर का यही बालक कल का शिक्षक होगा। अतः शिक्षक तैयार करने की प्रक्रिया में संवेदी तत्वों के संचरण को केवल जागृत करने की आवश्यकता रहेगी। इसके अतिरिक्त संवेदन क्षमता विकसित करने वाले अध्यायों का निर्माण व उनका पाठ्यचर्या में स्थान भी सुनिश्चित किया जाए।

**"आज्ञा गुरुणां ह्यविचारण्याः।।"<sup>4</sup>**

संस्कृत साहित्य की इस पंक्ति को यथार्थ करने वाले शिक्षकों की आवश्यकता आज के वैश्विक परिप्रेक्ष्य में है। आज हम देखें तो पाते हैं कि शिक्षक या तो खुलकर कुछ कह नहीं पाते और कह भी देते हैं या आज्ञा दे भी देते हैं तो निश्चित नहीं कि पालक अथवा अनुकरणकर्ता का भला हो जाए। शिक्षक को अपने ज्ञान बल, अनुभव, विवेक बल एवं तप बल के आधार पर इस बल को विकसित करना होगा कि छात्र अथवा समाज हेतु जो भी आदेश अथवा आज्ञा मुख से निकले उसके पालन में पालनकर्ता का कल्याण ही निहित हो। शिक्षक मुख से निकली आज्ञा अथवा आदेश स्वयं परिनिष्ट हो। आज इस प्रकार के आदेश, निर्देश अथवा आज्ञाधर्मी शिक्षकों का नितान्त अभाव ही है। उक्त स्तरीय शिक्षकों के अभाव में स्वाभाविक ही है अनुपालक अथवा छात्र की तद्वत स्थिति संभव ही नहीं। यदि शिक्षक सही मायने में गुरु की पदवी को अलंकृत, सुशोभित अथवा सार्थक करने वाले होंगे तो स्वतः आत्मानुशासी छात्र अथवा शिष्यों की उत्पत्ति होने लगेगी।

शिक्षक को सही मायने में त्यागी समर्पित एवं कटिबद्ध शिक्षक के रूप में निर्मित हेतु पाठ्यचर्या में शिक्षक में वांछित गुणों पर विशद विश्लेषण कर उन्हें स्थान देना चाहिए। साथ ही निर्धारित गुणों के विकास व जाँच के लिए भी पाठ्यचर्या में उचित निर्देशन होना चाहिए। शिक्षकीय गुणों व तत्वों के अभाव में निर्मित शिक्षक केवल जीवन निर्वहन हेतु शिक्षक पद धारित कर राष्ट्र व विश्व का अद्यवत् नुकसान ही करेंगे।

वैश्विक भविष्य को विवेकी दृष्टि से देखें तो हमें सही मायने में शिक्षकों की आवश्यकता होगी। केवल नामी या योग्यताधारी शिक्षकों की नहीं। सही मायने में शिक्षकों के निर्माण की जिम्मेदारी चयन की जिम्मेदारी एवं उन्हें उनकी भूमिका का ज्ञान कराने की जिम्मेदारी, शिक्षक-शिक्षा कार्यक्रमों की होगी। अतः चाहिए कि शिक्षक-शिक्षा हेतु निर्मित कार्यक्रमों से सही मायनों में शिक्षक तैयार हों। नामी, पदी अथवा केवल जीवन निर्वहनी शिक्षक तैयार करने से राज्य, समाज, राष्ट्र अथवा विश्व तो क्या स्वयं शिक्षक का भी उद्धार नहीं होगा।

अतः सही मायने में शिक्षक तैयार करने वाले तथ्यों, गुणों को पाठ्यचर्या में व्यावहारिक व सैद्धान्तिक रूप से स्थान देना आज की अनिवार्यता रहेगी।

वैश्विक ग्राम को ध्यान में रखते हुए विवेक सम्पन्न शिक्षक तैयार करना आज के दौर में अनिवार्य है। विवेक सम्पन्न शिक्षक अथवा व्यक्ति अपनी दूरदृष्टि के कारण से प्रारम्भिक अडचनों अथवा अवरोधों से विचलित नहीं होते अपितु अपने कर्तव्य में संलग्न रहते हैं। इसके विपरीत अविवेकी अपनी सीमित दृष्टि के अनुरूप प्रारम्भिक अवरोधों से घबराकर दीर्घ कालिक सुखद परिणामों को हाथ से निकलने देते हैं। वैश्विक परिप्रेक्ष्य हेतु निर्मित शिक्षक में विवेक का होना अति आवश्यक है। शिक्षक अपने विवेक के आधार पर क्या-अच्छा है, क्या बुरा है, क्या स्वीकार्य-अस्वीकार्य है, क्या करणीय-अकरणीय है, क्या उच्च-नीच है, कौन/क्या सही गलत है आदि का निर्णय लेने में समर्थ होगा। सटीक विवेकी निर्णय लेने वाले शिक्षक अपने छात्रों व अनुकर्ताओं को सही दिशा बताने वाले साबित होंगे। अविवेकी शिक्षकों से उक्त आशा करना व्यर्थ साबित होगा। वैश्विक शिक्षक विवेक<sup>3</sup> सम्पन्न हों, इस हेतु आवश्यक है कि पाठ्यचर्या में विवेक जागृति से सम्बन्धित तथ्यों को जोड़ा जाए। विवेकी शिक्षक विवेकी समाज, राज्य, राष्ट्र व विश्व रचने में समर्थ होंगे।

वैश्विक ग्राम को दृष्टिपथ पर रख तैयार किए जाने वाले शिक्षक सही मायने में शिक्षक हों। शिक्षा का व्यापार करने वाले अथवा व्यापार के अन्तर्गत शिक्षा का व्यवहार करने वाले

शिक्षक कभी भी राष्ट्र-राज्य अथवा समाज को सही गति प्रदान नहीं कर सकते। जहाँ व्यापार है वहाँ मुनाफा है। मुनाफे की चाह त्यागी, विवेकी, संवेदी तत्व की संरचना करने में सहायक सिद्ध नहीं हो सकती। अतः शिक्षक को कोरी व्यावसायिकता से बचना चाहिए। वागड़ (वाग्वर) प्रदेश के लोक संत मावजी महाराज ने अपने चौपड़े में उल्लेख किया है कि :-

“विद्याए लोग ठगाए/” अर्थात् विद्या के माध्यम से लोग ठगे जाएंगे। विद्या/शिक्षा/ज्ञान व्यापार का क्षेत्र हो जाएगा और इसके माध्यम से लोग ठगे जाएंगे। आज इस स्थिति को देखने पर ज्ञात होता है कि संत मावजी द्वारा की गई भविष्यवाणी अक्षरशः सटीक बैठती है। आज शिक्षा/विद्या व्यापार का क्षेत्र हो गई है। इसके द्वारा लोग ठगे जाने लगे हैं। शिक्षा/विद्या का प्रयोग कोरी व्यावसायिकता के रूप में किया जा रहा है। शिक्षक भी इस व्यावसायिकता के बढ़ावे में अपनी भूमिका को रोक नहीं पा रहे हैं। वैश्विक शिक्षा निर्माण में व्यावसायिकता के पुट से परे सही मायने में शिक्षक तैयार करने की आवश्यकता रहेगी। इस हेतु पाठ्यचर्या ऐसी तैयार करें जिसमें कोरी व्यावसायिकता, व्यावसायिक दक्षता पर जोर न हो जैसा कि एनसीईटीई-09 ने दिया है। व्यावसायिकता मोह, लोभ व मुनाफे की ही जागृति करने वाली होगी। पाठ्यचर्या में शिक्षकों हेतु कौशल दक्ष शिक्षक तैयार करने सम्बन्धी तथ्यों को एकत्रित करने के प्रयास करने चाहिए एवं कोरी व्यावसायिक दक्षता सम्बन्धी तथ्यों से बचा जाना चाहिए।

वैश्विक ग्राम हेतु तैयार किए जाने वाले शिक्षकों की पाठ्यचर्या में इन भावों की जागृति करवाने वाले अध्यायों का विनियोजन अत्यावश्यक रहेगा कि - शिक्षक के सन्दर्भ में “मैं कौन हूँ ? मेरा कार्य-कर्तव्य क्या है ? मेरे इस कार्य से समाज, राष्ट्र, एवं विश्व में क्या परिवर्तन आएंगे ? मैं मेरे दायित्वों का निर्वहन कहाँ तक कर रहा हूँ ? मेरे प्रत्येक व्यवहार से समाज, राष्ट्र अथवा विश्व पर क्या प्रभाव पड़ रहा है?”<sup>9</sup>

जब शिक्षक इन सवालों का जवाब स्वयं देता नज़र आएगा तो तय समझें कि विश्व निश्चल स्नेह से सिक्त होता विकास की तरफ अग्रसित हो रहा है। अतः कर्तव्यों व दायित्वों के साथ आत्मबोध करवाने वाले अध्यायों का समावेशन अध्यापक शिक्षा की पाठ्यचर्या का अंग बने। जब शिक्षक आत्मबोध से युक्त होगा तो निश्चित ही संवेदन, विवेक, आदर्श, संस्कार उसके इर्द-गिर्द घूमते नज़र आएंगे व व्यवहार में परिलक्षित होंगे।

समग्र विश्व पर दृष्टिपात करें तो स्पष्ट होता है कि सम्पूर्ण विश्व धर्म के अनुशासन में बन्धा विकास को प्राप्त कर रहा

है। इस बिन्दु को ध्यान में रखते हुए भावी वैश्विक शिक्षक सभी धर्मों के प्रति सद्भावना के भावों को जागृत करवाने वाला निर्मित किया जाए। साथ ही शिक्षक सभी धर्मों की सार्वभौमिक विचारधारा एवं ज्ञान से युक्त हो। सभी धर्मों की सार्वभौमिक सूचनाएँ एवं वैज्ञानिक तथ्यों को शिक्षा का अंग बनाया जाना उचित रहेगा।

इस हेतु सभी धर्मों के वैज्ञानिक पक्षों व शिक्षा को साररूप में अध्यापक शिक्षा की चर्चा में स्थान दिया जाना चाहिए। जिससे वैश्विक शिक्षक में सभी धर्मों के प्रति ज्ञानात्मक पुट निर्मित करने में सहायता मिल सके। जिससे सभी धर्मों के मध्य सामंजस्यपूर्ण वातावरण व सम्मान उत्पन्न किया जा सकेगा। इस प्रकार की स्थिति का निर्माण करना भावी आवश्यकता के रूप में हमारे सम्मुख उपस्थित है। धार्मिक आध्यात्मिक ग्रन्थ सार्वभौमिक एवं विश्वकल्याणकारी सूचनाओं से ओत-प्रोत हैं। कट्टरपंथिता इसे अंगीकार करवाने में कहीं न कहीं आड़े आ रही है। सार्वभौमिक एवं कल्याणकारी तथ्यों के उजागर एवं समन्वयन के साथ व्यावहारिक स्वीकरण का कार्य अध्यापक शिक्षा कार्यक्रमों के माध्यम से सम्भव हो सकता है। अतः उक्त तथ्य को अध्यापक शिक्षा चर्चा में स्थान दिया जाना सम्योचित रहेगा।

वैश्विक ग्राम की संकल्पना के अनुरूप शिक्षक तकनीकी ज्ञान से युक्त होना चाहिए। आज तकनीकी-प्रौद्योगिकी का जितना विकास हुआ है उससे शिक्षा का क्षेत्र भी अछूता नहीं रहा है। भावी शिक्षक तकनीकी प्रौद्योगिकी कौशलों से युक्त हों, इस हेतु तकनीकी प्रयोग व संचालन में कुशलता का विकास करने वाली पाठ्यचर्या का निर्धारण आज की अनिवार्यता हो गई है। किन्तु ध्यान रहे शिक्षक के शिक्षकत्व को प्रौद्योगिकी व तकनीकी संचालन की दक्षता पुष्ट करे, न कि उस पर हावी हो जाए। शिक्षक के शिक्षकत्व व तकनीकी प्रौद्योगिकी में समन्वयन व विवेकी उपयोग वैश्विक ग्राम के लिए नवीन आयाम प्रस्तुत करने वाले साबित होंगे।

वैश्विक शिक्षक के लिए निर्मित पाठ्यचर्या में खोज-शोध व अन्वेषण से सम्बन्धी अवसरों व दृष्टि को भी अधिरेखांकित करना अनिवार्य रहेगा। शिक्षक यदि शोधक व खोजी होगा तो नित्य नव सृजन की तरफ समाज-विश्व को प्रेरित करने में समर्थ होगा। शोधक प्रवृत्ति व दृष्टि से युक्त शिक्षक स्वीकार्य को तथ्यों के साथ स्वीकार करवाएगा एवं अस्वीकार्य को सप्रमाण रोकने का प्रयास करेगा।

भावी शिक्षक में शोधक, अन्वेषक एवं खोजी प्रवृत्ति के विकास के लिए पाठ्यचर्या में खोज शोध सम्बन्धी पहलुओं को विशेषतः जोड़ा जाना चाहिए।

वैश्विक शिक्षक हेतु निर्मित पाठ्यचर्या हेतु इन तथ्यों को भी ध्यान में रखना होगा कि वैश्विक शिक्षक मानवीय मूल्यों, संस्कारों, आदर्शों, परम्पराओं एवं स्थापित ज्ञान का पीढ़ी दर पीढ़ी हस्तान्तरण करवाने में प्रमुख भूमिका निभाने वाला हो। इस पाठ्यचर्या में ऐसे बिन्दुओं को जोड़ा जाना चाहिए जो पूरा संस्कृति, मूल्यों, संस्कारों एवं परम्पराओं की जानकारी से शिक्षक को युक्त करें।

वैश्विक शिक्षक प्राप्त जानकारीयों, सूचनाओं एवं ज्ञान को जीवन्त रखते हुए विश्व पटल पर उद्घाटित, प्रसारित करने में सहयोग प्रदान करने में समर्थ होंगे।

भारतीय संस्कृति को गहराई से देखें तो स्पष्ट होता है कि शिक्षक/गुरु तप, त्याग, समर्पण, वैराग्य, धैर्य, विवेक एवं ज्ञान की प्रतिमूर्ति हुआ करते थे। काम, क्रोध, मोह, लोभ आदि पर विजय प्राप्त कर केवल समाज एवं राष्ट्र के विकास में संलग्न रहा करते थे। सम्प्रति वैश्विक परिदृश्य को देखते हुए तद्वत् शिक्षक निर्माण की महती आवश्यकता है। इस हेतु शिक्षा की चर्चा में उक्तवत् व्यवहार को बढ़ावा देने वाले तथ्यों बिन्दुओं को जोड़ा जाना चाहिए। शिक्षक शिक्षा पाठ्यक्रम हेतु शिक्षक की संकल्पना कर उसमें वांछित तत्त्वों, गुणों के विकास से सम्बन्धित बिन्दुओं को स्वीकारा जाए। पाठ्यचर्या ऐसी हो जो सर्वमान्य सक्षम शिक्षक तैयार करने में सहयोग प्रदान करे।

वैश्विक शिक्षक हेतु निर्मित पाठ्यचर्या सांस्कृतिक दक्षता, सृजनात्मक दक्षता, विवेक दक्षता, तकनीकी, मानवीय सम्बन्ध कायम करने सम्बन्धी दक्षता, संकल्पनात्मक दक्षता, प्रबन्धकीय दक्षता, सम्प्रेषणात्मक दक्षता एवं अनुसंधानात्मक दक्षता का विकास करने वाली हो। उक्त दक्षताओं से युक्त शिक्षक विश्व की नवपीढ़ी को भी तद्वत् दक्षताओं से युक्त करने में समर्थ हो सकेगा।<sup>4</sup>

वैश्विक शिक्षक को सम्यक् दृष्टि, दिवास्वप्नी, विश्वासों से युक्त, स्वप्न साकारकारी एवं विश्व का समग्र विकासकारी के रूप में निर्मित करने वाले बिन्दुओं एवं तथ्यों को पाठ्यचर्या के विशिष्ट अंग के रूप में रखा जाए।

शिक्षक विश्व समुदाय के मध्य रहता हुआ समुदाय से सम्बन्धित आवश्यकताओं को महसूस कर आवश्यकतानुरूप दिशा देने में सामर्थ्य रखे ऐसे शिक्षकों को तैयार करने वाली गतिविधियों को पाठ्यचर्या का हिस्सा बनाना चाहिए।

वैश्विक शिक्षक विचारशील, परिकल्पनाशील, विचार को यथार्थकर्ता, नव सोच को स्वरूप दाता स्वप्न विचार एवं यथार्थ में सहसम्बन्ध स्थापनकर्ता, विचार से परे स्वप्न दृष्टा, स्वप्न से परे विचारकर्ता, स्वप्न-विचार को यथार्थकर्ता वैज्ञानिक दृष्टि धर्ता के रूप में हमारे सम्मुख प्रस्तुत हो। साथ ही समाज, राष्ट्र

एवं विश्व का विपरीत परिस्थितियों में नेतृत्वकर्ता हो। ऐसी व्यवस्था, व्यवहारों अथवा बिन्दुओं को पाठ्यचर्या के अनिवार्य व विशिष्ट अंग के रूप में विकसित किया जाना चाहिए।<sup>5</sup>

वैश्विक दृष्टि लिए हुए शिक्षकों में चाहिए कि वे घर एवं विद्यालय के मध्य की दूरियों को कम करें। घर को विद्यालय के रूप में निरूपित करने वाले एवं विद्यालय को घर के रूप में संज्ञित करने वाले शिक्षकों की खेप तैयार करने वाले बिन्दुओं को पाठ्यचर्या में स्थान देना होगा। इस प्रकार से शिक्षक सही मायने में दबाव एवं बोझ रहित शिक्षा व्यवस्था कायम करने में सार्थक भूमिका का निर्वहन कर सकेंगे।

शिक्षक शिक्षा की पाठ्यचर्या में पूर्व-प्राथमिक स्तर से उच्च स्तर तक पाठन करने में दक्ष शिक्षकों को तैयार करने सम्बन्धी तथ्यों एवं बिन्दुओं को जोड़ जाना चाहिए। पूर्व प्राथमिक स्तर, प्राथमिक स्तर, उच्च प्राथमिक स्तर, माध्यमिक स्तर, उच्च माध्यमिक, स्नातक स्तर, स्नातकोत्तर स्तर, शोध, उत्तर शोध स्तरीय शिक्षकों को तैयार करने हेतु विशिष्ट निर्देशों, कौशलों एवं दक्षताओं की अपेक्षा रहती है। उक्त अपेक्षाओं के अनुरूप शिक्षक एवं मार्गदर्शकों के निर्माण हेतु प्रभावी एवं आवश्यक तथ्यों, व्यवहारों, सिद्धान्तों एवं तकनीकियों को शिक्षक शिक्षा की पाठ्यचर्या में स्थान देना अनिवार्यता रहेगी।

## निहितार्थ

प्रस्तुत आलेख में सार्वभौमिक शिक्षक निर्माण हेतु पाठ्यचर्यान्तर्गत प्रतिपादित किया है कि आज सम्पूर्ण विश्व यजुर्वेद की पंक्ति 'यत्र विष्वं भवत्येक नीडम्' की संकल्पना को साकार कर रहा है। वैश्विक ग्राम के रूप में विकसित विश्व जन हेतु एक नवीन प्रकार की सोच व समग्रता के भावों से युक्त करने वाली शिक्षा व्यवस्था कायम करनी होगी। इससे पहले आवश्यकता रहेगी विवेकी, संवेदी, संस्कारी, आदर्शी, प्रौद्योगिकी व्यवहारी, स्वानुशासी आदि वैश्विक गुणों से युक्त शिक्षकों की। उक्त गुणों से युक्त सही मायने में वैश्विक शिक्षक तैयार करने हेतु कुछ तथ्यों एवं बिन्दुओं को विकास के प्रथम पथ के रूप में उल्लेखित किया गया है। वैश्विक दृष्टि से तैयार किए जाने वाले शिक्षकों हेतु पाठ्यचर्या बनाने में यह आलेख नींव का प्रस्तर बन इमारत निर्माण में सहयोग करेगा।

वैश्विक ग्राम हेतु वैश्विक शिक्षक स्नेह, सौहार्द, बन्धुता, मानवीयता, संवेदना के साथ वास्तविक जीवन ज्ञान का संचरण करने वाले तैयार हों व विश्व उत्थान में अपनी भूमिका स्वयं सुनिश्चित करें। इन्हीं शुभाकांक्षाओं को ध्यान में रखते हुए यह आलेख प्रस्तुत किया गया है।

## संदर्भ ग्रंथ सूची

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